

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

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

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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.

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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.

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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

Kindergarten

Picture of a zygote

Designed by God So I Must Be Special by Bonnie Sose (Character Builders for Kids!, 1990)

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



Kindergarten

God made you.

Written by Linda Noble

Lesson 1



Each student will—

- Understand that God made each part of him
- Be amazed at how he is wonderfully made
- Share and applaud with the class for one part of himself that God made



Outline

1. Only God could make someone like you
2. God's instructions (simplified DNA)
3. Amazing details about you



Realized Impact:

Kindergarteners need to understand the core truth that their creation was unique and purposeful. If they are to recognize their value, then from the very beginning they need to know that God purposely created them as they are and that they can appreciate how He put them together in an amazing way. This is the basis for God-derived esteem, which naturally develops into an attitude whereby they'll value the lives of others and make life choices that reflect and affirm this new belief.



Materials

Designed by God So I Must Be Special by Bonnie Sose

Picture of a zygote

Fetal models, if desired, and instructions for presentation (See **Instructions for Fetal Models**

Presentation on page 39 for more information.)

Pencils and paper for each student



Making an Entrance

Ask your students to think quietly about their answers to these questions:

- **What is the best thing you ever made?**
- **I wonder what God would say if I asked Him that question!**
- **How did you make it?**
- **Do you have the answers to these questions in your head?**
- **Did you know that God says the very best thing He ever made was you?**



Informing

Read Psalm 139:13-16 (NLT) to the class, and emphasize God's creation and the value of human life in this passage.

You made all the delicate, inner parts of my body and knit me together in my mother's womb. Thank you for making me so wonderfully complex! Your workmanship is marvelous—and how well I know it. You watched me as I was being formed in utter seclusion, as I was woven together in the dark of the womb. You saw me before I was born. Every day of my life was recorded in your book. Every moment was laid out before a single day had passed.

Say something like—**Only God could make someone like you, Katie, or like you, Suzie, or like you, Sammy.** (Insert individual names so it becomes very personal for the children.)

Now read *Designed by God So I Must Be Special* (by Bonnie Sose) to the children. After the story, ask some children to share their thoughts about the story before you move on to the next part of the lesson.

Show the kids a picture of the first cell (the zygote) and say—**You were created in a moment as God put all of His plans for you inside one special little cell that would grow inside of your mother. This special cell contained plans that told what color eyes and hair you would have, what the shape of your nose and mouth would be, what strengths and abilities you would have, and much, much more.** You may wish to use some specific examples from the class, “Brown hair like Owen, and green eyes like Sheyenne.”

Conclude by saying—**That one special cell held all of that information about you, yet it was as small as a pencil dot.** To give the students a visual reminder of how small the zygote really is, ask them to make a dot with their pencils on a piece of paper. **God grew you inside of your mother until you were ready to be born. Now when I look at you, I can see many of the plans that God put into that first, very special cell.**

If you wish, you can continue giving children information about their development in the womb using fetal models with the instructions provided. Say—**Let's see how you looked when you were growing inside of your mother's body.**



Valuing

Ask—**When God made His plans for you, what were some things He included?** Open this up for discussion and allow each child to share some things about themselves. Start by sharing about yourself, so the kids know what kinds of answers you’re looking for. And in order to give everyone a chance to share, you may need to limit their answers, asking for only two or three responses from each child.



Changing

Say—**I want each one of you to think about the answer to this question—*What do you like most about the way God made you?* Then I’m going to go around the room and ask each one of you to share your answer with the class.** Give the students a few moments to think.

Now say—**We’re each going to share the one thing we like *most* about the way God made us. And because we love hearing about the great things God does, we’re going to clap for Him! After each person shares, let’s clap our hands and stomp our feet for three seconds. When I put up finger number three, we’ll stop and go on to the next person. Let’s practice first.**

Begin by sharing one thing you like about the way God made you, and offer the kids an example of what you want them to say, such as, “I like how God made me (*tall, funny, shy, fast, strong*)” or “I like my (*blue eyes, curly hair, long arms, strong teeth*).” Then put up your fingers—one at a time—and encourage the children to begin clapping and stomping when the first finger goes up and to stop making noise as your third finger goes up.

When the last child has shared what they like about themselves, wrap up your lesson by saying something like—**God made every person in this room, in our school, in our town, and in the world! And each person is unique—there’s no one else just like you—and each one is very special to God.** Show the class the picture of the zygote or a child’s pencil dot on paper and say—**From the first day God placed His special plans into that tiny little cell that would one day become *you*, God has loved you—and He still loves you—very much.**



Builds into:

Sanctity of Life, Purity



Kindergarten

God loves and cares for you.

Lesson 2



Each student will—

- Understand that God loves and cares for her (loving-kindness)
- Feel loved and cared for
- Share a baby picture and one way she know God loves her



Outline

1. God took care of you in your mother's womb
2. God wants to show you His love by giving you a family and friends to love and care for you
3. God has special names for you
4. God's love never changes



Realized Impact

It's important to impress upon children the reality of God's love for them. Forming a new habit of living from the security of God's love will free the children so that throughout their lives they'll be able to love others and to make choices that aren't driven by a desperate need to seek love from their peers. They can recognize that although on the surface it seems like family members provide for their physical and emotional needs, God loves them daily through their families. Although many families are broken and extended in a variety of ways, children still need to know it is God's intention to provide for them through the gift of family. In the sixth-grade curriculum, we will directly address the issue of God's provision when families don't work the way He intended.





Materials

Chalkboard or white board or two large sheets of newsprint (Ahead of time, you'll draw a large heart on the board or on one of the sheets. You'll draw a second heart during the lesson.)

Chalk, dry erase markers, or regular markers

Magazine pictures illustrating acts of love

Some way to attach pictures to the two hearts, such as tape or a reusable adhesive

Copies of the children's baby or ultrasound pictures, which you should collect from the children before the lesson (make sure each child's name is written on the back of the picture for easy identification during the lesson and so you can return the pictures to their rightful owners afterward)

Symbolic pictures that illustrate the outlined points about God's love: a baby in the womb, a family

A nametag with the word NAME written on it



Making an Entrance

Before the lesson, collect some magazine pictures, including ones that specifically illustrate ways we can experience love. Arrange all the pictures on a table so the kids can see them and choose one during the activity. Draw a large heart on the board or on a large sheet of newsprint hung up in the front of the room.

Ask—**How do you know when someone loves you?** After you've heard a few responses, ask the students to come to the table (in pairs or groups of three) and choose a picture that shows a person being loved. Have each student show his chosen picture to the class, explain the act of love that's illustrated, and then tape it inside the large heart.



Informing

Ask—**When did God start showing you He loves you?** Get their ideas and then read aloud Psalm 23:6 (NLT)—“**Surely your goodness and unfailing love will pursue me all the days of my life, and I will live in the house of the Lord forever.**”

Say something like—**God began to show you He loves you on the very first day of your life. And we'll talk more later about when that day actually was. What are some ways God shows you His love?** Draw another heart on the board or on the second large sheet of newsprint to represent God's heart. As you talk about each point, you'll place a corresponding, symbolic picture inside “God's heart.”

Now say—**God took care of you before you were born, before anyone else could see you.** Read Psalm 139:13-15 (NLT), and as you're doing so, put the picture of a baby in the womb inside the second heart—God's

heart. **“You made all the delicate, inner parts of my body and knit me together in my mother’s womb. Thank you for making me so wonderfully complex! Your workmanship is marvelous—and how well I know it. You watched me as I was being formed in utter seclusion, as I was woven together in the dark of the womb.”**

Say—**The Bible tells us that God was watching us and taking care of us while we were growing inside of our mothers, even before anyone else could see us. Our lives began as one very special cell created by God. Remember the verse we just heard, the one that talks about how God’s love follows us every day of our lives? God began to show us His love on the first day of our lives, when we were just one tiny cell.**

Continue by saying—**God also wanted to give you a family and friends to help Him take care of you as you’re growing.** Now put the picture of a family inside God’s heart. Ask—**Who are the people God gave you to help Him take care of you?** Let students tell you aloud (or tell their neighbor, if time is short).

Say—**When people call us names, it can make us feel really good, or it can make us feel really bad. God has some special names for us. It really doesn’t matter what anyone else calls you because the names God calls you are the ones that really matter!** Put a nametag (with the word NAME written on it) inside God’s heart. **These are some of the names God calls you. Listen and think about which one you like most.**

- **Loved one** (Romans 9:25-26)
- **Special** (Psalm 94:14, NLT)
- **Sons and daughters** (2 Corinthians 6:18)
- **Delight** (1 Kings 10:9)
- **Precious** (Isaiah 43:4)
- **Friend** (John 15:15)
- **My sheep** (Ezekiel 34:31)
- **My people** (Jeremiah 24:7)
- **My child** (John 1:12-13)
- **My delight** (Isaiah 62:4, NAS)

Choose a few kids and ask them to share which name they like best or which name was a surprise to them.

Ask—**When does God stop loving you?** Then read aloud Psalm 23:6 again, while emphasizing the italicized words—**“Surely your goodness and *unfailing* love will pursue me *all the days of my life*, and I will live in the house of the Lord *forever*.”** Say—**Sometimes it feels like people don’t always love us. That makes us sad. But we can know that God’s love for us never changes.**



Valuing

Say—**I’m going to show your baby pictures to the class. When I show your picture, I’ll ask you to come up and help me place it close to God’s heart to remind you that God loves you.** Show each baby picture, ask the children if they can guess who it is, and then call that child to come forward and help attach their baby picture onto the paper or chalkboard near the second heart. The children’s pictures should surround the heart when you’re finished.



Changing

Say—**Let’s pretend I had a very sad day. So I come up to you and say, “Nobody really loves me.” What did you learn today that might help me feel better?** If you have time, choose some volunteers who will act out this simple role-play situation with you. Otherwise, let the children share one way they know God really loves them.



Builds into:

Sanctity of Life, Purity



Kindergarten

God loves and cares for others.

Lesson 3



Each student will—

- Understand that God created each human life
- Desire to value what God values
- Draw a picture of three people God loves and knows



Outline

1. People are a special part of God's creation
2. God created each human life
3. God loves and knows each person



Realized Impact

Children are naturally self-centered. As they mature, the adults in their lives need to intentionally teach them to focus outward. If God values the lives of others, then they should value the lives of others to the same extent. This truth will help them to make choices that are consistent with these values in the future and to recognize the importance of living their lives while expressing that value of others.



Materials

Magazine or newspaper picture of an American (or a person living in a Western culture)
Magazine or newspaper picture of a person wearing their native, cultural dress
Drawing paper for every child
Crayons or markers for every child
Fetal models, if desired, and instructions for presentation (See **Instructions for Fetal Models Presentation** on page 39 for more information.)



Making an Entrance

Say—Today we are going to think about God’s creation. What does “creation” mean? (*something made*) Now let’s play a guessing game. I am going to think of something, and I’ll give you some clues to help you guess what it is. Here’s one big hint: Everything I’m thinking about will be something God created. As soon as you think you know the answer, raise your hand. Here we go—

- I’m thinking about: something green, something that grows, something with leaves...(*plants*)
- I’m thinking about: something that lives in water, something that swims, something with scales...(*fish*)
- I’m thinking about: something that is in the sky, something that shines, something we see at night...(*the moon and stars*)
- I’m thinking about: something that is in the sky, something that shines, something that makes us warm...(*the sun*)
- I’m thinking about: something that flies, something with wings, something that has a beak...(*birds*)
- I’m thinking about: something that walks on land, something we have as pets, something that lives in the zoo...(*animals*)



Informing

Say—God created *all* of these things: plants, fish, the moon and stars, the sun, birds, and animals. And He was pretty happy about all that He made. But do you know what God was *most* excited about? Of all the things and creatures He created, God made people very special. God said He would make each person to be a little reflection of what He is like.

Read Genesis 1:27 (NLT)—“So God created people in his own image; God patterned them after himself; male and female he created them.”

Ask—Who knows the names of the very first people God created? (*Adam and Eve*) God loved them and He enjoyed spending lots of time talking with them and getting to know them. God also created children for Adam and Eve, and He loved them too. In fact, Psalm 139 says that God creates every human life. He puts together each one inside a special room in their mothers called a “womb.” He loves and knows the babies we can’t even see, ones who are still growing inside of their mothers. He created your parents. He created you. He created your brothers and sisters. Who else did He create? Let the children share the names of people they know whom God created.





Continue by saying—**There is not a single person on this earth that God didn't create! And did you know that God knows and loves EVERY person He created?** You may want to share the fetal models at this point. (See **Instructions for Fetal Models Presentation** on page 39.) Say—**Let's see how you looked as God created you inside that special room inside your mother called the "womb."**



Valuing

Ask—

- **What about—**(name someone in the classroom)? **Does God know and love them?**
- **What about—**(name someone in the classroom next door)? **Does God know and love them?**
- **What about—**(name someone in the school office)? **Does God know and love them?**
- **What about—**(name someone who works at the grocery store in the neighborhood)? **Does God know and love them?**
- **What about—**(show a newspaper picture of someone who lives in America)? **Does God know and love them?**
- **What about—**(show a picture of someone who is dressed in cultural attire from another country)? **Does God know and love them?**



Changing

Hand out paper and crayons or markers to the children, and ask them to draw a picture of three people God loves and knows. You can write **GOD LOVES...** at the top of each student's paper and the name of each person under the drawing. If there's time, show a few of the students' pictures to the class and remind them once again that God created every person and God loves every person.



Builds into:

Sanctity of Life, Social Justice



Kindergarten

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

Lesson 4



Each student will—

- Understand that God wants us to show His love to others
- Enjoy imitating God's love
- Make a “God loves like this” plan



Outline

1. God tells us how much He cares
2. Jesus showed us ways that God cares for us.
3. God asks us to do what He does



Realized Impact

After working through the lessons covering objectives one through three, children now understand that not only does God love them, but He also loves other people. And God wants us to join Him in showing love to others. This lesson will give children an opportunity to see how imitating God's love for others can be a life adventure they don't want to miss. As they grow, they will see a purpose for their lives beyond self-gratification.



Materials

None



Making an Entrance

Say—**Think of someone who really cares about you. How can you tell this person cares?** Pause for a moment and give the children a chance to think about this, then say—**There are many ways that God tries to show us how much He loves and cares about us. He sent His Son Jesus to live on the earth so we could see God’s love with our eyes. When we watch how Jesus lived, we see the ways God loves us.**



Informing

Read this adapted version of the story taken from Luke 19:1-10.

Once there was a man who was selfish and mean to other people. His name was Zacchaeus. No one wanted to care about Zacchaeus because of the way he treated them. One day Jesus came to visit in his town. Crowds of people ran to see him, but Zacchaeus was short and couldn’t see over the heads of all the people. He climbed up in a tree to get a better glimpse of Jesus. Amazingly, Jesus noticed him. Jesus knew Zacchaeus was a selfish and mean man, but He stopped and called to Zacchaeus anyway. Jesus let everyone know He cared by telling Zacchaeus He wanted to go to his house for dinner and to spend time with him. Jesus said His reason for coming into the world was to care for people who were in need of His love—like Zacchaeus. And like you and me.

Ask—**How do we know Jesus cared about Zacchaeus?** Let a few children share their ideas, then ask—**How do we know the way God wants us to treat other people?** Again, let a few children share their thoughts. Then tell the class, **The Bible says, “Those who say they live in God should live their lives as Christ did” (1 John 2:6, NLT). We know how to care for people by reading the Bible and copying the way Jesus cared for people.**



Valuing

Ask—**What are some ways Jesus showed He cared about people?** After some of the children have shared, ask—**How can we copy or imitate Jesus today?** Get a few more responses before moving on to the next section of the lesson.



Changing

Say—**Let’s play a game that will help us practice imitating the way Jesus cared for people. I will act out a way to care for people. When I say, “Jesus loves like this...,” you try to do what I do. If I do something without saying, “Jesus loves like this,” then you shouldn’t do what I do. You will have to listen very carefully for the words “Jesus loves like this.”**

Proceed with the game. Examples of “love” you could act out might be saying things like, “You did a good job!”, “You go first!”, “Would you like some of my cookies?”, “Are you new? Come sit by me!”, “Can I help you with that?”, and “I’m sorry you got hurt.” You could also act out drying someone else’s tears or giving someone a hug.

After the game is finished, say—**You did a good job! Tell me one way you could care about someone the way Jesus did before you go home today.**

If you wish, make time every afternoon this week to ask children to share how they showed God’s love to someone that day.



Builds into:

Social Justice, Purity



Kindergarten

God is our hero.

LESSON 5

Each student will—

- Know God is the perfect hero
- Celebrate God as his hero
- Make a class poster or collage that shows the many ways God is a hero

Outline

1. What is a hero?
2. God is a hero
3. God is a hero in my life

Realized Impact

“Heroism” is a quality we’ve neglected to teach our children. They’ve been convinced by society that their comfort and happiness are the ultimate goals in life. However, we’re to be conformed into God’s image—He is the ultimate hero, as He gave His own Son to give us eternal life. We can begin teaching this concept by helping children recognize how God constantly acts as a “hero” in their lives.

Materials

Paper and crayons for each child

Magazine pictures that illustrate each of the following categories:

- God rescues us
- God hears us
- God provides for us
- God takes care of us
- God created the earth and everything in it

Poster board with the title GOD IS MY HERO written at the top

Glue



Making an Entrance

Hand out paper and crayons to the students and ask them to draw a picture of their favorite hero. After you've given them a few minutes to work, ask some of the students to share their drawings with the class, describing the hero and his special abilities.

Then ask—**What is a hero? How does a hero act?** After a few students have shared, move on to the next section of the lesson.



Informing

Say—**The Bible is a special book that tells all about God and the things He does. When we read it, we find out that God is the greatest hero ever. I'm going to read some parts of the Bible that show us how God is our hero.**

As you read aloud the following passage from Psalms, show a picture of a face with tears or a picture of someone who is helping another person who is sad. Psalm 34:17-18 (MSG)—**“Is anyone crying for help? God is listening, ready to rescue you. If your heart is broken, you'll find God right there.”**

Say—**God hears us when we ask Him for help. He will listen and be near to us even though we can't see Him with our eyes. Sometimes He sends people to help us when we are sad.**

Now show the class pictures of food and drink—especially things the children enjoy eating—and read aloud the following passage from Luke 12:29-30 (NASB): **“And do not seek what you will eat and what you will drink, and do not keep worrying. For all these things the nations of the world eagerly seek; but your Father knows that you need these things.”**

Say—**God gives us our food and drink because He knows we need them. He uses people to provide these things for us.**

Show a picture of a large hand holding a smaller one or a picture of someone helping another person while they're holding onto them. Read Isaiah 41:13 (MSG): **“I, your God, have a firm grip on you and I'm not letting go. I'm telling you, ‘Don't panic. I'm right here to help you.’”**

Say—**God takes care of us when we're afraid. We can't see Him with our eyes, but He is there. Sometimes He sends people to take care of us when we are afraid.**

Show some pictures of nature while you read James 1:17 (NLT): **“Whatever is good and perfect comes to us from God above, who created all heaven's lights.”**



Say—God gives us good gifts. Everything beautiful and interesting that we see in nature is God’s good gift for us. Every other good thing we enjoy in life is also God’s gift to us.

Ask—What are some of the good gifts God has given to you? Get responses from a few students before moving on with the lesson.



Valuing

Ask the students to choose one magazine picture that shows how God is their hero. If there’s enough time, ask them to share their pictures and briefly explain why they picked them.



Changing

Write the title **GOD IS MY HERO** at the top of a sheet of poster board. Ask your students to help you glue onto the poster board their chosen hero pictures and the pictures you held up while you read the Scripture passages. Display the hero collage in your classroom. As your students continue to see God at work as a hero in the coming months, they can add more pictures or you can write additional thoughts or ideas onto the poster.



Builds into:
Social Justice



Kindergarten

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.