A stylized tree logo in shades of blue, with a green sprout growing from the letter 'o' in 'Whole'.

Whole Life
CurriculumTM
living life as it was meant to be

Elementary
www.wholelifecurriculum.com

Whole Life Curriculum

Written by Linda Noble

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I have concluded that the materials presented in this work are free and doctrinal or moral errors.

Bernadeane M. Carr, STL
15 January 2010

IMPRIMATUR

In accord with 1983 CIC 827 § 3, permission to publish this work is hereby granted.

+ Robert H. Brom
Bishop of San Diego
15 January 2010

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Contents

- 4** **Why Whole Life Curriculum?**
- 9** **Envisioning the Big Picture**
- 11** **Lesson Objectives by Grade Level**
- 13** **Lesson Objectives by Topic**
- 18** **Answers To Your Questions**
- 22** **Additional Resources Required**
- 23** **First Grade Lessons (Objectives 1-5)**



Why Whole Life Curriculum?

What does God love about you?

What does God love about you? Most of us find this question difficult to answer. It touches on the basis of the value of our individual lives. Does God really value my life? If so, why? The answer—both individually and as a culture—has far-reaching effects. This is exactly why we are so passionate about getting this message out to students: You are uniquely and individually loved and valued by God, and He felt this way about you even *before* you were conceived.

The erosion of human value in America

American society has quietly eroded this message with its legalized choices and considerations: abortion on demand (for reasons ranging from gender preference to potential infant abnormalities), euthanasia, assisted suicide, and embryonic stem cell research. The media has subtly convinced us that there are circumstances that override the value of a person's life. This is perhaps the most dangerous sort of message because somehow it slips by us. Although no one has blatantly told our children that there are factors that legitimately negate the value of human life, that unspoken message has still filtered down into their thinking and attitudes. And even though we, as followers of Christ, would most strongly oppose this view, we have failed to address it as it has made its way into the culture of young people. We must recognize it, oppose it, and purposefully and deliberately affirm the value of human life.

The resulting impact on students—specifically their choices and their disregard for the value of the lives of anyone who gets in the way of their personal happiness and success—can be found in the evidence of an emergence of school shootings, infant homicide, and violence for the sake of entertainment. When we hear of these incidents, we are caught unaware and in shock. We wonder how we got to this place as a society, as if some alien force had come and twisted our world against our will.

The consequences of this unspoken message are apparent. This devaluation of human life has not only led to violence against the lives of others, but it has also bled over into the questioning of one's own value (and understandably so). Something unseen is whispering to us that we don't measure up. When students don't understand how immeasurably and unconditionally valuable their lives are, their susceptibility to suicide, drugs and drinking, promiscuity, and unplanned pregnancy increases. They seek to fill the emptiness through numbing or gaining the temporary approval of their peers at any cost.

Outward symptoms of an inner problem

Today's television and radio shows are filled with the merciless degradation of people. The more stinging and destructive the remarks made to callers and participants, the more entertaining the programs are considered to be. We enjoy hearing the hosts of radio and reality television shows make outrageously insulting statements to the guests or contestants. Some shows even tell us that the weeks and months of pain we'd endure at the hands of doctors and the relentless exercise schedule of trainers would all be worth it if people would ultimately approve of us on the outside. Then we'd finally feel better about who we are.

Another surprising symptom of society's decreased value of human life is an increase in road rage episodes. According to "Aggressive Driving: A Report by Louis Mizell, Inc. for the AAA Foundation for Traffic Safety," incidents of aggressive driving have increased by seven percent every year since 1990. (A summary of this report is available at <http://www.aaafoundation.org/pdf/roadragePR.PDF>.)

Traffic psychology professor Leon James says angry exchanges are occurring more frequently between drivers and a culture of disrespect now exists on the roads. His formula for road rage:

MORE CARS, LESS SPACE,
AND MORE DRIVER
INTERACTIONS



CULTURAL NORMS OF
DISRESPECT CONDONING
HOSTILITY



AGGRESSIVE DRIVING
AND
ROAD RAGE BATTLES

It's interesting that even in a traffic study, experts can identify a new cultural norm of disrespect for life.

Rebuilding through purposeful education

So how do we push against this societal wave? We need to purposefully educate our children regarding the value of human life. What do students really need to know? Personal value is found in their individual, intentional, loving creation by God. He made them to reflect His image.

We must also clearly communicate the basis of human worth. Carrie Gordon Earll states, "Scholars note that being created in the image of God (*imago Dei*) means more than having certain abilities and attributes. It means that humans are the images of God, regardless of what they can or cannot do. To bear the image of the Creator is a privilege extended uniquely to humans. No other "creation" of God can make this claim" ("The Sanctity of Human Life," *Citizen Link*, November 24, 1999). The late Pennsylvania Governor Robert Casey once said that: when we look to the unborn child, the real issue is not when life begins, but when love begins. (<http://www.whitehouse.gov/news/releases/20031105-1.html>) God's love for us began with His dreams about whom He would create each of us to be. This is what gives our lives value. This is what we must communicate clearly and persistently to our children.

Replacing the unspoken formula

We must not only affirm life's value, but also point out the erroneous methods our society practices when determining the value of life, and then we must *reject* those methods. Years ago, Dietrich Bonhoeffer recognized our error in thinking when he stated, "This idea springs from the false assumption that life consists only in its own usefulness to society. It is not perceived that life, created and preserved by God, possesses an inherent right which is wholly independent of its social utility" (*Ethics*, 1965, page 162).

Even as Christ's followers, many times we practically buy into the idea that our own value and that of our children comes from productivity, attractiveness, and social status. The unwritten formula that our society uses to determine our worth is:

CHARACTERISTICS



ABILITIES



WORTH

Unfortunately, this puts a lot of pressure on each one of us to achieve and sustain personal worth. We must replace this formula—in thinking and in practice—with a new one:

IMAGE



THE VALUE HE PLACES ON MY LIFE



WORTH

A story from L'Arche

Mike Yaconelli tells a poignant story in his book *Dangerous Wonder* that pinpoints our own misunderstanding of human worth:

I have already mentioned how life altering my experience at L'Arche was. So many of my expectations were shattered that week. I had expected to meet God in the lives of those who were "whole." Instead, God was hiding in the lives of the "broken," the mentally and physically challenged—especially in a girl I'll call Deborah. Her twenty-five-year-old body is ravaged by cerebral palsy and is as cooperative as a limp rag doll. She had to be held by someone at all times. Unable to speak, unable to respond, I wondered (I am embarrassed to admit now) why Henri had included her in our daily Bible studies.

As Mike chooses to take part in a communion service at L'Arche, he describes what takes place:

When Father Nouwen stopped in front of Deborah, her body stopped jerking and moving out of control, her eyes glistened, she opened her mouth to receive the wine and the bread, and there, ever so slightly, I saw her smile! At once the noise in the room was transformed

into what I imagined the noise at the nativity would have been like. *God was there!* His fragrance filled the room. Deborah—the girl who could do nothing, the girl who would never give a talk, the girl who would never dance, the girl who would never write a book or play the piano or sing a song—taught me about the grace of God! For fifty years I had struggled with God’s unconditional love for me; for fifty years I had tried to prove my worthiness to God by busyness; and helpless Deborah might as well have grabbed me by the shoulders and shouted in my face, “God loves you just as you are! Surrender to His love!” I realized God was hiding in Deborah, and I haven’t been the same since.

Value rooted in the image of God

We are of value because God created us as we are—purposefully and with a partial reflection of Himself in each one of us. This truth gives us worth apart from our performance or any qualities that our society deems to be attractive. As we establish this knowledge into our core belief system, we can also begin to understand that if we are of God-placed value, then so are those around us—even those who are different from us and those the world considers to be without value.

In *The Ragamuffin Gospel*, Brennan Manning asserts,

How I treat a brother or sister from day to day, how I react to the sin-scarred wino on the street, how I respond to interruptions from people I dislike, how I deal with normal people in their normal confusion on a normal day may be a better indication of my reverence for life than the anti-abortion sticker on the bumper of my car. We are not pro-life simply because we are warding off death. We are pro-life to the extent that we are men and women for others, all others; to the extent that no human flesh is a stranger to us; to the extent that we can touch the hand of another in love; to the extent that for us there are no “others”...The pro-life position is a seamless garment of reverence for the unborn and the age-worn, for the enemy, the Jew, and the quality of life of all people.

The task of the educator

Educators know that most students won’t ponder the implications of truth without a guide. We must help them see the significance of life’s value and lead them to make the connections that will profoundly affect their lives. We must move our students on to the understanding that on the basis of the inestimable worth of their lives and the lives of others, each one has a responsibility and a calling to live while affirming life’s value (Sanctity of Life). In addition, each must choose to preserve his own life of value and pursue God’s purpose—what God designed and created him to be. Thus, students are released from the pressure to give up their purity in a

misguided effort to affirm their own worth (Purity). And furthermore, each student grows to be convinced that they must courageously affirm the value of human life in their own world, as well as around the world (Social Justice). Thus, we join with God in expressing His love and value of every human life He created.

None of the above understanding comes by accident or osmosis. If we don't purposefully teach and affirm these truths, our students will drift into the societal norm and assume that the value of life is defined by a person's abilities and characteristics. This assumption can lead them to casually accept that life is sometimes appropriately expendable.

Whole Life Curriculum

To combat this false thinking, the *Whole Life Curriculum* is designed to build three elements into the value system of students: the sanctity of life, purity, and social justice. It is age appropriate and encourages the integration of each of these areas into students' worldview. A purposeful curriculum, designed for kindergarten through twelfth grade, is an essential resource as we attempt to impact how our students see themselves and how they make choices that will affirm their own value and the value of those in the world around them.

(Note: At this time only curricula for students in kindergarten through sixth grade are available on our Web site. However, materials for seventh through twelfth grades are presently being prepared and will be posted on our Web site in the future.)



Envisioning the Big Picture

The Relationship of Scope, Goals, and Lesson Objectives

How Do Sanctity of Life, Purity, and Social Justice Fit Together in One Curriculum?

Our lesson objectives fall into three categories: Sanctity of Life, Social Justice, and Purity. This curriculum will focus on building into students the attitudes and values that will enable them to live their lives abundantly, as God meant them to do. The process begins and grows out of the truth that each student's life is of the highest value to God. During the process of maturation, children need to grow out of their "me-centered" existence. As they grow, they will realize that God not only values them, but also highly values the life of every person He creates (Sanctity of Life). This curriculum presents the value that God imparts to each human being and encourages students to share that value with those in the world around them (Social Justice). Realizing and being affirmed by their own value to God, as well as their role in recognizing and affirming value to others, they will be challenged and free to live their lives while fully enjoying God's gifts of chastity, future marriage, and family (Purity). Then, as they live in the freedom they have chosen, they will be motivated throughout their lives to heroically express and defend God's value of human life.

Each lesson plan includes a paragraph explaining the relationship of the lesson objectives to the scope and goals of the curriculum. The following pages contain lesson objectives for each grade level, as well as a listing of the objectives by category.

How Would You Summarize the Scope of This Curriculum?

Living life as it was meant to be, a person who—

- Embraces God's creation and heart for all of me (The Sanctity of Life)
- Expresses the heart of God by caring for the whole person in my world (Social Justice), and
- Feels free and determined to live out God's unique plan and purpose (Purity).

What Is the Desired Outcome or Goal of This Curriculum for Students Graduating from High School?

1. **Worldview**—As we've built this curriculum, we've kept in mind the following desired results in the lives of students. At the core of a student's view of her own life—as God meant it to be and as it is in the world around her—will be these truths:

- God's creation of, delight in, and purposes for human life give it the highest value to Him and to us.
- The personal life choices that allow us to enjoy full and satisfying lives will be choices that reflect God's values, including His value of human life, not our own comfort or convenience.
- Our lives will be full and satisfying as we express God's value of human life, involving ourselves in impacting others' lives for good, instead of focusing only on what we can get for ourselves.
- Sexual purity provides a real freedom to learn and value friendship, communication, a God-based worth and the use of the gifts, skills, abilities, and dreams God has given us to impact our world.
- Marriage and family are gifts that God can use to help us to understand ways that He loves us.
- In the course of our lives, there will be times when we must evaluate the choices of those around us and humbly and creatively act to protect human life.

2. **Life Expressions**—This new view of life and the world will result in:

- An enjoyment of life while in close communion with God, who imparts value to every person He creates.
- Choices and decisions that are consistent with God's value of human life.
- A determination to remain sexually pure and undistracted from enjoying healthy relationships and adventures so that one may be able to impact the lives of others for good.
- Expressing God's value of human life to the world with words, attitudes, and actions.



Lesson Objectives by Grade Level

Kindergarten

Lesson 1—God made you.

Lesson 2—God loves and cares for you.

Lesson 3—God loves and cares for others.

Lesson 4—God’s plan is that we show His love to others.

Lesson 5—God is our hero.

First Grade

Lesson 1—God created you to be loved by Him.

Lesson 2—God made each one of us alike and each one of us different.

Lesson 3—Each one of us was given special talents and abilities by God.

Lesson 4—We work with others to show God’s love.

Lesson 5—God has hopes and plans for us to become heroes who show His love.

Second Grade

Lesson 1—You are special because God made you.

Lesson 2—God created you to love Him.

Lesson 3—We appreciate the special abilities God gave others.

Lesson 4—We look for opportunities to love others as God does.

Lesson 5—Jesus is the ultimate hero.

Third Grade

Lesson 1—God enjoys you.

Lesson 2—God wants to enjoy His creation with you.

Lesson 3—God gives us the job of helping Him to protect people.

Lesson 4—God wants you to share your special abilities and talents with others.

Lesson 5—God wants you to have friends and family who will share their abilities and talents with you.

Lesson 6—There are heroes who share in the adventure of showing God’s love to people in the world around us.

Lesson 7—Harriet Tubman was a hero who shared in the adventure of showing God’s love by protecting people.

Fourth Grade

Lesson 1—God wants to enjoy creating with us.

Lesson 2— God did an extraordinary work when He created your life in your mother’s womb.

Lesson 3—God wants us to enjoy the similarities and differences of others around us.

Lesson 4—We learn to make good choices, deciding not to allow our feelings to direct us.

Lesson 5—God reveals Himself in His gift of marriage.

Lesson 6—God invites us to enjoy adventures with Him.

Lesson 7—There are heroes who share in the adventure of showing God’s love to people in the world around them, through creativity: C.S. Lewis.

Fifth Grade

Lesson 1—God created you for relationship with Him.

Lesson 2—God wants us to enjoy discovering the uniqueness of others around us.

Lesson 3—God uses surprising people to meet one another’s needs.

Lesson 4—We appreciate the value of each stage in the human life cycle.

Lesson 5—God reveals Himself in the gift of children in marriage.

Lesson 6—We learn to make good choices, deciding not to allow our desire to impress others affect us.

Lesson 7—God is inviting you to adventures He has planned.

Lesson 8—There are heroes who share in the adventure of showing God’s love to people in the world around them by caring for those who have disabilities: Helen Keller, Jean Vanier.

Sixth Grade

Lesson 1—God made you to be loved and to love.

Lesson 2—The value of a person is given by God, not by popular opinion.

Lesson 3—God wants to protect His most precious creation from destruction.

Lesson 4—We can be confident that God tells us the truth about life.

Lesson 5—God gives the gift of family.

Lesson 6—Following God’s direction can help us to more fully enjoy the gift of family in the future.

Lesson 7—We can begin right now to do what it takes to be ready for God’s adventure for us.

Lesson 8—We learn to make good choices, deciding to live by commitments rather than feelings.

Lesson 9—There are heroes who share in the adventure of showing God’s love to people by acting against popular opinion: Corrie Ten Boom, Pandita Ramabai.



Lesson Objectives by Topic

Sanctity of Life

Kindergarten

Lesson 1—God made you.

Lesson 2—God loves and cares for you.

Lesson 3—God loves and cares for others.

First Grade

Lesson 1—God created you to be loved by Him.

Lesson 2—God made each one of us alike and each one of us different.

Lesson 3—Each one of us was given special talents and abilities by God.

Second Grade

Lesson 1—You are special because God made you.

Lesson 2—God created you to love Him.

Lesson 3—We appreciate the special abilities God gave others.

Lesson 4—We look for opportunities to love others as God does.

Third Grade

Lesson 1—God enjoys you.

Lesson 2—God wants to enjoy His creation with you.

Lesson 3—God gives us the job of helping Him to protect people.

Lesson 4—God wants you to share your special abilities and talents with others.

Lesson 5—God wants you to have friends and family who will share their abilities and talents with you.

Lesson 6—There are heroes who share in the adventure of showing God's love to people in the world around us.

Lesson 7—Harriet Tubman was a hero who shared in the adventure of showing God's love by protecting people.

Fourth Grade

Lesson 1—God wants to enjoy creating with us.

Lesson 2—God did an extraordinary work when He created your life in your mother's womb.

Lesson 3—God wants us to enjoy the similarities and differences of others around us.

Lesson 7—There are heroes who share in the adventure of showing God's love to people in the world around them through creativity: C.S. Lewis.

Fifth Grade

Lesson 1—God created you for relationship with Him.

Lesson 2—God wants us to enjoy discovering the uniqueness of others around us.

Lesson 3—God uses surprising people to meet one another's needs.

Lesson 4—We appreciate the value of each stage in the human life cycle.

Lesson 5—God reveals Himself in the gift of children in marriage.

Lesson 6—We learn to make good choices, deciding not to allow our desire to impress others affect us.

Lesson 7—God is inviting you to adventures He has planned.

Lesson 8—There are heroes who share in the adventure of showing God's love to people in the world around them by caring for those who have disabilities: Helen Keller, Jean Vanier.

Sixth Grade

Lesson 1—God made you to be loved and to love.

Lesson 2—The value of a person is given by God, not by popular opinion.

Lesson 3—God wants to protect His most precious creation from destruction.

Lesson 4—We can be confident that God tells us the truth about life.

Lesson 5—God gives the gift of family.

Lesson 6—Following God's direction can help us to more fully enjoy the gift of family in the future.

Lesson 7—We can begin right now to do what it takes to be ready for God's adventure for us.

Lesson 8—We learn to make good choices, deciding to live by commitments rather than feelings.

Lesson 9—There are heroes who share in the adventure of showing God's love to people by acting against popular opinion: Corrie Ten Boom, Pandita Ramabai.

Social Justice

Kindergarten

Lesson 3—God loves and cares for others.

Lesson 4—God's plan is that we show His love to others.

Lesson 5—God is our hero.

First Grade

Lesson 4—We work with others to show God's love.

Lesson 5—God has hopes and plans for us to become heroes who show His love.

Second Grade

Lesson 4—We look for opportunities to love others as God does.

Lesson 5—Jesus is the ultimate hero.

Third Grade

Lesson 3—God gives us the job of helping Him to protect people.

Lesson 4—God wants you to share your special abilities and talents with others.

Lesson 6—There are heroes who share in the adventure of showing God’s love to people in the world around us.

Lesson 7—Harriet Tubman was a hero who shared in the adventure of showing God’s love by protecting people.

Fourth Grade

Lesson 3—God wants us to enjoy the similarities and differences of others around us.

Lesson 4—We learn to make good choices, deciding not to allow our feelings to direct us.

Lesson 6—God invites us to enjoy adventures with Him.

Lesson 7—There are heroes who share in the adventure of showing God’s love to people in the world around them through creativity: C.S. Lewis.

Fifth Grade

Lesson 3—God uses surprising people to meet one another’s needs.

Lesson 4—We appreciate the value of each stage in the human life cycle.

Lesson 6—We learn to make good choices, deciding not to allow our desire to impress others affect us.

Lesson 7—God is inviting you to adventures He has planned.

Lesson 8—There are heroes who share in the adventure of showing God’s love to people in the world around them by caring for those who have disabilities: Helen Keller, Jean Vanier.

Sixth Grade

Lesson 1—God made you to be loved and to love.

Lesson 2—The value of a person is given by God, not by popular opinion.

Lesson 3—God wants to protect His most precious creation from destruction.

Lesson 4—We can be confident that God tells us the truth about life.

Lesson 7—We can begin right now to do what it takes to be ready for God’s adventure for us.

Lesson 8—We learn to make good choices, deciding to live by commitments rather than feelings.

Lesson 9—There are heroes who share in the adventure of showing God’s love to people by acting against popular opinion: Corrie Ten Boom, Pandita Ramabai.

Purity

Kindergarten

Lesson 1—God made you.

Lesson 2—God loves and cares for you.

Lesson 4—God’s plan is that we show His love to others.

First Grade

Lesson 1—God created you to be loved by Him.

Lesson 3—Each one of us was given special talents and abilities by God.

Lesson 4—We work with others to show God's love.

Lesson 5—God has hopes and plans for us to become heroes who show His love.

Second Grade

Lesson 1—You are special because God made you.

Lesson 2—God created you to love Him.

Third Grade

Lesson 2—God wants to enjoy His creation with you.

Lesson 3—God gives us the job of helping Him to protect people.

Lesson 4—God wants you to share your special abilities and talents with others.

Lesson 5—God wants you to have friends and family who will share their abilities and talents with you.

Lesson 6—There are heroes who share in the adventure of showing God's love to people in the world around us.

Lesson 7—Harriet Tubman was a hero who shared in the adventure of showing God's love by protecting people.

Fourth Grade

Lesson 1—God wants to enjoy creating with us.

Lesson 2—God did an extraordinary work when He created your life in your mother's womb.

Lesson 4—We learn to make good choices, deciding not to allow our feelings to direct us.

Lesson 5—God reveals Himself in His gift of marriage.

Lesson 6—God invites us to enjoy adventures with Him.

Lesson 7—There are heroes who share in the adventure of showing God's love to people in the world around them through creativity: C.S. Lewis.

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Lesson 8—We learn to make good choices, deciding to live by commitments rather than feelings.

Lesson 9—There are heroes who share in the adventure of showing God's love to people by acting against popular opinion: Corrie Ten Boom, Pandita Ramabai.



Answers To Your Questions

Thank you for investing in this very important aspect of a child's education and development. The long-term results will be worth every minute that you dedicate to your students' education and the realization of the value of human life.

What Grade Levels Are Included in This Curriculum?

It is our intention to eventually construct a curriculum that will continue through twelfth grade. Currently, however, we are presenting our kindergarten through sixth-grade curriculum for use in private schools, home schools, Sunday schools, and even for parents to use with their own children outside of the school or church setting.

What Topics Are Covered in This Curriculum?

As you look at the goals and objectives of these lesson plans, you will see that this curriculum is not just a resource for sex education with an emphasis on purity and abstinence, nor does it focus on training students to defend the pro-life cause. It is much more than either of those things. The intention for this curriculum is to establish a basis for a worldview that reflects the heart of God and His value of human life. This foundation is essential for every age group as the students grow and gradually understand that the implication of sharing God's heart for people will impact the way they live their lives at every stage.

Although the kindergarten through sixth-grade lessons don't directly address the topics of sex education, abstinence, or the defense of the pro-life position, the result in the students' lives will be defense of and respect for human life, including their own. This grows into a realization that there is no value in self-destructive behaviors (violence, addictions, premarital sex) and imparts a determined sense of purpose to use the gifts and abilities God has given them.

How Does This Curriculum Overlap With Topics Included in Sex Education or Family Life Coursework?

The materials for each grade level include a lesson where you could potentially make a presentation about the development of human life in the womb (using fetal models or a video). An instruction sheet detailing the

highlights of each prenatal stage is included in the curriculum.

This presentation does not require an explanation of sex or even detailed human anatomy. We realize people have differing views as to when and how much sexual information should be given to children, so we limit our presentations to the development of life only. When our presenters speak in schools, we simply explain, “God placed one tiny cell inside of a special room called the ‘womb’ on the very first day of your life.” This enables children to understand that even in the creation of their own physical lives, we can see God’s specific and intentional plan, as well as His personal involvement in their creation. This is the unchangeable source of their value.

Where Can I Find the Expected Outcomes of Each Lesson Plan?

A lesson objective is stated at the beginning of each lesson plan. This is the one big idea to be communicated by the lesson and every part of the lesson will contribute to the achievement of this objective. The lesson objectives are further developed into three (sometimes four) subobjectives, which are preceded by the phrase “Each student will—.” These subobjectives restate the truths being taught, as well as the desired response to those truths. They are not merely informational; they connect the head with the heart. The result—students at each grade level will change the way they think, which will also affect their feelings, choices, and behavior.

Biblically, it is clear that the condition of the heart is of importance to God. Behavior change without heart change is often shallow and temporary. This curriculum cultivates a way of thinking and feeling that will change the students’ whole lives for the long term. Learning activities will include writing letters to God, reading stories, creating artwork, going on treasure hunts, acting out role-plays, planning class projects, and a variety of relational activities, all enabling the students to holistically experience truth.

Where Can I Find an Overview of Each Lesson?

 The *Outline* follows the statement of lesson objectives, listing the content to be covered in each lesson. This will give the instructor an overall idea of how the lesson should flow. Each point in the outline contributes to the realization of the lesson objective and subobjectives.

 *Realized Impact* is the section that will help you to connect the individual lesson to the big picture. The curriculum promotes a way of thinking that is decidedly different than the one out there in the world. First of all, the instructor must be able to understand it well. And secondly, they must be able to verbalize it in order to help their students form this new, countercultural perspective for themselves.

What Additional Materials Will I Need?



The *Materials* list includes all the items needed for each lesson. Some will require advance notice to students and their parents, so be sure to read through the entire list for each grade level well before you begin teaching the unit. (Hint: Almost every grade level includes the use of old magazine pictures, so start collecting magazines any way you can!)

In a handful of lessons, there are suggestions for different materials that can be used to supplement the teaching. We've kept the cost of materials to a minimum, and we hope that many of the suggested books and videos can be borrowed from your local library.

Finally, a few handouts are included (identified by their grade level and objective number). Otherwise we left it up to the individual teacher to make the necessary handouts or simply write the information on a chalkboard or white board.

What Are the Components of Each Lesson Plan and How Do They Contribute to the Instructional Process?



Making an Entrance introduces the truth to students. The activity is designed not only to help students think, but also to help them consider the personal value and implications of what they are about to hear. It answers the question, "Why should I care about what comes next?" Each learning activity in this section also communicates to students that what is about to come is fun and interesting, and it will actively involve their participation in the learning process.



Informing is the part of the lesson that provides the truth to be considered. In most lessons the biblical background is included in this section. Students will actively participate in discovering and exploring God's instructions for life.

We realize that people with varying religious backgrounds will use this curriculum. Therefore, it is likely that some may have differing preferences and convictions regarding the version of Scripture we've used. Thus, we have indicated our suggested Bible translation for each passage based on the child-friendliness of the text. However, we invite you to use the version of Scripture you are most comfortable with, making sure the children understand any unfamiliar vocabulary.



Valuing gives students the chance to think about how this truth might change the way their peers choose to do life each day. Again, they are actively engaged in these considerations as they discuss, act out situations, talk with one another, draw, plan, and get involved.



Changing helps students to identify a change that needs to happen in their own lives as a result of all they have learned in the lesson. As they have participated in the first three sections of the lesson plan, they have grown to desire a change and are now ready to plan for it as they participate in the culminating learning activity.



Finally, each lesson ends with a simple statement of how that individual lesson fits into the big picture of the *Whole Life Curriculum*.

The last four parts of the lesson—*Making an Entrance*, *Informing*, *Valuing*, and *Changing*—all contain sections of text in bold print. These are guidelines for instructors to refer to when speaking directly to their students. You know your students best, so after reading our suggested text, please feel free to adjust your instruction for your own audience.

What Is the Suggested Schedule for Presenting This Curriculum?

We recommend that you present these lesson plans either once a week or once a month. Each lesson teaches concepts that are life forming and should be allowed extra time to soak into the hearts and lives of students. Many of the lesson plans suggest ways to follow up that will require more than one day. It would be of great benefit to continue to discuss and discover additional ways that the truths presented during each lesson may influence the way students think and behave on a daily basis.

Why Do You Call This Curriculum Holistic?

The *Whole Life Curriculum* is unique and essential to the lives of students. It doesn't isolate behavioral choices, nor does it limit its message by *only* teaching about behavioral choices. This curriculum will affect your students' worldview as they recognize how they were made by a creative and complex God. He wove together the spiritual, emotional, social, and physical parts of each one of them in an inseparable way. We believe the time you invest in teaching this curriculum will have an eternal impact.



Additional Resources Required

First Grade

My Nose, Your Nose by Melanie Walsh (Houghton Mifflin, 2002)

God's Little Dreamer by Ann Kiemel Anderson (Harvest House, 1990)

Fetal models (available for purchase through Heritage House 76, www.hh76.com)



First Grade

God created you to be loved by Him.

Written by Linda Noble

Lesson 1

Each student will—

- Understand that God created her to be loved by Him
- Feel excited to recognize God's love every day
- Help write a letter to God from the whole class, thanking Him for the ways He shows His love

Outline

1. What does love look like?
2. God has wanted to love you from the very moment you were created
3. God shows you He loves you

Realized Impact

Students will begin to understand that God lovingly and individually created them—no two are exactly alike! Many students do not feel loved and this lesson will help to create a security in God's love. It is our purpose to help students to be aware of God's love daily. This awareness will free them to enjoy friends and family without comparing themselves to others or trying to prove that they are worthy of love.

Materials

A picture of the teacher's parents or close relatives
Fetal models, if desired, and instructions for presentation (See **Instructions for Fetal Models Presentation** on page 40 for more information.)
Chalkboard or white board
Chalk or dry erase markers



Making an Entrance

This lesson begins with a dramatization by the classroom teacher. Excitedly, with lots of energy and enthusiasm, walk to the front of the class and begin the lesson. Show the class a picture of your mom and dad and say—**I’m thinking about my mom and dad. I want them to know I love them. What can I do to show them how much I love them?** (*Answers should include: you tell them, you show affection, you give gifts, you listen to them, you spend time with them, you help them.*)



Informing

Now say—**Those are some good ways to know what love looks like! From the very first moment of your life, God knew all about you because He created you. As He created you, He thought about your life and how He would be a loving father to you every day.**

Show the baby models. Talk about how God could see every child in the class at each stage of their development, and how He loved them as they grew. (See **Instructions for Fetal Models Presentation** on page 40 for more information.)

Ask—**What does God’s love look like? How does He show us He loves us?** (*Answers should include: He tells us, He makes sure we have everything we need, He listens to us, He helps us, He gives us adults to take care of and teach us, He gives us our world to enjoy.*)

Say—**In the Bible, it says this about God: “The Lord your God...will rejoice over you with great gladness. With his love, he will calm all your fears. He will exult over you by singing a happy song”** (Zephaniah 3:17, NLT). **God loves you so much—He celebrates and sings about you!**



Valuing

Now say—**Think of one way God showed you He loved you today. Stand up if God showed you He loved you by:**

- **Providing food for your breakfast**
- **Giving you someone to make your breakfast**
- **Giving you clothes to wear to school today**
- **Making the sun shine**
- **Making the flowers bloom outside**
- **Giving you a friend to smile at you today**

Add any other appropriate examples you can think of and use as many as you have time to share.



Changing

Say—**Let's write a letter to God and tell Him thank you for the ways He loves us.** Write on the board,
DEAR GOD, THANK YOU FOR SHOWING US YOUR LOVE BY:

Then say—**Raise your hand if you can tell us what you're thankful for, and I'll include it in our letter.**
Then write the children's suggestions on the board. When they're done, sign it: LOVE, YOUR FIRST-GRADE
CLASS.



Builds into:
Sanctity of Life, Purity



First Grade

God made us alike and different.

Lesson 2



Each student will–

- Know that God’s instructions for creating him were all contained in one tiny cell
- Know that those instructions included plans for people to be alike in some ways and to be different in other ways
- Develop an awareness and an enjoyment of the things he shares in common with his classmates
- Talk to a friend in class about how they are alike and different



Outline

1. God’s instructions (DNA)–alike and different
2. Discovering ways we are alike and different
3. Talking about ways we are alike and different



Realized Impact

The core beliefs about the basis for the value of human life have already begun to develop at age six. Students notice there are differences between them and others, and they begin to place value on “desired” characteristics. Competition and boasting result as students want to prove their value to themselves and to others. This lesson addresses that issue. We are all valuable because God made us. God intentionally made us different—not worse or better, but *different* from one another. This is the time to begin challenging students not to make value judgments based on desired characteristics, but to see how differences in other people can be interesting places to explore and learn.



Materials

My Nose, Your Nose by Melanie Walsh

Fetal models, if desired, and instructions for presentation (See **Instructions for Fetal Models Presentation** on page 40 for more information.)



Making an Entrance

Walk around the room and say—**I'm looking around this classroom, and I'm noticing that everyone looks different! Look around. See if you notice that too! Nod your head if you agree with me! Why do you think everyone looks different?** Allow the students time to think and then discuss their answers.



Informing

Say—**I have a story I'd like to read to you today. It talks about ways we are different and ways we are alike.** Read *My Nose, Your Nose* (by Melanie Walsh) to the class, then allow for a short time of discussion about the story afterward.

Then say—**There is a reason why we all look the way we do. When God created you, He was really giving some thought as to what you would look like and what you would be like. He put all of His plans for you in one tiny cell that would grow and develop inside of your mother until it was time for you to move from living inside your mother to living outside of her. In those plans He made, there was some information about your hair, your eyes, your nose, your toes, and even the fingerprints on the tips of your fingers. God has created millions and millions of people, but He purposely made each one of them different. I think that means God really likes the fact that we're all different. So we should like our differences too. We should also realize we have a lot in common with other people. There are many things about us that are the same.**

If you wish, you can now show the baby models and talk about the ways God made us alike or different at each stage. (See **Instructions for Fetal Models Presentation** for more information.)



Valuing

Next, say—**We're going to play a game to help us think about ways we are alike and ways we are different. It's a guessing game.**





Make the following statements, filling in the names of children in the classroom. Allow a few students to share their ideas for each comparison you make. **I'm thinking of a way that _____ and _____ are different. Can you guess?** (Play a few rounds of this before moving on to the next statement.) **I'm thinking of a way that _____ and _____ are alike. Can you guess?**



Changing

Say—**Now do you see how you're like many of the other children in our classroom? You share a lot in common with everyone else here. And do you also see how you're different from everyone else in the classroom? God made you different on purpose. I like that you're all different, and I like discovering how each one of you is different than everyone else I've ever met. We're going to pair off for an activity now. Please find someone to be your partner.**

Once the children have paired off, say—**Find something that is true about you and true about your partner—same hair color, same eye color, and so on. Then tell each other, "I like that we are the same." Next, find something that is different about you and your partner. Once you've figured it out, tell each other, "I like that we are different."**



Builds into:
Sanctity of Life



First Grade

God gave each one of us special talents and abilities.

Lesson 3



Each student will–

- Know God gave her special abilities and talents as a gift
- Feel excited to uncover the gift God gave her
- Identify one ability or talent from God



Outline

1. In the moment God created you, He gave you gifts called abilities and talents
2. Examples of the kinds of abilities and talents God gives to people
3. Discovering the ability or talent He gave you



Realized Impact

Students at this age are beginning to compare themselves to others. It will be important for them to realize that not only did God plan that each one of us should be different, but He also gives each person her own set of talents and abilities. Each child can learn to identify and enjoy what God has given her and then be free to appreciate the talents and abilities He gave to others.



Materials

Gift bag or box for each child
Chalkboard or white board
Chalk or dry erase markers
Pictures of people using their talents and abilities
Copies of **Talents and Abilities** handout, with pictures to illustrate each one
Scissors
Crayons



Making an Entrance

Give a gift bag or box to each child in the classroom. Ask-

- What are these used for?
- What is the best gift you ever received?
- When you receive a gift, what do you say to the person who gave it to you?
- Why do people give gifts to one another?

Now put your gift bag or box on the corner of your desk. I'll tell you what to do with it later on in the lesson.



Informing

Say something like—**God gives each one of us many gifts every day. Oftentimes we don't even notice that we've received a gift from God. When God created us, He thought very carefully about the way He would make us. He put the plans for each one of us into a tiny cell on the day our lives began. In that cell, He included plans for the special talents and abilities each one of us now has. Everyone was created with talents and abilities. They are gifts from God and it's our job to discover what these gifts are and to thank God for giving them to us.**

Ask—**What are talents and abilities?** (*The things you do really well and that you enjoy doing.*) **Let's try to think of as many different talents and abilities as we can.** Ask the class to name some and write each example on the board. Then say—**I'm going to show you some pictures of people doing different things. Look at the pictures and tell me what ability or talent God might have given them.**



Valuing

Say—**Now take your gift bag and put it in front of you. Close your eyes for a moment and think about the talents or abilities God may have put inside this gift bag for you.** Then give each student the **Talents and Abilities** handout, which contains words and pictures that represent a variety of talents and abilities.





Changing

Hand out crayons and scissors to the students. Now say—**Look at the sheet I just passed out and choose one talent or ability that you think God may have given to you as a gift. Color in the picture, cut it out, and then put it inside your gift bag or box. When I say, “Time’s up!” choose a nearby partner and tell her what gift you think God put into *her* gift bag. Then show each other the pictures inside your gift bags. Remember to talk to God and thank Him for giving you the gifts and abilities you have.**



Builds into:
Sanctity of Life, Purity

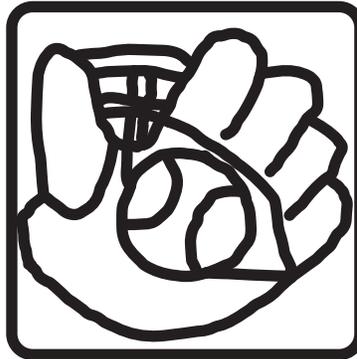


Talents and Abilities

Choose one talent or ability that you think God may have given to you as a gift. Color in the picture, cut it out, and then put it inside your gift bag or box.



Running



Throwing, Catching,
or Hitting Balls



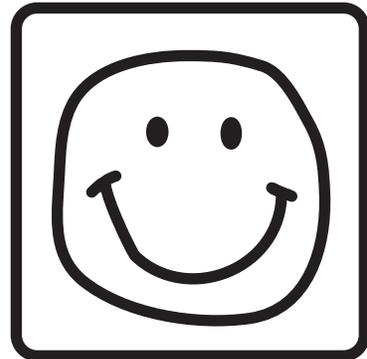
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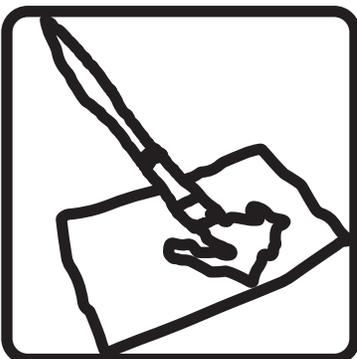
Swimming



Listening



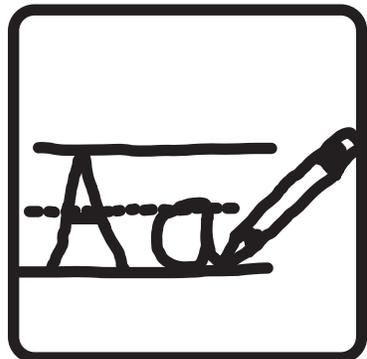
Cheering
People Up



Painting



Drawing



Writing

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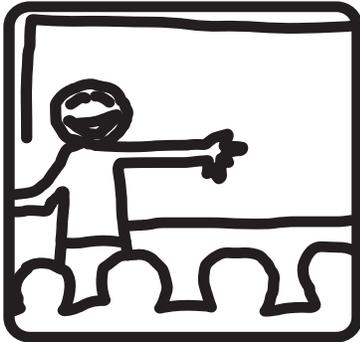
Dancing



Acting



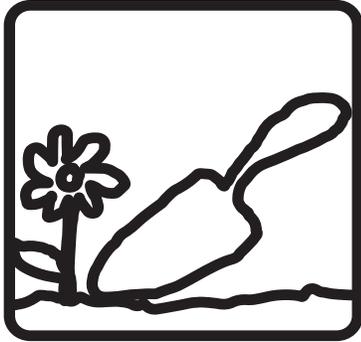
Being a Leader



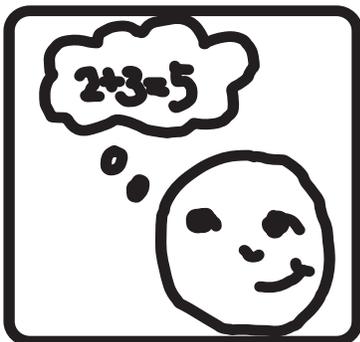
Speaking in Front of the Class



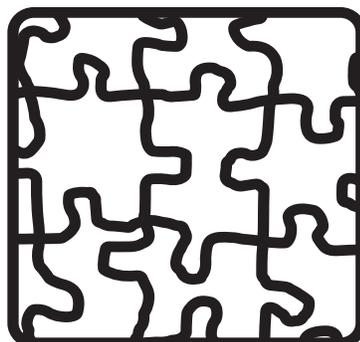
Cooking



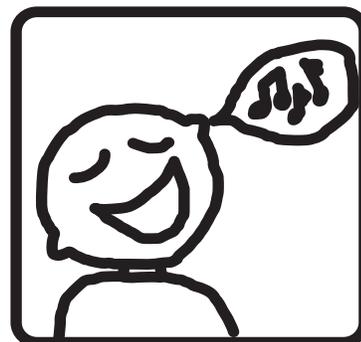
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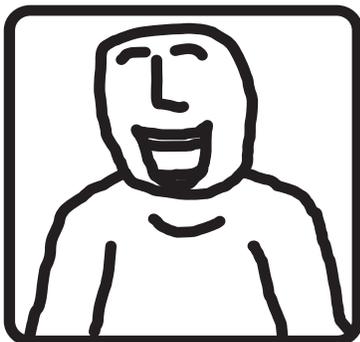
Understanding Math



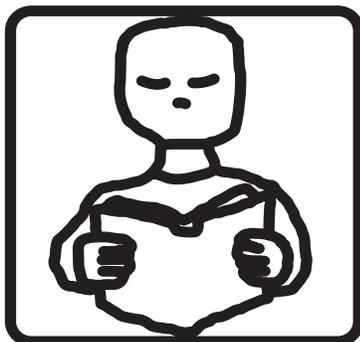
Putting Things Together



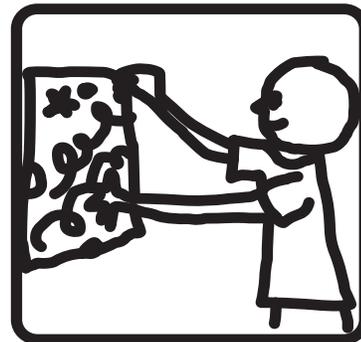
Singing



Being Funny



Reading



Decorating

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First Grade

We work with others to show God's love.

Lesson 4



Each student will–

- Know God wants him to enjoy working with others in order to show God's love to people
- Feel a desire to care for people
- Make a class plan to work together to show God's love



Outline

1. God wants each of us to show His love to the people around us
2. God wants us to enjoy working with others in order to show His love
3. Identify ways we can show His love together



Realized Impact

We've already established that God purposefully created each human being. All of their characteristics, as well as their talents and abilities, were planned by God and given to His children as gifts. By now the students are becoming aware of the fact that each one of their classmates—in spite of their differences—is someone to be valued and known. This lesson gives students an opportunity to consider how their God-given characteristics, talents, and abilities are to be used in conjunction with the same talents and abilities in others—a team effort. We need to work together to show God's love. This continues to develop the idea that students' lives are meant for more than self-gratification.





Materials

Manila envelopes—one for each group

Poster board puzzle for each group

A list of ideas for age-appropriate service projects the class can do as a group



Making an Entrance

Before teaching the lesson, cut out magazine pictures of people working together. Paste them onto a piece of poster board, making a collage of teamwork pictures. Then cut the poster into six pieces, like a jigsaw. (Make enough “poster board puzzles” so each group of three to four children in your class will have one.)

Divide the class into groups of three or four. Provide each group with a manila envelope containing the pieces for a poster board puzzle. Once it’s assembled, it will show people working together.

Say—We will be working in groups today to put some puzzles together. Be sure you allow every person in your group to participate. When you finish, talk together about the things you notice in your puzzle picture.

Ask each group to report how their puzzle shows people working together. Point out that the people in each picture are doing different tasks, but their combined efforts are necessary to accomplish the goal.



Informing

Say—I’m going to read a part of the Bible that tells us about some of the jobs God does because He loves people so much. These things are very important to Him. Listen and then be ready to tell me some of the jobs that are important to God. Psalm 146:7-9 (MSG) says, “He defends the wronged, he feeds the hungry. God frees prisoners—he gives sight to the blind, he lifts up the fallen. God loves good people, protects strangers, takes the side of orphans and widows.”

Ask the children to list all of God’s jobs in this passage. As they give their answers, help them to understand any difficult words.



Valuing

Say—**All of these things speak about helping someone else. God invites each one of us to work with Him in helping those in need. God wants us to remind the people around us how much He loves them. Because we all have different talents and abilities, we can all work together to do a great job. Remember our puzzle pictures? Everyone in the picture contributed something different in order to finish the job. Give me some examples of how we work together as a class at school.**



Changing

Now say—**Let's make a list of ways our class can work together to show God's love to people around us.** (Have your own list of possibilities ready to add to the list or to help the kids get started. Examples might be a canned food drive, making gift baskets for children who need long-term hospital care, preparing songs and pictures to share with the elderly, and so on.)

Help the class choose one activity from the list that they can all begin to work on this week. Follow through during the week by giving the children an opportunity to work and serve God together while doing this project. Whatever group activity you choose to do, during it you should verbalize how each person in the class is doing her part to let people know how much God loves them.



Builds into:

Social Justice, Purity



First Grade

God has hopes and plans for us to become heroes who show His love.

Lesson 5



Each student will–

- Know God can give every person a dream, including ways to show His love to others
- Desire to know God’s plan for her
- Ask God to help her find His plan for her life



Outline

1. God had hopes and plans for us when He created us
2. God still has a plan for us
3. Dreaming God’s plans for us



Realized Impact

It’s not too early for first-grade students to start thinking about how they can make a difference in their world. They understand they’ve been uniquely made and given special gifts by God. These gifts were given not to promote their own interests, but to demonstrate God’s love to the world around them. This lesson will help students to start thinking about how God might use their uniquely made characteristics.

So many children in our world have no vision or hope for their lives. This leaves them with little to look forward to beyond self-gratification. The results of this are often self-destructive behaviors. When given hope–of being a part of something with great meaning–they will make choices that will contribute positively to their futures.





Materials

God's Little Dreamer by Ann Kiemel Anderson

Drawing paper

Crayons



Making an Entrance

Ask—**How many of you have dreams? What is a dream?** Wait for them to share a few responses before moving on. **There are two kinds of dreams. One is the type of dream you have at night. Sometimes those dreams are kind of silly and crazy. Sometimes they are scary and sad. But today we're not going to talk about the kind of dreams we have at night. We're going to talk about a different type of dream that happens when we use our imaginations. We dream when we think about the future and about what our lives will be like when we're older.**



Informing

Say—**Do you know that God has hopes and plans for your future? In the Bible, God said, "For I know the plans I have for you," says the Lord. "They are plans for good and not for disaster, to give you a future and a hope" (Jeremiah 29:11, NLT). When God created you as that first tiny cell, He was planning who you would grow up to be and how you would use the characteristics, talents, and abilities He gave you to show His love to the people around you. Don't you wonder what God was thinking about when He made you?**

I have a story to share with you today. It's about a little girl who was wondering about the same things you are. Read *God's Little Dreamer* (by Ann Kiemel Anderson) to the class.

After you finish reading the story, say—**Madison's father talked to her about dreams and said, "Ask God to give you a special dream, Madison. The dream God gives you will make you feel happy inside."** Ask—**What made Madison sad when she was looking for the hopes and plans God had for her? What dream did God give her?**

After you've finished discussing the story, say—**Madison's story is really a story about a person named Ann Kiemel. Ann grew up to live her dream and she also found a way to show God's love to people every day. She wrote this story!**



Valuing

Give a blank sheet of paper to each child in the classroom. Show them how to fold it into fourths. Say—**We're going to draw pictures of some of the hopes and plans God might have for the kids in our classroom. Try to draw four pictures of different things people might do to use their talents and abilities to show others how much God loves them.**

After you've given them a few moments to work, ask the students to share one of their pictures with the rest of the class.



Changing

Say—**In our story, Madison asked God to help her find His hopes and plans for her life. I'm going to give you a chance to ask God to help you find His hopes and plans for you.** Give the students one minute to talk silently with God and ask Him to help them.



Builds into:

Social Justice, Purity



First Grade

Instructions for Fetal Models Presentation

We are going to look at some models of babies growing inside a special room that God created inside their mothers. That room is called “the womb.” On the very first day of your life, God placed a cell inside your mother’s womb. That cell was so small, it was only the size of a pencil dot. But in it, God put instructions for what you would look like and who you would be as you grew and developed. I have some models that will show you how you grew inside of that special room called the womb.

1

4 Weeks (first model)

- The actual size of the baby is smaller than this Tic Tac—1/2 to 1/3 the size.
- The baby is surrounded in this model by a muscle called the “uterus.”
- The heart has been beating for a week.

2

6 Weeks (second model)

- The actual size of this baby is about the size of a dime.
- It has fingers, toes, lips, a nose, eyes, and ears.
- Brain waves can be detected.

8 Weeks (no model)

- The baby is now about the size of a quarter.
- He or she hiccups.
- He or she curls its toes.
- He or she is able to feel pain.

3

10 Weeks (third model)

- This is the actual size—about 2½ inches long.
- There is hair.
- There are also eyelids, fingernails, and fingerprints.
- The baby sucks its thumb.
- The baby will be able to make funny faces in about another week.

4

16 Weeks (fourth model)

- Actual size of the baby.

5

20 Weeks (fifth model)

- Actual size of the baby.
- He or she is now halfway through the pregnancy.