

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

Copyright ©2010 Whole Life Curriculum

Whole Life Curriculum, PO Box 600493, San Diego, CA, 92160, www.wholelifecurriculum.com

Scripture taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION®. Copyright © 1973, 1978, 1984 International Bible Society. Used by permission of Zondervan. All rights reserved.

Scripture taken from The Message. Copyright © 1993, 1994, 1995, 1996, 2000, 2001, 2002. Used by permission of NavPress Publishing Group.

Scripture taken from the NEW AMERICAN STANDARD BIBLE®, Copyright © 1960,1962,1963,1968,1971,1972,1973,1975, 1977,1995 by The Lockman Foundation. Used by permission.

Scripture quotations marked NLT are taken from the Holy Bible, New Living Translation, copyright 1996. Used by permission of Tyndale House Publishers, Inc., Wheaton, Illinois 60189. All rights reserved.

NIHIL OBSTAT

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

Web site addresses in this curriculum were current at the time of publication. Please contact Whole Life Curriculum via e-mail (info@wholelifecurriculum.com) to report URLs that are no longer operational and replacement URLs if available.

Editorial direction by Michaelene Fredenburg and Linda Stewart

Edited by Laura Gross

Proofread by Heather Haggerty

Cover design by Holly Sharp, SharpSeven Design

Curriculum design by Ryan and Holly Sharp, SharpSeven Design



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** **Fourth Grade Lessons (Objectives 1-7)**



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.

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.



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

Fourth Grade

Human life development video (optional; *Biology of Prenatal Development*, National Geographic, 2006)

The Sneetches and Other Stories by Dr. Seuss (Random House, 1961)

The Lion, the Witch and the Wardrobe by C.S. Lewis (either books for each student or a DVD or video of the story)

Hero Tales, Volume IV (C.S. Lewis) by Dave and Neta Jackson (Bethany House, 2001)



Fourth Grade

God wants to enjoy creating with us.

Written by Linda Noble

Lesson 1



Each student will–

- Know that creativity comes from God
- Feel special because she's an expression of God's creativity and be motivated to use her own creative gifts
- Make a photography presentation as part of a class project that illustrates God's creation and our creativity



Outline

1. What is creativity?
2. God is the source of creativity
3. God's creativity was expressed in all of His creation (including the DNA instructions inside each person)
4. God wants to express His creativity through us



Realized Impact

Fourth-grade students feel a developing need to experience their own individuality, perhaps for the very first time. When God created us in His image, He instilled some form of creativity in each of us because *He* is creative. But that human form of creativity can be expressed in many different ways. As a child grows, she needs to become aware of who God created her to be as an individual and feel confident that there is something God-given within her that is of value to the world around her. This perspective affirms each child's value, provides the basis for recognizing the value of others, and points to a purpose for living.



Materials

Drawing paper
Markers
Chalkboard or white board
Chalk or dry erase markers
Writing paper and pencils for group planning
Disposable camera for each group of four to five students



Making an Entrance

Give drawing paper and markers to each student and say—**I'm going to describe a scene to you, and I'd like you to draw a picture of it.** (Don't mention that you are reading from the Bible.) Read Genesis 1:2 (NLT). **"The [planet] was empty, a formless mass cloaked in darkness."** (*We're using the word "planet" instead of "earth" so those who know the story won't try to imitate the Genesis account.*) Give the students a few minutes to work on their creations, and then ask them to share their drawings with the class.

Now say—**Imagine you are going to make something of this planet. You look down and see this empty, formless mass that is dark. You have a desire to create, so you get to work. What is the first thing you would do with this empty formless mass? What would you do second? On the back of your paper, make a list of the first five things you would do.**



Informing

Continue by saying—**Genesis 1 gives us an account of what God did when He started with this same situation. As I read, I'd like you to make a list of all the things God created.**

In the beginning God created the heavens and the earth. The earth was empty, a formless mass cloaked in darkness. And the Spirit of God was hovering over its surface. Then God said, "Let there be light," and there was light. And God saw that it was good. Then he separated the light from the darkness. God called the light "day" and the darkness "night." Together these made up one day.

And God said, "Let there be space between the waters, to separate water from water." And so it was. God made this space to separate the waters above from the waters below. And God called the space "sky." This happened on the second day.



And God said, “Let the waters beneath the sky be gathered into one place so dry ground may appear.” And so it was. God named the dry ground “land” and the water “seas.” And God saw that it was good. Then God said, “Let the land burst forth with every sort of grass and seed-bearing plant. And let there be trees that grow seed-bearing fruit. The seeds will then produce the kinds of plants and trees from which they came.” And so it was. The land was filled with seed-bearing plants and trees, and their seeds produced plants and trees of like kind. And God saw that it was good. This all happened on the third day.


And God said, “Let bright lights appear in the sky to separate the day from the night. They will be signs to mark off the seasons, the days, and the years. Let their light shine down upon the earth.” And so it was. For God made two great lights, the sun and the moon, to shine down upon the earth. The greater one, the sun, presides during the day; the lesser one, the moon, presides through the night. He also made the stars. God set these lights in the heavens to light the earth, to govern the day and the night, and to separate the light from the darkness. And God saw that it was good. This all happened on the fourth day.

And God said, “Let the waters swarm with fish and other life. Let the skies be filled with birds of every kind.” So God created great sea creatures and every sort of fish and every kind of bird. And God saw that it was good. Then God blessed them, saying, “Let the fish multiply and fill the oceans. Let the birds increase and fill the earth.” This all happened on the fifth day.

And God said, “Let the earth bring forth every kind of animal—livestock, small animals, and wildlife.” And so it was. God made all sorts of wild animals, livestock, and small animals, each able to reproduce more of its own kind. And God saw that it was good. Then God said, “Let us make people in our image, to be like ourselves. They will be masters over all life — the fish in the sea, the birds in the sky, and all the livestock, wild animals, and small animals.” So God created male and female in his own image; God patterned them after himself. (Genesis 1:1-27, NLT)

Ask—Who was the first creative person? Think of God as the “ultimate creative person” and how He expressed His creativity on that first day of the earth’s existence. What is *creativity*? Get ideas from what we learned about God’s creation of earth and all that’s in it. God was being creative when He made you. You can be sure that the same creativity God used to fill the earth was also used in His creation of you. At that first moment when your life was created, God placed His plans or blueprints for who you would become into that one tiny cell. These plans are contained in your DNA and include





the color of your eyes, the color of your hair, your height, whether you're left- or right-handed, and so many other details about you. Who you are is a result of God's creativity.

If God made us in His image, to be like Him, then we also possess creativity. You might not think of yourself as a creative person, but there is some type of creativity in you. You might already know what it is or you might need to discover it. Once you do, you can find ways to share your creativity with others. In this way, God expresses His creativity *through* us.



Valuing

Say—**Let's brainstorm ways that human beings express the creativity God gave them.** Make a list of the students' ideas on the board. **How do we benefit from the creativity that God gave to others? How do we benefit from the creativity God gave to us?**



Changing

Divide the class into groups of four and give them paper, pencils, and these instructions: **As a group, list some examples of God's creation and creativity that can be found right here on our school's campus. Then make a second list containing examples of God's creativity as it's expressed through the *people* on our school campus.**

After you've given the students a few minutes to work on their lists, give each group a disposable camera. Allow 20 minutes for them to go out around the school grounds and take pictures of the examples of creation they've listed. When students return, ask them to share things they've discovered that show God's creativity.

Say—**Let's try to make a habit of noticing God's creativity every day. We're going to display a collage of the pictures we've taken, which will remind us to watch for God's creativity in our world.**

Once you get the pictures developed, use them to make a collage titled "Creativity," which you can then display in your classroom as a reminder. If there are students in your class who possess the kind of creativity that's needed to put together a collage like this, ask them to help you make it.



Builds into:

Sanctity of Life, Purity



Fourth Grade

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

Lesson 2



Each student will–

- Know that God's extraordinary creation of life takes place in the womb
- Respect God's act of creating life
- Identify three major stages of life in the womb, along with an extraordinary event that occurs in each stage



Outline

1. What does God's extraordinary creation tell us about God?
2. Our extraordinary creation in the womb (Review the three prenatal life stages (zygote, embryonic, fetal) and point out extraordinary events in each.)
3. What does the extraordinary work of our creation tell us about ourselves?



Realized Impact

This lesson helps students establish that their value is rooted in the ability of their Creator. Each student's life is valuable because God created him. As students grow, the pressure increases for them to perform for their peers' approval. If children can remain free from that pressure—by being confident in their value as it's derived from God—then it will become easier for them to make healthy, life-giving choices. The security and confidence children gain from knowing God loves them just as they are—just as He created them to be—can prevent the desire for self-destructive behaviors from taking root.



Materials

Many magazines containing pictures of nature
 Copies of the **Prenatal Development Chart** handout for each student
 Video about human development (National Geographic has produced an excellent DVD on prenatal development called *Biology of Prenatal Development* (available at <http://shop.nationalgeographic.com>).



Making an Entrance

Say—**We just talked about God’s creation and creativity. Today I’d like you to look through some magazines and pull out pictures of some of God’s extraordinary creations. In a few minutes, you’ll share what you find with the rest of the class.** Give the students time to choose some pictures and share what’s extraordinary about them.



Informing

Now say—**We can learn about God by observing His creation. Romans 1:20 (NLT) says this: “From the time the world was created, people have seen the earth and sky and all that God made. They can clearly see his invisible qualities—his eternal power and divine nature. So they have no excuse whatsoever for not knowing God.”** What can we learn about God from these magazine pictures?

After a few students have shared their responses, say—**I have a video that shows pictures of a part of God’s creation that normally remains unseen. This video shows the process of human life developing inside the womb. Before we watch the video, I want to talk about three stages of life that take place inside the womb. These are very important stages because they mark the beginning of life and of God’s creation of a human being.**

Give each student a copy of the **Prenatal Development Chart** handout and briefly discuss what happens during the three prenatal stages. (Note: This chart only covers development in utero through 10 weeks. However, your students should also know what develops beyond the 10-week point in a pregnancy. You may wish to describe to them what takes place, or you may ask them to read about it in class.)

Zygote: This stage begins in the moment that sperm from the father and the egg from the mother join. At that moment life begins and one unique cell is formed from the DNA of

both mother and father. When the first cell that began your life was formed, it could only have become you and no other person.

Embryonic Stage: This stage lasts until the eighth week of development has been completed. During this stage, all of the major structures of the baby's body will develop. Here are some of the high points of development:

22 days–The heart starts to beat.

5 weeks–Eyes, mouth, hands, and feet begin to form.

6 weeks–Ears and lips begin to form. Brain waves can be detected.

8 weeks–Fingers and toes move. Baby can suck its thumb and sometimes hiccups. All body parts and organs are in place.

Fetal Stage: This stage lasts from the end of the eighth week until the baby is born.

10 weeks–Eyelids and fingernails, as well as fully formed, unique fingerprints are now present.

12 weeks–Male and female parts form.

18–20 weeks–The mother can feel the baby move.

22 weeks–If the baby is born during this stage (prematurely), it can survive with medical attention.

38–40 weeks–The baby is born.

Valuing

After you've gone over the chart together, say—**Now we're going to watch the video. As you do, try to imagine God in the act of creating this baby. Think about the extraordinary things that happen as a baby develops. Be thinking about what you can learn about God through His creation of a human being.**

When the video ends, say—**Let's look at the chart again. What can we learn about God at each stage of our creation?** (*Answers: 1, A and B; 2, C; 3, D; 4, D and E; 5, D and F; 6, D, G, and H.*) **What do we know about ourselves from learning about the extraordinary way we were created?** (*Answers: 1, I and J; 2, K and N; 3, L and N; 4, L, M, and N; 5, L, N, and O; 6, I, J, N, and O.*)



Changing

Lead the students through the **Prenatal Development Chart** again, this time with prayers of thanksgiving. Say—**Close your eyes. Imagine God in the act of creating *you* at each stage in your life. Thank Him for His work at each stage. I'm going to remind you of each of the major developments in your creation inside the womb. As I do, say your own prayer to thank God for what He did.**

Example—"At 22 days your heart started to beat. Can you picture its first beat? Tell God thank you for creating your heart and for that very first heartbeat." Continue through the chart, allowing students a moment to say a quiet prayer of thanks after each developmental stage.



Builds into:

Sanctity of Life, Purity



Prenatal Development Chart

Prenatal Stage 1: Zygote

	Development	What does this tell us about God?	What does this tell us about ourselves?
1. This stage begins in the moment that the sperm from the father and the egg from the mother join.	At that moment life begins and one unique cell is formed from the DNA of both mother and father. When the first cell that began your life was formed, it could only have become you and no other person.		

Prenatal Stage 2: Embryonic

	Development	What does this tell us about God?	What does this tell us about ourselves?
2. Twenty-two days	The heart starts to beat.		
3. Five weeks	Eyes, mouth, hands, and feet begin to form.		
4. Six weeks	Ears and lips begin to form. Brain waves can be detected.		
5. Eight weeks	Fingers and toes move. Baby can suck its thumb and sometimes hiccups. All body parts and systems are in place.		

Prenatal Stage 3: Fetal

	Development	What does this tell us about God?	What does this tell us about ourselves?
6. Ten weeks	Eyelids and fingernails, as well as fully formed, unique fingerprints are now present.		
	Note: The fetal stage continues for about 30 weeks until the birth of the baby. The baby continues to grow and develop. He or she even begins to learn during this time. The baby moves from inside its mother to outside during the birth. It is born after living 38-40 weeks in the womb.		

Permission to reproduce this page granted only for buyer's students. Written by Linda Noble. www.wholelifecurriculum.com

We Have Lots to Learn

Read through the statements in both columns below. Then match the ideas listed under “Things We Learn About God” with the statements in the “What does this tell us about God?” column in the **Prenatal Development Chart**. Write the letter of the matching idea in the box next to the correct stage of development. (Letters can be used more than once.)

When you have finished matching up the statements in the first column, move on to the second column titled “Things We Learn About Ourselves” and match these ideas with the statements in the “What does this tell us about ourselves?” column in the **Prenatal Development Chart**. (Again, the letters can be used more than once.)

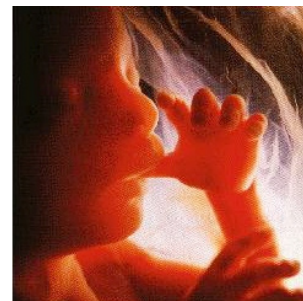
Things We Learn About God

- a. God planned for each one of us to be unique.
- b. God’s knowledge about human beings is incredibly detailed.
- c. God is in control of even our first heartbeat.
- d. God wants us to enjoy our world with our senses: sight, hearing, taste, touch, and smell.
- e. God gives us our brains and makes them work.
- f. God can create the body of a tiny person from one cell in only eight weeks.
- g. God puts a visible mark on our fingertips to remind us that we are unique.
- h. God created our bodies in a way that would help them to protect themselves and keep them healthy. One example of this is that our eyes close to protect them from dirt and other harmful things.

Things We Learn About Ourselves

- i. It is a good thing to be unique. God wanted it that way.
- j. No one can duplicate or replace who I am.
- k. Every heartbeat is a gift from God.
- l. My eyes, ears, nose, and limbs are gifts from God to help me enjoy the world.
- m. My thoughts are valuable.
- n. I am wonderfully made.
- o. My physical body contains ways to protect and heal itself. I should take care of my body.

Prenatal Development Images



Permission to reproduce this page granted only for buyer's students. Written by Linda Noble. www.wholelifecurriculum.com



Fourth Grade

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

LESSON 3



Each student will–

- Know that God purposely made people with similarities and differences
- Feel challenged to *enjoy* these similarities and differences instead of using them to evaluate people
- Write a note of appreciation to a friend that specifically mentions one similarity and one difference



Outline

1. Similarities and differences between human beings
2. God created us with both
3. Problems with the way we see differences (include a discussion of disabilities)
4. The advantages of discovering both similarities and differences



Realized Impact

Fourth-grade students typically choose their friends based on similarities and differences. This involves some sort of personal evaluation of the other students in their classroom or at their grade level. But this exercise may increase a child's awareness that other kids are probably evaluating her too, and the fourth-grade child is afraid she won't be accepted. Fortunately, at this stage in development, students are able to evaluate their own behavior and gain insight into it. So this is a great time to help students disassemble their systems of evaluating others and replace the practice with new attitudes of acceptance and discovery.

Materials

The Sneetches and Other Stories by Dr. Seuss

Chalkboard or white board

Chalk or dry erase markers

Prenatal Development Chart handout (from Lesson 2)

Notecard and envelope for each student

Pencils

Making an Entrance

Say—**Have you ever read or heard about the “Sneetches”?** Dr. Seuss wrote a book about them, and these Sneetches have a big problem they need to solve. While I’m reading, be thinking about the problems they’re experiencing. I’ll stop reading before the end of the story so we can share our thoughts.

Read just the first page of *The Sneetches and Other Stories* (by Dr Seuss). Then stop and ask—

- **How were these two Sneetches the same?**
- **How were they different?**

Now read pages three through seven and stop again. Ask—

- **What did the Star-Belly Sneetches think about those who were different?**
- **They had many similarities to the Sneetches without stars, but they still focused on one small difference and concluded that somehow Sneetches with stars were better. How do you think they came to this conclusion?**
- **How did this conclusion affect the choices they made?**

Continue reading pages eight through twenty-two and then ask—

- **What happened as a result of the way the Sneetches viewed the differences?**

There must be a better way to think about the similarities and differences between Sneetches—or people! Ready page 24 and ask—

- **What lesson did the Sneetches learn about similarities and differences?**
- **Do human beings have the same kinds of problems that the Sneetches did?**

Informing

Say—**Let’s think about it together.** Draw two columns on the board. At the top of one column, write SIMILARITIES; at the top of the other column, write DIFFERENCES. Ask—**How are people the same? How are people different? I’m going to ask some of you to write your ideas on the board. If you can think of a way that people are the same, raise your hand. If I call your name, come up and write your idea in the “similarities” column. If you can think of a way that people are different, I’ll ask you to write your answer in the opposite column, under the word “differences.”**

Give students five minutes to write their thoughts and then discuss what they’ve written. Students may not think to write about disabilities when they’re coming up with examples of differences, so you should be prepared to bring up that topic if they don’t.

Ask—

- What conclusions might we make about people who are different?
- How do people treat others who are different?
- Why do you think they do this?

Say something like—**God knows that human beings sometimes act just like the Sneetches in this story. That’s why He tells us we shouldn’t reject other people just because they’re different from us. What types of differences does He talk about in Galatians 3:28 (MSG)—“In Christ’s family there can be no division into Jew and non-Jew, slave and free, male and female. Among us you are all equal. That is, we are all in a common relationship with Jesus Christ.”**

What differences is He talking about in James 2:1-4, 9 (NIV)?

My brothers, as believers in our glorious Lord Jesus Christ, don’t show favoritism. Suppose a man comes into your meeting wearing a gold ring and fine clothes, and a poor man in shabby clothes also comes in. If you show special attention to the man wearing fine clothes and say, “Here’s a good seat for you,” but say to the poor man, “You stand there” or “Sit on the floor by my feet,” have you not discriminated among yourselves and become judges with evil thoughts?...But if you show favoritism, you sin and are convicted by the law as lawbreakers.

After students give the right answer, say—**The funny thing is—God created us to have similarities and differences *on purpose*. Let’s look at the chart from our last lesson one more time.**

Hand out new copies or give students a moment to get them out. Then ask—**In each stage of development, how are we all the same? How are we different?**



Valuing

Next, say something like—**God purposely created us to be different from one another. But we're not to use our differences as a way to evaluate whether or not other people are acceptable. Instead, these differences provide us with an opportunity to discover and enjoy people as God created them to be. When we notice the differences, we are noticing the incredible creativity of God as it appears in the creation of each person.**



Changing

Hand out a notecard and envelope to every student and say—**Now you're going to write a note to a friend, or maybe to a brother or sister. In your letter, express your thankfulness to God for the way He created this person. Tell her one thing you appreciate about her, something you have in common—a similarity. And you should also tell this person one thing you appreciate about her that is unique—a difference.**

After you've given the students time to write their notes, say—**Be sure to deliver your letter! Next time we'll talk about how the person responded to your note.**



Builds into:

Sanctity of Life, Social Justice



Fourth Grade

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

Lesson 4



Each student will–

- Become familiar with a healthy decision-making process
- Realize his need to make decisions that aren't directed by emotions
- Work through a decision-making case study with the class



Outline

1. Introduction to making decisions
2. The problem that feelings sometimes create
3. The decision-making process



Realized Impact

An emerging independence and ability to make thoughtful choices make fourth grade an ideal time to teach students to deliberately subject their decision-making to a more reasoned process. Hormone-driven emotions are starting to play a big part in their behavior. In any given situation, it will be important for students to think through their choices and not allow emotions to determine the best course of action. Students may have accurate information and God-centered values, but they need to learn how to use that information in the decision-making process.

So in the curriculum for fourth through sixth grades, students will practice making decisions; it is key to making good choices. And good choices will lead to a life of freedom to fully participate in God's adventures to come.



Materials

Notebooks or journals (with lined pages) for each student
Pencils



Making an Entrance

Start by asking students to share about the notecards they delivered after the last lesson. What kinds of responses did they receive? Ask a few students to share with the class.

Now hand out blank, lined notebooks or journals to the class and say—**Today we are going to create a decision-making journal that we will use throughout the year. Write your name on the inside cover.** Give them time to do this. **On the outside of the cover, write the words “Decision-Making.”** Write these words on the board so the students can copy them down. **Now, on the first page write “Life’s Decisions.”** Again, write these words on the board. **Take some time and make a list of all of the decisions you think you’ll have to make throughout your lifetime.**

Discuss the students’ ideas. If students come up with additional ideas after the class discussion, give them time to add those to their own lists.

Say—**Now, on the second page of your journals, write “Fourth Grade Decisions” at the top of the page. Let’s make a list of the decisions you might have to make while you’re in fourth grade.** Discuss the students’ ideas.

Then say—**God created each one of us. He knows us better than we know ourselves. Because He knows us so well, He also knows the best decisions or paths for our lives. We can trust Him to tell us the best way to go. We can trust Him to direct us in ways that will give us the best possible life.**

The writer of the Psalms talks about God’s direction for his life. Listen as I read two verses to you and be prepared to tell me how the author describes the benefit of making choices according to God’s direction. “Your word is a lamp for my feet and a light for my path” (Psalm 119:105, NLT). Ask the students for their ideas. Then read the next verse and ask them to respond to the description. **“I run in the path of your commands, for you have set my heart free” (Psalm 119:32, NIV).**



Informing

Say—**Let’s talk about how we can make good decisions. Here’s an example: Susan has to decide if she’ll play softball this year. This would involve three two-hour practices and a game each week. But it would**

conflict with her church activities. Susan really loves playing softball and would be so disappointed if she couldn't play.

Now turn to the next page in your journals and write at the top of the page: "Option 1–Susan Plays Softball." What are the pros and cons? Make two columns and label them "Pros" and "Cons." Write an example on the board for the class to copy. Let's list the pros. What are some good things that might happen if Susan decided to play softball? Take ideas from the class and write them on the board as they write them in their journals. Once you've exhausted all the pros, move on to the second column. Let's list the cons next. What are some bad things that might happen if Susan decided to play softball?

On the next page write: "Option 2–Susan Doesn't Play Softball." Again, make two columns for the pros and cons. List the pros–What are some good things that might happen if Susan decided NOT to play softball? List the cons–What are some bad things that might happen if Susan decided NOT to play softball?

The next questions to consider are: What might God say about this decision? What might God say to you through the scripture, your parents or pastor?

Let's look back at our lists of pros and cons. Is there anything there that God would have an opinion about? After all, He is wiser than we are and gives us directions about the best way to do life. Give the class a chance to discuss this question.

After a few moments, move on by saying–Title the next page "Choice" and write down the choice you would make if you were Susan, basing your decision on all that we've talked about today. Include the reason why you think this would be a good choice to make. Ask a few students to share their choices–and reasons for making those choices–with the class.

Valuing

Now say–This would be a hard choice for Susan to make because she really loves softball. Her *feelings* tell her she should play softball. Can you think of an example of a time when you might not feel like making a good choice? Why would you make a good choice even when you don't feel like it? What could help you to make a good choice when you don't feel like it?



Changing

Say—Keep your journal in your desk. The next time we'll talk about decisions again, but this time I'll ask you to write in your journal about a decision *you* need to make. Throughout the coming weeks, we'll allow time for you to journal through your own decision-making process, just like we did with Susan's.

Teachers, it would be great if you could set aside some time every day this week for students to journal about personal decision-making processes. Review or write the decision-making process step-by-step on the board and then ask the students to write about a decision they're making.



Builds into:

Social Justice, Purity



Fourth Grade

God reveals Himself in His gift of marriage.

LESSON 5



Each student will–

- Understand that marriage is a gift God uses to teach us about Himself
- Value marriage as a gift given by God
- Be able to describe the gifts God gives through marriage



Outline

1. Marriage is God's idea
2. Marriage is a good gift
3. Marriage helps us understand God: commitment, self-sacrifice, unconditional love, comfort, and forgiveness



Realized Impact

There is so much discussion about sex education—especially about the way it should be handled—and sex education, or “family life education,” is typically introduced during fourth grade. Children today know a lot about sex already, but most don't receive any type of intentional instruction about the institution of marriage. This curriculum doesn't deal with sex education because we feel the way this topic is approached is a very personal decision for each family.

There is, however, a good place for sex to take place—within the context of a marriage. Even students as young as fourth graders need to be thinking about their life's goals or at least consider the direction of their lives. But they also need to catch a vision for *God's* intentions for their lives. How does God view marriage and what is His purpose for marriage? How can a student's choices—made right now—ultimately contribute to their future and help them fully enjoy God's gift of marriage someday?



Materials

Wedding pictures (These can either be yours or the wedding pictures of someone you know.)
 Copies of **God's Gift of Marriage** handout for each student
 Copies of **Gift Words** handout for each student
 Pencils



Making an Entrance

Share the wedding pictures with the class as you ask—**How many of you have been to a wedding before? What do you remember about it? What are some things you might see at a wedding? What does a wedding ceremony celebrate?**



Informing

Say something like—**When did the very first marriage take place? Let's take a look at Genesis 2:18-24 (NLT) to see the story of the first marriage.**

And the Lord God said, "It is not good for the man to be alone. I will make a companion who will help him." So the Lord God formed from the soil every kind of animal and bird. He brought them to Adam to see what he would call them, and Adam chose a name for each one. He gave names to all the livestock, birds, and wild animals. But still there was no companion suitable for him. So the Lord God caused Adam to fall into a deep sleep. He took one of Adam's ribs and closed up the place from which he had taken it. Then the Lord God made a woman from the rib and brought her to Adam.

"At last!" Adam exclaimed. "She is part of my own flesh and bone! She will be called 'woman,' because she was taken out of a man." This explains why a man leaves his father and mother and is joined to his wife, and the two are united into one.

Ask—

- **Whose idea was this first marriage?**
- **What wasn't good about Adam's situation, in God's opinion?**
- **So God and Adam looked through the entire crowd of animals and didn't find the type of companion God wanted for Adam. What was God's solution for this problem?**

Say—God wanted to give Adam a good gift, the gift of having someone to share his life with. His gift idea was to create a woman and the relationship of marriage. Marriage helps us to understand more about our relationship with God. In marriage, husbands and wives learn to be more like God.

Start handing out copies of **God’s Gift of Marriage** to the students and say—**This handout has some of the qualities of God listed in the left-hand column.** (If necessary, take a little time to talk about the meaning of each quality and how it might be expressed.) **These are qualities we learn and act out or demonstrate in a marriage. In the right-hand column are some verses that talk about those same qualities. Match the verse with the quality of God it describes. Then give an example of how a husband and wife learn about each quality of God in their marriage relationship. And if you are unsure about husbands and wives, then think about how two very close friends might learn about the qualities of God in their friendship.**

After the students have had some time to work on the handouts, go over their answers as a class. (Answers: 1) C ; 2) D ; 3) B ; 4) E ; 5) A.) Then ask a few to share the marriage examples they came up with for each godly quality.

Valuing

Now say—**Marriage is a good gift from God. If you receive this gift from God someday, then you’ll have the opportunity to learn more about Him and your relationship with Him.**

Read the following case study to the class and discuss—

Sam’s mom was planning to give him a PlayStation for Christmas. She purchased it on sale and then hid it in the closet for Christmas morning. Meanwhile, in the months leading up to Christmas, Sam got bored with his schoolwork. He found excuses not to do it and “forgot” to tell his parents about his daily assignments. His report card showed it. It was covered with Ds and Fs.

Ask—**Is Sam ready to enjoy his Christmas gift? Why or why not?**

Now say—**Sam wasn’t ready to receive the good gift his parents planned to give to him. Before the PlayStation could be a good thing for Sam to have, he needed to learn a few things first—like how to study and how to become more disciplined about doing his homework every night. Even though you’re only in the fourth grade, you can start preparing your life so that when the time comes, you’ll be ready to receive and enjoy the good gifts that God has planned for your future.**



Changing

Give students the **Gift Words** handout. Ask them to write (inside the gift box) words from the lesson that describe God's gift of marriage.



Builds into:
Purity

Lesson 5



God's Gift of Marriage

For each question, match the desired marital quality with the Scripture passage that describes how God also has this quality.

God's Quality

_____ 1. Comfort—When might a husband and wife learn about this quality of God through marriage?

_____ 2. Forgiveness—When might a husband and wife learn about this quality of God through marriage?

_____ 3. Self-Sacrifice—When might a husband and wife learn about this quality of God through marriage?

_____ 4. Unconditional Love—When might a husband and wife learn about this quality of God through marriage?

_____ 5. Commitment—When might a husband and wife learn about this quality of God through marriage?

Scripture Passage

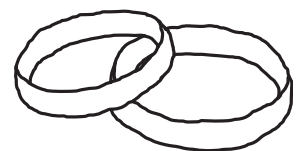
A. "God assured us, 'I'll never let you down, never walk off and leave you.'" (Hebrews 13:5b, MSG)

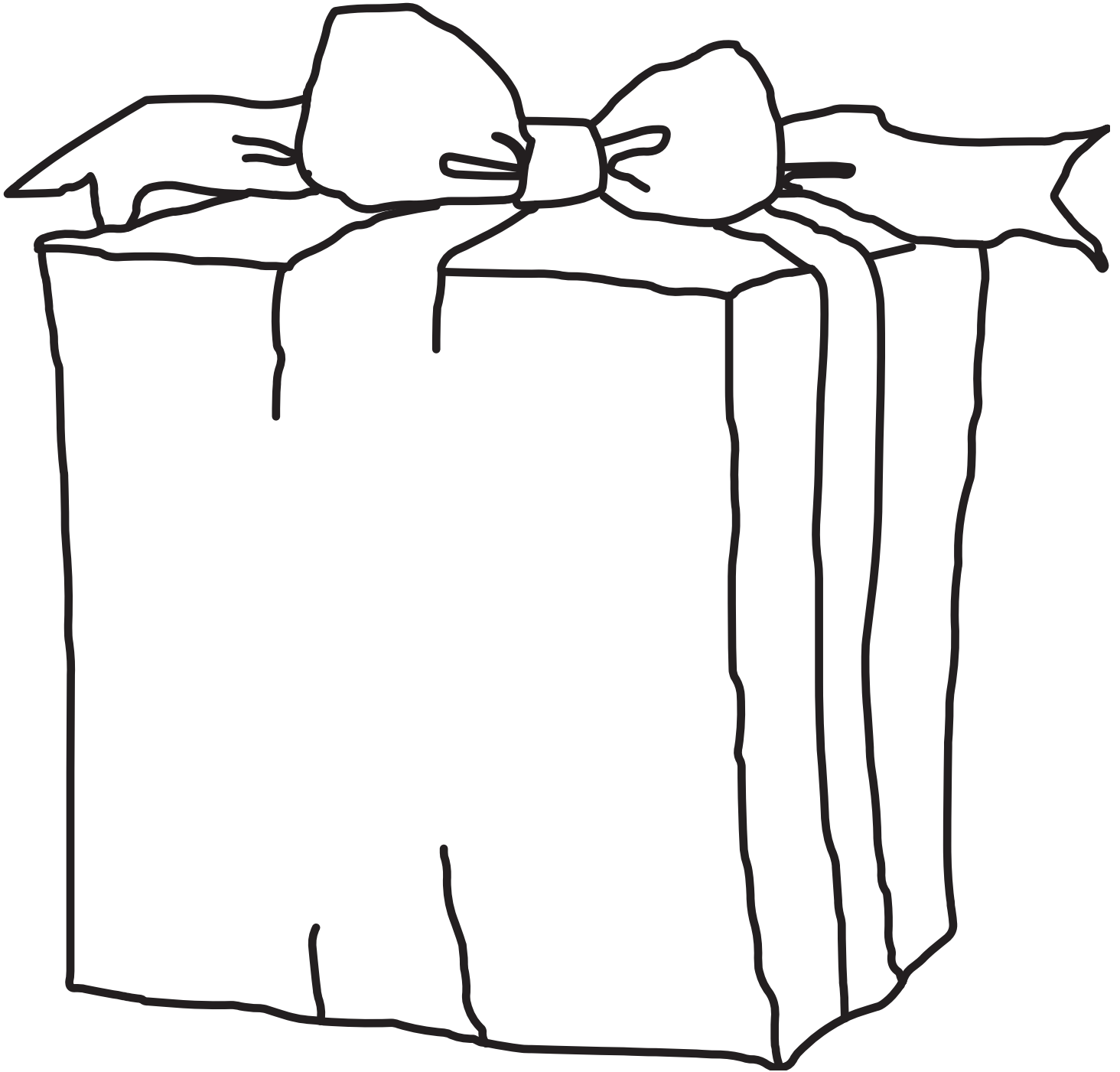
B. "This is how we've come to understand and experience love: Christ sacrificed his life for us. This is why we ought to live sacrificially for our fellow believers, and not just be out for ourselves." (1 John 3:16, MSG)

C. "Break into song! Boom it out, ruins of Jerusalem: 'God has comforted his people!'" (Isaiah 52:9, MSG)

D. "Be gentle with one another, sensitive. Forgive one another as quickly and thoroughly as God in Christ forgave you." (Ephesians 4:32, MSG)

E. "But God showed his great love for us by sending Christ to die for us while we were still sinners." (Romans 5:8, NLT)





Permission to reproduce this page granted only for buyer's students. Written by Linda Noble. www.wholelifecurriculum.com



Fourth Grade

God invites us to enjoy adventures with Him.

Lesson 6



Each student will–

- Know that God invites us to enjoy adventures with Him
- Be excited to discover the adventures that are ahead of her in life
- Write a letter to God responding to His invitation to adventure



Outline

1. What makes an adventure?
2. God uses adventure to teach us about Himself
3. God invites people to join Him in adventure



Realized Impact

In order to understand and appreciate the value of life, we must also understand that God has a plan and a purpose for the life of every person He's created—which is everyone! The Bible is full of stories about people who answered yes to God's invitation into adventure. In fact, a life with God is one to be lived as an adventure. Each student can live with an attitude of expectancy for her own future. Each student should realize that her life will make an impact and that it is up to her to make choices that will keep her free to enjoy all God has for her.

Author note: *The Lion, the Witch and the Wardrobe* is a story that is typically read in the fourth-grade classroom. This lesson plan could accompany and enrich such a reading unit, while at the same time it builds the vision of a life of purpose.





Materials

Chalkboard or white board

Chalk or dry erase markers

The Lion, the Witch and the Wardrobe by C.S. Lewis (Note: This lesson plan assumes your class has read the book as a part of their regular curriculum. If not, read the book in class or show the video before teaching this lesson plan.)

Drawing paper

Colored pencils or crayons

Copies of the **Adventure R.S.V.P.** handout for each student

Pencils



Making an Entrance

Begin by asking—**What is an *adventure*?** Accept a few responses before moving on. **Before we write our own definition of *adventure*, let’s brainstorm all of the adventure stories or movies we can think of.** Make a list on the board. Then ask—**How do you know if you’re on an adventure?**

Say—**Now let’s write our definition for *adventure*.** Combine the students’ responses into a definition. (*It should include concepts of risk taking, willingness to be personally uncomfortable, and the necessity of God’s Presence and Power to walk through it.*) Write the final class definition on the board and leave it written there for future consideration later on in the lesson.



Informing

Share with the class—**Merriam-Webster defines adventure as “an undertaking usually involving danger and unknown risks” or “an exciting or remarkable experience.”** What adventures have you experienced? Allow some of the children to share their stories.

Now say—***The Lion, the Witch and the Wardrobe* is the story of four children who experience adventures in a land called Narnia.** Ask—

- **How were the children first invited into this Narnia adventure?**
- **Who was behind the invitation?**
- **What did the children learn about Aslan?**
- **How did knowing Aslan change the children’s lives?**

Hand out sheets of drawing paper and colored pencils or crayons to the students. Ask them to illustrate a scene from one of the adventures the children experienced in this book. Then collect and display the pictures on a bulletin board titled **ADVENTURES WITH GOD**.

Ask—What adventures with God can we find in the Bible? Help students to recall some biblical adventures. Read Hebrews 11:8-10 (MSG) and 11:11-12 (NLT).

By an act of faith, Abraham said yes to God's call to travel to an unknown place that would become his home. When he left he had no idea where he was going. By an act of faith he lived in the country promised him, lived as a stranger camping in tents. Isaac and Jacob did the same, living under the same promise. Abraham did it by keeping his eye on an unseen city with real, eternal foundations—the City designed and built by God.

It was by faith that Sarah together with Abraham was able to have a child, even though they were too old and Sarah was barren. Abraham believed that God would keep his promise. And so a whole nation came from this one man, Abraham, who was too old to have any children—a nation with so many people that, like the stars of the sky and the sand on the seashore, there is no way to count them.

Ask—How does God's call to Abraham compare to our definition of an adventure? Allow a few students to share their thoughts. **Adventures with God teach us more about Him. What did Abraham learn about God, according to verse 11?** ("Abraham believed that God would keep his promise.") **When we are in the midst of an adventure with God, that's when we're the closest to Him and we learn He can be trusted. I think that's why God loves doing adventures with us!**

Valuing

Ask—What types of adventures might God have planned for people today? (*Students might think of missionary adventures, adventures of serving others in their own community, or an adventure of being a friend to someone who really needs to know God's love.*) **Almost anything in life can be seen as an adventure to be experienced with God. Can you think of anyone you know or have read about who accepted God's invitation to join Him in an adventure? Tell us about it.**



Changing

Say—**God is inviting you to join Him in life’s adventures. Although you probably don’t know what adventures will be in your future, you need to be ready to say yes to the invitation to join God on whatever adventures He has planned for you!**

Distribute copies of the **Adventure R.S.V.P.** handout to the students and say—**Write your response to God’s invitation to join Him on life’s adventures.** Remind the students that they can be honest with God about their fears or excitement or doubts about going on an adventure with Him. If the students are comfortable doing so, ask them to post their responses, along with their adventure illustrations from earlier in the lesson, on the “Adventures with God” bulletin board.



Builds into:

Social Justice, Purity



Adventure R.S.V.P.

Dear God,

Thanks for inviting me on an adventure with
You!

Love,



Permission to reproduce this page granted only for buyer's students. Written by Linda Noble. www.wholelifecurriculum.com



Fourth Grade

There are heroes who share in the adventure of showing God's love to people in the world around them, through creativity.

Lesson 7



Each student will–

- Learn about the heroic acts of C.S. Lewis
- Be challenged by the author's example
- Identify one way he could imitate the example of C.S. Lewis in his own world



Outline

1. The heroic acts of C.S. Lewis
2. The obstacles to overcome
3. The hero in my world:
 - a) What kinds of obstacles would he have to overcome and how?
 - b) What is being done today that is like what this hero did?
 - c) In what ways could I imitate this hero?



Realized Impact

We continue to encourage students to develop a vision for the potential impact their lives could make. Over the course of this curriculum, we hope students will see many ways that people can express heroism and that they will personally relate to at least one of these ways. As students see both a vision for their lives and ways that poor decisions might impede the realization of that vision, their determination to remain pure and unhindered grows and is reinforced in positive ways. In the end, their new view of themselves—as people who are of value to God and to the world around them—will begin to permeate their way of thinking.



Materials

Chalkboard or white board
 Chalk or dry erase markers
 Copies of **Heroes** handouts for each student
 Pencils
Hero Tales, Volume IV by Dave and Neta Jackson



Making an Entrance

Ask—**Who knows the definition of a hero? Can anyone give me some examples of heroes we hear about on television or read about in the newspaper?** Allow some of the students to share their ideas and jot them down on the board.

Wikipedia.com describes a hero in this way: “Heroes are persons who, in the face of danger and adversity or from a position of weakness, display *courage* and the will for *self sacrifice* — that is, heroism — for some *greater good*, originally of *martial courage* or excellence but extended to more general *moral excellence*” (“Hero” from Wikipedia.com)


Continue by saying—**So, a hero is not just someone we read about in books or see on TV or in the movies. *Anyone* can choose to be a hero. A hero is a person who is willing to give up his own personal comfort to do something that helps or benefits others. How do our earlier heroic examples fit with our new definition of a hero? Are they truly heroes?** Briefly discuss.



Informing

Distribute **Heroes** handouts and pencils to the students. Review the questions the students will be answering, then divide the class into two groups (if you desire to cover both stories). In each group, choose a good reader and assign them one of the two readings in *Hero Tales, Volume IV* that were written about C.S. Lewis: “The Writer Behind the Wardrobe” and “Imagination: How Narnia Came to Be.”

Instruct the rest of the students to write down “notes” on the backs of their handouts as they listen to the reader for their group. After the story is completed, give the students time to work on their answers. Choose two students (other than the readers) from each group to report their group’s answers to the class. Discuss the first five questions on the worksheet.





Valuing

Discuss the groups' answers to these questions on the worksheet–

What did the hero accomplish?

Do you think there is a need for a hero who does this kind of work now? Why or why not?



Changing

Say something like–**C.S. Lewis was a writer who used his God-given creativity to help others understand and love God more. He had to deal with much personal pain and loss in his life; yet, he continued in his work.**

Let's brainstorm the different ways that people can express their creative abilities. Write the students' answers on the board. (*Responses should include things like drawing, painting, dancing, singing, and so on.*) Now ask–**How could people use each of these creative outlets we've listed to help others to understand and love God more?**

After a few students have shared their ideas, discuss the groups' answers to the last question on the worksheet–*In what ways could you imitate this hero?*

Now say–**At the bottom of your worksheet, I want each of you to write down at least one way you might be able to help others to understand and love God more through the creativity He has given to you.** Allow a few volunteers to share their ideas with the class. Then, throughout the week, ask students to share with the class the big or small ways that God has invited them to be heroes. If you wish, plan a class project that allows students to follow through on some of the ideas they discussed in class.



Builds into:

Sanctity of Life, Social Justice, Purity



Heroes

1. Which hero are you writing about?
2. What problems did this hero have to overcome? What did the hero accomplish?
3. What comforts and pleasures did this hero choose to give up for the sake of others?
4. Why do you think this person chose to live life heroically even though it cost him or her?
5. How did this hero show God's love to people?
6. How has this hero's work continued to impact people today?
7. Do you think there is a need for a hero who does this kind of work now? Why or why not?
8. In what ways could you imitate this hero?

