

## Teaching For Life • Additional Resources

### The Play

(1) Team members stand in a horizontal line facing audience. Each points to sign identifying self, one by one, prompting audience to say name aloud. (If they don't respond, run finger under sign and cup ear.)

(2) Patient Poorly droops, head down, eyes closed, being held up by Nurse Tend-er. Nurse Jabs goes into Red Cross Box and holds up ruler. Jabs sticks ruler near Patient's lips. Jabs checks ruler and looks at audience in disbelief. Shakes down ruler and again places it near Patient's lips. Jabs removes ruler and stares at it. Jabs shakes as if freezing. Looks to Tend-er and gestures, "What can we do?" Tend-er transfers Patient to Jabs carefully, then returns ruler to Red Cross box. Tend-er rifles through box and then gestures, "I've got it!" Tend-er puts on oven mitts (being careful to make sure they are on so audience can read them). Pause to let audience read words: Warm Hug. Tend-er gives Patient a hug. Patient opens eyes and lifts head. Patient is not alert so eyes open and shut and occasionally head lolls to one side. Tend-er puts oven mitts back in box and goes back to holding Patient.

(3) Jabs puts armband on Patient's upper arm, then mimes blowing into the tube. At each puff, Patient's eyes go wider as the arm band "tightens." Patient's frown deepens. Then Jabs looks at a pretend or real watch as if taking blood pressures. Shakes watch several times. Jabs tries whole process again. Again, Jabs is shocked and points to own arm and looks up indicating high blood pressure. Jabs goes to Red Cross box and gets plunger. Jabs then "plunges" Patient's arm band as if trying to lower blood pressure. Patient slumps more and more noticeably. Jabs then mimes, "What can we do?" Tend-er transfers Patient to Jabs and returns plunger to Red Cross box. Tend-er rummages through box and mimes, "I've got it!" Pulls out pill bottle. Pause to let audience read the words aloud. Tend-er places one candy pill on Patient's outstretched tongue. Patient is now able to lift head, but is still slumping. Tend-er smiles. Jabs transfers Patient to Tend-er.

(4) Jabs returns pills to Red Cross box and takes out turkey baster. Jabs has Patient bend one arm and gestures for Patient to make a fist. Patient shivers and acts frightened. Jabs insists that Patient make a fist, balling Patient's hand. When Jabs lets go, Patient shakes violently and mimes fear. Jabs pretends to draw "blood" from Patient's inner arm. Jabs then holds "blood" to light and shakes head, "No." Gestures, "What can we do?" Tend-er transfers shaking Patient to Jabs and goes to Red Cross box rummaging once again. Tend-er mimes, "I've got it." Tend-er pulls out baby bottle contraption. Pause for audience to read words aloud. Tender inserts end of tube into the cuff of Patient's sleeve and holds up baby bottle like a plasma drip. Patient noticeably perks up and is able to stand unassisted. Tend-er smiles and returns bottle to Red Cross box.

(5) Patient points to chest and rubs heart area. Jabs puts ear to Patient's chest, ticking pointer finger like the pendulum of a clock, periodically scrunching finger to show pain. Jabs pulls out heart from under Patient's shirt. Pause for audience to read aloud. Jabs wrings hands. Tend-er gestures, "I've got an idea." Tend-er goes to Red Cross box and takes out an adhesive bandage. Pause for audience to read words aloud. Tend-er fastens bandage to heart. Then Tend-er returns to Red Cross box for bubble soap. All three blow bubbles at one another. All three smile. (If you have extras, give one to the patient and blow bubbles together.) When the moment is right, take the Red Cross box, and wave goodbye. Turn slowly while exiting so that the audience can read the back of the shirts.

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### *You Are Special Puppet Play by Joan Matz*

**Biblical Basis:** (Texts are summaries of the verses.)

Isaiah 43:1 “**He has called me by name. I am His!**”

Psalms 139:13-16 “**You created every part of me. When I was growing inside my mother you saw me. You had already recorded all my days in your book.**”

#### **Characters:**

Narrator

Puppets: Rex (big dog, deep voice)  
Sparky (cute, lively, small dog)  
Cedric (nondescript mutt)

#### **SCRIPT:**

**Narrator:** “Good morning, boys and girls. I would like you to meet some friends of mine today. First there is Rex ...”

**Rex:** (appears above screen) “Good morning, boys and girls.”

**Narrator:** “Then there is Sparky...”

**Sparky:** (bounces up and has trouble keeping still) “Hi! Oh, hi!” (pants)

**Narrator:** “And last, but not least, here’s Cedric.”

**Cedric:** (doesn’t appear)

**Narrator:** “Cedric!”

**Cedric:** (quickly appears, but just for an instant) “Hi!”

**Narrator:** “Rex is the big dog on the block. He is also the oldest and wisest. He keeps an eye on everything that goes on and warns us with his deep voice (Rex barks) should he think there might be danger near. Sparky is full of fun and just loves people. When he sees someone coming, he wiggles all over (Sparky wiggles) in hopes that someone will stop to play with him. Children especially find it hard to resist petting Sparky because he is so soft. Cedric is ... (pause, turn, notice no Cedric) Cedric! Where are you?! Cedric, what’s wrong?”

**Cedric:** “I’m not coming out because the children might laugh at me.”

**Narrator:** “Cedric, why would they do that?”

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**Cedric:** “Because I’m not big and smart like Rex, or soft and cuddly like Sparky. And ... and ... because my nose is too big.”

**Narrator:** “Oh, Cedric! You are our friend and very important to us. These children want to meet you, and they won’t laugh because they love Jesus. They know that Jesus loves them and everything that God made. You are very special to us, and if you come out we’ll tell you why you’re so special just the way you are!”

**Cedric:** (comes up very slowly, shaking with nose and eyes covered; slowly he uncovers one eye at a time; he waves very hesitantly.)

**All:** “Hi, Cedric!”

**Rex:** “Cedric, you are very special to me because you are my friend. You make a point of being nice to everyone.”

**Sparky:** “Oh, yes! And you always know what to say to make me happy and feel snug inside.”

**Narrator:** “Everyone is different Cedric. Do you see two children that look exactly alike? (Cedric nods, “No.”) God made each of us different, yet we are each very special to Him.

**Rex:** “I know! Let’s try to explain it to him with our special ‘I am Me and You are You’ poem.”

**Sparky:** “Oh, yes, let’s! You start, Rex.”

**Rex:** “I am me, and you are you. I don’t stand or walk like you. I don’t smile or talk like you, for God made one of me—not two!”

**Sparky:** “I am me, and you are you. I don’t run or play like you, and I don’t chase my tail like you, for God made one of me—not two!”

**Rex:** “I am me, and you are you. I don’t drink or eat like you, or even chew my meat like you, for God made one of me—not two!”

**Sparky:** “I am me, and you are you. I don’t sleep in bed like you, or even lay my head like you, for I am me, and you are you.”

**Rex, Sparky, and Cedric:** “God made one of me—not two!”

**Cedric:** “Thanks, guys. I feel much better now that I know I am your friend and special to God. I guess I’m just right because this is the way God made me, and He loves me just the way I am.”

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**Narrator:** “Yes, Cedric. We are all special to God. In fact, we are so special that it says in the Bible that He knows us by name! Can you imagine that? Do you know the names of everyone in this room? Well, God knows the names of everyone in the whole world. It also says in the Bible that before anybody could see you, while you were still growing in your Mommy’s tummy, God knew you and you were special to Him already.”

**Cedric:** “Wow! We really are special to God! Let’s all give ourselves a great big hug! I feel so good; I just have to sing.”

**Narrator:** “What is your favorite song, Cedric? Maybe the boys and girls know it too and can sing along.”

**Cedric:** “My favorite is *Jesus Loves Me This I Know*. Can you sing that with me, boys and girls?”

**All:** [sing] *Jesus Loves Me This I Know*

**Cedric:** “Just one more song, please! How about *Jesus Loves the Little Children*. That song helps us remember that Jesus loves us all just the way we are!”

**All:** [sing] *Jesus Loves the Little Children*

**Narrator:** “Now we would like to visit your classroom with a box. Inside the box is something very special to God that we would like to show you. It is so special that we would like to show it to you one at a time. When you see it, keep it a secret so everyone is surprised.” (Show the children the box one at a time. Inside the box is a small mirror.)

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### Friendship Bracelet

What you need:

- embroidery thread in various colors
- scissors
- piece of cardboard

What you do:

1. Using a piece of a cardboard box or the back of a notebook, make a board to hold your thread.
2. Cut half-inch slits along the bottom of the cardboard and one at the top of the cardboard in the middle.
3. Take 4 threads of equal length (about 18 inches) and tie them together at the top. You can make your bracelet wider by using more threads.
4. Place the knot through the slit at the top of the cardboard and place each individual thread in the slits at the bottom of the cardboard. The order that you line up your thread is the order in which they will appear in the bracelet.
5. Start with the thread furthest to the left, place it over the thread next to it in the shape of a “4.”
6. Then, bring it under that thread and pull it through. Do this twice. Continue making the “4”-shaped knot over the rest of the threads until the thread that was originally on the left is now on the right.
7. Now repeat the steps above, always starting with the first string on the left.
8. Remember to leave enough extra thread so that you can tie it.

When you're done, you can wear it around your wrist.

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### Embryology and Genetic Code Discussion

Walking into a medical school, a student opens up a textbook on embryology or the study of the developing life within a human mother. The textbook makes it clear that at the moment of conception there begins a unique life having its own genetic code that is different from that of the mother's.

**Ask:** Is this unique life a frog? Is it a turtle? Is it a cow? **Answer:** Clearly the life in the womb is a human being. It is nothing but a human being.

Some people want to argue that a human life is not necessarily a human person. An unborn human life, they contend, is not vested with legal protection because our laws are intended to protect persons.

Peter Singer of Princeton University believes that parents should have the right to destroy a child for up to a month after it has been born if they find reasons, like health problems, to not want to care for the child.

The Greek philosopher, Aristotle, argued that we do not become truly “human” until we reach the age of thirty. By Singer’s logic, people could be denied protection of the law until they were thirty.

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### Hitler's Social Experiment Discussion

Years before Adolf Hitler became chancellor of Germany, he became obsessed with ideas about race. In his speeches and writings, Hitler spread his beliefs about racial “purity” and in the superiority of the “Germanic race”—what he called an Aryan “master race.”

When the Nazis came to power under the leadership of Hitler, his beliefs became the government ideology and were spread in publicly displayed posters, on the radio, in movies, in classrooms, and in newspapers.

The Nazis put their ideology into practice with the support of German scientists who believed the human race could be improved by limiting the reproduction of people considered “inferior.” Beginning in 1933, German physicians were allowed to perform forced sterilizations, operations making it impossible for the victims to have children. Among the targets of this public program were the Roma (Gypsies), an ethnic minority numbering about 30,000 in Germany, and handicapped individuals, including the mentally ill and people born deaf and blind. Also victimized were about 500 African-German children.

Hitler and other Nazi leaders viewed the Jews as a poisonous “race” infecting and weakening other races. After Hitler took power, Nazi teachers in school classrooms began to apply the “principles” of racial science. Measuring skull size and nose length, they recorded the color of their pupils' hair and eyes to determine whether students belonged to the true “Aryan race.” Jewish and Romani (Gypsy) students were often humiliated in the process.

Since each human being has the same genetic code from the moment of conception, the act of abortion implies that unborn humans are inferior to humans that are born. **Ask:** How does this logic suggest how the Nazis viewed human life? **Answer:** As the Nazis made distinctions between different races, labeling some inferior without any unbiased proof, so those who kill unborn humans have labeled them inferior even though they are completely human in every way. The unborn, like those tortured and killed by the Nazis, are simply powerless against those who have labeled them inferior and unnecessary, using medical doctors who kill them in the womb.

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### *Hurray for Birthdays!* by Joan Matz

#### Biblical Basis:

Isaiah 43:1 “**He has called me by name. I am His!**”

Psalms 139: 13-16 “**You created every part of me. When I was growing inside my mother you saw me. You had already recorded all my days in your book. I am wonderfully made.**”

Acts 17:25 “**He giveth to all life and breath.**”

1 Corinthians 4:7 “**For who maketh thee to differ from another**”

#### Characters:

Narrator

Puppets: Buster Bear  
Betty Bunny  
Mrs. Cow

#### SCRIPT:

**Narrator:** Good morning, boys and girls. I would like you to join me today and come to a very important meeting being held in the big woods next to a meadow where Farmer Jones keeps his cow. Let's be very quiet so we can listen and not scare the animals away.

**Betty Bunny:** (scurries in) Buster Bear! Oh, Buster Bear, where are you? Where is that big old bear anyway? I have a million things to do. Farmer Jones' garden is just begging me to come and sample some carrots. Yum (rubs tummy)!

**Buster:** Betty! Betty Bunny? Is that you?

**Betty:** Well, of course it is. Now, what was so important that I had to meet you here in the woods today?

**Buster:** Did you know that tomorrow is Mrs. Cow's birthday?

**Betty:** No. No I didn't.

**Buster:** I just thought it might be nice to have a little party for her. After all, she is our neighbor and a *very* good friend. She never seems to mind when we come into her meadow and she always has time to ask, “How are you today?”

**Betty:** That's just the trouble, Buster. Mrs. Cow a-l-w-a-y-s t-a-l-k-s a-n-d- m-o-v-e-s sooooo SLOW! She can stand in one place for hours just looking around and chewing and talking, talking and chewing. Yuck!

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**Buster:** Did you ever wonder why Mrs. Cow moves so slowly and never seems in a hurry?

**Betty:** To be honest, no! But it drives me crazy!

**Buster:** While Mrs. Cow is standing there, she is doing something very important!

**Betty:** Oh, really? And what is that?

**Buster:** She is making milk. God made Mrs. Cow very special just for that reason. I don't think Farmer Jones would like it if Mrs. Cow ran all over the meadow and churned up the milk.

**Betty:** That's true, I suppose. And she does always tell me where I can find the sweetest grass and clover.

**Buster:** Yes! And she knows just the kind of berries I like to munch on and where I can find them.

**Betty:** Buster, you're right! Let's have a party for Mrs. Cow and let her know how special she is to us.

**Narrator:** That night there was quite a bit of activity in the woods. Buster and Betty were very busy getting ready for the big surprise. The next day Mrs. Cow was standing in the meadow and chewing when ...

**Buster and Betty:** Surprise! (entering with birthday hats on)

**Mrs. Cow:** (very slowly) Mooooo. Well, hello there, Buster and Betty. What's neeeeeew?

**Buster:** Mrs. Cow, we know it's your birthday today, so we thought we would surprise you with a party!

**Betty:** Yes. Yes. Put on your hat!

**Mrs. Cow:** I'm very mooooooved!

**Buster:** We wrote a special poem just for you . . . (clears throat)

It's **your** day. You're **special**.  
You're **one** of a kind.  
Before you were born  
God had you in mind.

**Betty:** God planned your birthday before you were born, so beat on a drum, and blow on a horn.

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**Buster and Betty:** Hurray for birthdays, and hurray for you! Hope this day is special—and all year, too.

**Narrator:** Let's all sing, "Happy Birthday" to Mrs. Cow.

**All:** (Sing *Happy Birthday*.)

**Narrator:** (holds cake with candle lit)

**Betty:** Now make a wish and blow out your candle.

**Mrs. Cow:** I wish everyone had friends like you two. You helped me to feel so good just knowing that I am special to God and special to you. This is the best birthday ever! (blows out candle)

**Narrator:** Yes, Mrs. Cow. We are all very special to God. Boys and girls, each one of you is very special, too, and there is no one just like you. In fact, we are so special that it says in the Bible that God knows us by name! Can you imagine that? Do you know the names of everyone in this room? Well, God knows the names of everyone in the whole world. It also says in the Bible that before anybody could see you, while you were still growing in your mommy's tummy, God knew you and you were special to him already. Let's do a verse about this together. Watch me first:

I started my life in Mother's womb. (pat tummy)  
It's warm and dark like a cozy room. (hug self)  
I started small, (place hands together)  
But then I grew (separate hands by wide margin)  
'Til I was so big Mom knew I was due. (trace outline of large tummy)  
And so I was born, telephones rang, (hold telephone)  
God was glad, (hands crossed over heart)  
And angels sang! (raise arms overhead)

**Narrator:** Mrs. Cow, since it is your birthday, is there a special song you would like to sing? Maybe the boys and girls know it and can sing along, too.

**Mrs. Cow:** My favorite is *Jesus Loves Me, This I Know*. Can you sing that with me, boys and girls?

*Continued on next page.*

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**All:** (sing *Jesus Loves Me This I Know*)

**Betty:** Just one more song, please! How about *Jesus Loves the Little Children*? That song helps us remember that Jesus loves us all just the way we are!



**All:** (sing *Jesus Loves the Little Children*)




**Narrator:** Now we would like to visit your classroom with a box. Inside the box is something very special to God that we would like to show you. It is so special that we would like to show it to you one at a time. When you see it, keep it a secret so everyone is surprised. (Show the children the contents of the box one child at a time. Inside the box is a mirror.)

Mary's Visit to Elizabeth Rhebus Version

Jesus and John

An  told  she would be the  of a  named .

 began growing inside her womb, a baby getting ready to be born.  was so happy


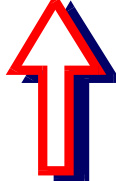


that she wanted to tell her cousin .  had a  growing inside her,




too. Her 's name was .

When  came to 's house,  ed inside 's









womb because he was so  that  was there.



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When  grew , he told people about . He said, " is our Savior."

When  grew , he died on the  for the sins of whole



He  ed . He  ed . He  ed . He  s  and me.

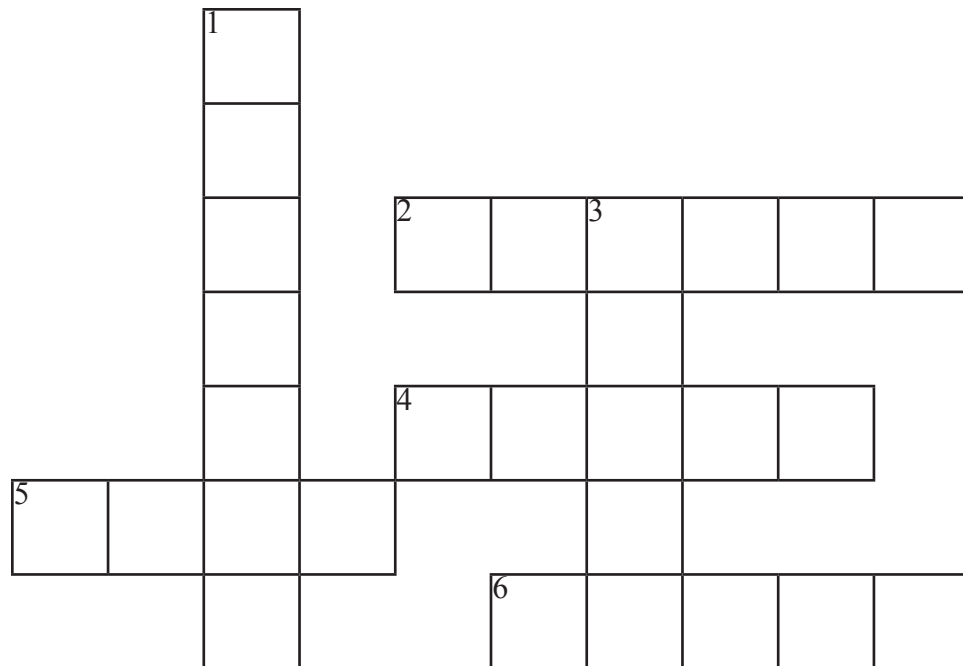
He took away our sins. We are all  because   s us and died

for us on the .

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## Teaching For Life • Additional Resources

### Baby Names Crossword Puzzle



#### Across

2. His mother prayed that he would be born.  
(1 Samuel 1:9-11, 20-5)
4. He died on the cross for us.  
(Luke 1:30-32)
5. He jumped inside his mother's womb.  
(Luke 1:44)
6. His parents were very old when he was born. (Genesis 18:13-14; 21:1)

#### Down

1. His mother and grandmother taught him about God. (2 Timothy 3:15)
3. His mother hid him in a river.  
(Exodus 2:1-4)

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### Baby Names Crossword Puzzle Answer Key

#### Down

1. Timothy
3. Moses

#### Across

2. Samuel
4. Jesus
5. John
6. Isaac

## Teaching For Life • Additional Resources

### Matching Exercise

Match these words to their meaning. Then write a story using the words. Draw a picture to go with your story.

**Womb**

A baby that lives in the womb.

**Pregnant**

The special place inside a mother where a baby lives before it is born.

**Fetus**

Having a fetus growing in the womb and waiting for it to be born.



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### Fetus Hands Worksheet

The hands printed below are the exact size of a baby's hands 10–12 weeks after it started to grow in its mother's womb.

Put your hands over the picture and trace around them. You have grown a lot since you were inside your mother!

Thank God for your hands and for all the babies who are still growing inside their mothers. Ask God to help you, and them, do good and helpful things with these hands He has created.



Precious Hands and Precious Feet are available from Lutherans For Life. Go to the online catalog at the web site below. See “Fetal Development.”

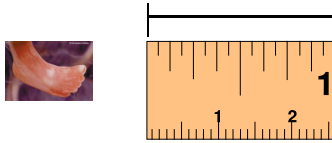
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Lutherans For Life • [www.lutheransforlife.org](http://www.lutheransforlife.org) • [info@lutheransforlife.org](mailto:info@lutheransforlife.org) • 888-364-LIFE

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### Fetus Feet Worksheet

A baby that has not yet been born is called a fetus. The picture below is the exact size of a fetus's foot 12 weeks after it started to grow in its mother's womb. Are they longer than an inch or shorter than an inch? Cut it out and use it to measure the items in the chart.



Measure how many fetus's feet the following objects are, how many inches, and how many feet your size.

	Fetus's Foot	Inches	Your Foot
A pencil			
Your desk			
Teacher's desk			
Classroom wall			
Your reading book			
A yardstick			

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## Calendar and Worksheet

This is a calendar of months in the year. A baby grows in the womb for about 9 months. Can you answer the questions below?

January							February							March							April							
S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	
		1	2	3	4	5						1	2							1			1	2	3	4	5	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
27	28	29	30	31			24	25	26	27	28	29		23	24	25	26	27	28	29	27	28	29	30				
														30	31													
May							June							July							August							
S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	
																											31	
September							October							November							December							
S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	
		1	2	3	4	5			1	2	3	4								1			1	2	3	4	5	6
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				
														30														

A baby that begins to grow in the womb in January will probably be born in \_\_\_\_\_.

A baby that begins to grow in the womb in March will probably be born in \_\_\_\_\_.

A baby that begins to grow in the womb in December will probably be born in \_\_\_\_\_.

A baby that is born in October, probably began to grow in the womb in \_\_\_\_\_.

A baby that is born in April probably began to grow in the womb in \_\_\_\_\_.

A baby that is born in \_\_\_\_\_ probably began to grow in the womb in \_\_\_\_\_.

**Teaching For Life • Additional Resources**

**Cultural Care Baby Development Chart**

	Food/Drink	Clothing	Lullabies	Toys	Stories/Books
United States					
Native Americans					
Africa					
Korea					
Mexico					



**Asian Culture Baby Coloring Pictures**

In some Asian cultures children are considered one year old when they are born. Color these pictures of China and Korea.



## Teaching For Life • Additional Resources

### Annotated Bibliography (Unit 4/Grades PK-K and Grades 1-2)

Berenstain, Stan & Jan. *The Birds, the Bees, and the Berenstain Bears*. New York: Random House, 2000. This book addresses the topic of pregnancy from the perspective of the possibly-preschool-aged older sister bear. This book is written from a secular perspective, but it clearly expresses the personhood of the unborn life.

Brem, M.M. *Mary's Story*. St. Louis: Concordia Publishing House, 1967. (Luke 1:5-2:18 for children). This version of the Christmas story from Mary's perspective includes "The Annunciation" by the angel Gabriel, Mary's visit to Elizabeth, and the birth of Jesus in Bethlehem. This Arch® Book could be read aloud as the preschool or kindergarten children take turns acting out the parts of Mary, the angel, Elizabeth, etc.

Dede, Vivian H. *Elizabeth's Christmas Story*. St. Louis: Concordia Publishing House, 1987. (Luke 1:5-66 for children). Told from the perspective of John the Baptist's mother, this book includes the visit of Mary to Elizabeth's home and the baby John jumping for joy in his mother's womb as he recognized the tiny embryo in Mary's womb as the coming Savior.

Fryar, Jane (Ed.). *Fingers Tell the Story: Fingerplays, Pantomimes, and Litanies for the Very Young*. St. Louis: Concordia Publishing House, 1989. The "I'm Growing" and "The World God Made" sections of this book might be especially useful with this unit.

Geisel, Theodor S. (Dr. Seuss). *Horton Hatches the Egg*. New York: Random House, 1940. Horton the elephant sits on the egg of a lazy mother bird for almost an entire year, even risking his life to protect the baby bird inside. Horton's faithfulness can be compared to the faithfulness of the Triune God who loves each person, including each unborn child, so much that Jesus gave His life for the sin of the world.

Klusendorf, Scott. *Pro-Life 101: A Step-by-Step Guide to Making Your Case Persuasively*. Signal Hill, California: Stand to Reason Press, 2002. This easy-to-read book provides step-by-step advice for making an effective case for life when confronted with a variety of arguments for abortion. Regardless of the opponent's reason for supporting abortion, the pro-life advocate should lead his/her opponent to answer the question, "What is the unborn?"

*Little Ones Sing Praise: Christian Songs for Young Children*. St. Louis: Concordia Publishing House, 1989. This resource contains music, texts, guitar chords, and in some cases, suggestions for actions, for a variety of Christian songs organized by topic. The "Daily Living" section includes many songs about growing and God's creation of our bodies, but there are songs that would work well with this unit interspersed throughout the book.

Matz, Joan. *Hurray for Birthdays!* This puppet play (included on this CD) uses a cow, a bear, a bunny, and a narrator to teach children that they are special to God and that He knew them long before they were born while they were growing inside their mothers. This puppet play (which could also be performed as a skit) includes an echo pantomime and several songs for active audience participation. "Hurray for Birthdays!" could potentially be used in a chapel service or as part of a birthday celebration or a "Happy Birthday, Jesus!" party.

## Teaching For Life • Additional Resources

## Teaching For Life • Additional Resources

### Abortion Slogans (Unit 4/Grades 5-6)

This study lists a number of statements often used to justify abortion and examines them in the light of God's Word.

#### I. "A fetus is not a person."

"The LORD called me from the womb, from the body of my mother he named my name." "And now the LORD says, he who formed me from the womb to be his servant . . ." (Isaiah 49:1b, 5a).

"Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations" (Jeremiah 1:5).

"For you formed my inward parts; you knitted me together in my mother's womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it very well. My frame was not hidden from you, when I was being made in secret, intricately wove in the depths of the earth. Your eyes saw my unformed substance; in your book were written every one of them, the days that were formed for me, when as yet there were none of them" (Psalm 139:13-16).

In light of the above quotations, what is the relationship between God and the preborn?

In the following quotations, the biblical writers, under the inspiration of the Holy Spirit, all used the Greek word *brephos* for the words in **bold** below:

"And when Elizabeth heard the greeting of Mary, the **baby** leaped in her womb. And Elizabeth was filled with the Holy Spirit." "For behold, when the sound of your greeting came to my ears, the baby in my womb leaped for joy" (Luke 1:41,44).

"Like newborn **infants**, long for the pure spiritual milk, that by it you may grow up to salvation." (1 Peter 2:2).

"He dealt shrewdly with our race and forced our fathers to expose their **infants**, so that they would not be kept alive" (Acts 7:19). (This describes the young lives which the king of Egypt ordered slain in an evil attempt at genocide of the Israelites, Israel's sons.)

". . . and how from **childhood** you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus" (2 Timothy 3:15).

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According to the Bible then, what is the difference between the person of the fetus, the newborn, or the young child?

According to the U.S. Government, a cow's life is known to begin at the moment of conception. In what way is the beginning of a human life any different? This is not a religious issue. Even secular scientists agree that human life begins at conception. A fetus is more than just a blueprint of life. A fetus grows into an adult. A blueprint cannot grow into a building.

Thanks to ultrasound imagery, we now have a "window to the womb." As early as eight weeks after conception, we can watch the preborn baby sucking her thumb, kicking her legs, and waving her arms.

### II. "Every woman has a right to control her own body."

Every woman: Since we have established that, biblically, the preborn is a person from conception, the thing that is wrong about this phrase, "every woman," is that the preborn woman does not presently have a right to control her own body.

Only God has absolute rights. The only rights we have are privileges God allows us to possess out of grace.

"Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, 20 for you were bought with a price. So glorify God in your body" (1 Corinthians 6:19-20).

"I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship" (Romans 12:1).

What then is our "right" (responsibility) regarding our bodies?

Each year, through abortion, several hundred thousand unborn females do not have control over their own bodies.

Sex selection abortions, while often reported in relation to China's one-child policy, are not uncommon in America. "We decided this had to be a boy or we wouldn't have it," the woman said . . . after she found out the sex of the developing fetus by amniocentesis, a genetic screening test. The fetus was female. The woman had an abortion. ("Making Baby's Sex a Parental Option," Parade, 11/25/79)

Control over the body should be exercised to prevent pregnancy—not kill the life already growing. Picture the woman who says, "My boyfriend ignited my passion. I couldn't control my emotions. My body was out of control. Now I'm pregnant. I demand to have control over my own body . . . so I want an abortion."

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## Teaching For Life • Additional Resources

Except in the rare case of pregnancy following rape, a woman with child has made choices of control over her body that have resulted in the pregnancy. She has made a choice to have sex and whether or not to use some type of birth control. These are private choices. But abortion is a choice that directly involves the life of another person. Today, every fourth baby in the U.S. dies from choice.

The pre-born babe is not part of the mother's body. The baby's placenta (which is fetal tissue, not maternal tissue) counteracts the natural tendency of the mother's body to reject the "foreign tissue" of the pre-born baby.

### III. "Every child a wanted child."

In calling the child wanted or unwanted, you don't describe the child but rather the emotions and feelings of the parents. Many children who are wanted at birth may not be "wanted" when they demand a 2:00 a.m. feeding six weeks later. The "unwanted" child is a real person regardless of anyone else's feelings toward her. Like all humans, a baby's value is real whether it is recognized by the father and mother or not. A child's "unwantedness" by the biological parents does not justify killing her. How does the example of the Father's love and Christ's love compare to the statement: "I will love this child if he is convenient, if he is compatible with my chosen lifestyle, and if he contributes to my plans"?

"But God, being rich in mercy, because of the great love with which he loved us, even when we were dead in our trespasses, made us alive together with Christ . . ." (Ephesians 2:4-5).

### IV. "I wouldn't have an abortion myself, but I support the right of others to choose."

Freedom is not the liberty to do what we want to do but, to do what love for God should motivate us to do—what God determines, directs, and demands.

"Rescue those who are being taken away to death; hold back those who are stumbling to the slaughter. If you say, 'Behold, we did not know this,' does not he who weighs the heart perceive it? Does not he who keeps watch over your soul know it, and will he not repay man according to his work?" (Proverbs 24:11-12)

"But how are they to call on him in whom they have not believed? And how are they to believe in him of whom they have never heard? And how are they to hear without someone preaching?" (Romans 10:14)

"I call heaven and earth to witness against you today, that I have set before you life and death, blessing and curse. Therefore choose life, that you and your offspring may live" (Deuteronomy 30:19).

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## Teaching For Life • Additional Resources

What does God determine, direct, and demand we should do regarding the “right” of people to choose abortion?

### V. “In cases of rape, incest, or fetal abnormalities abortion is acceptable.”

“Keep far from a false charge, and do not kill the innocent and righteous, for I will not acquit the wicked” (Exodus 23:7).

“There are six things that the LORD hates, seven that are an abomination to him: haughty eyes, a lying tongue, and hands that shed innocent blood” (Proverbs 6:16-17).

Who are the “innocent” in a pregnancy resulting from rape or incest? Is abortion justifiable?

“But when you give a feast, invite the poor, the crippled, the lame, the blind, and you will be blessed, because they cannot repay you. You will be repaid at the resurrection of the just.” (Luke 14:13-14).

“Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.” (Matthew 25:40).

Why then is “abnormality” not a justifiable reason for abortion?

As Christians, what should be our attitude and action toward the “abnormal”?

### VI. What can we do about abortion . . .

. . . in our prayer life?

. . . in our life as a witness

to those considering an abortion?

to those promoting abortion?

to someone who is pregnant because of rape or incest or who knows her baby will be “abnormal”?

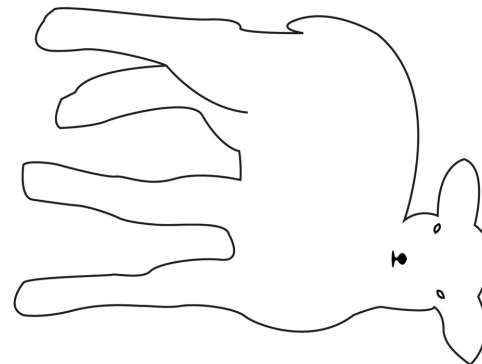
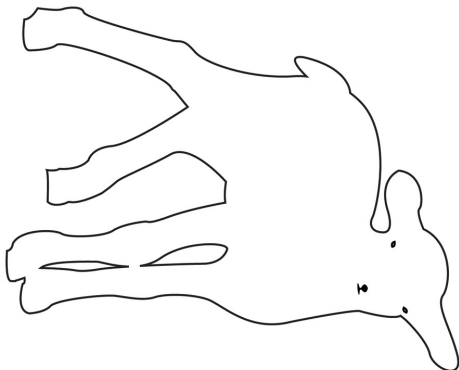
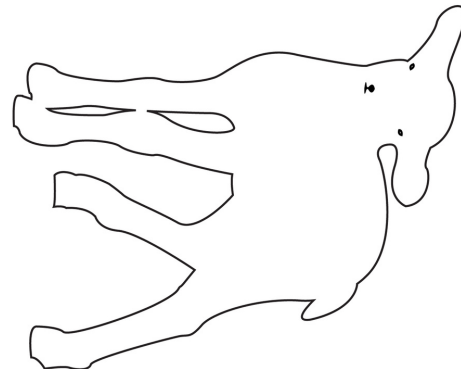
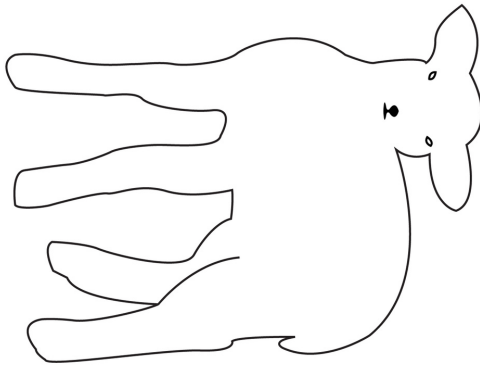
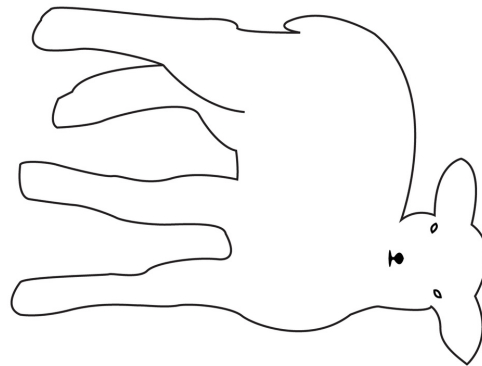
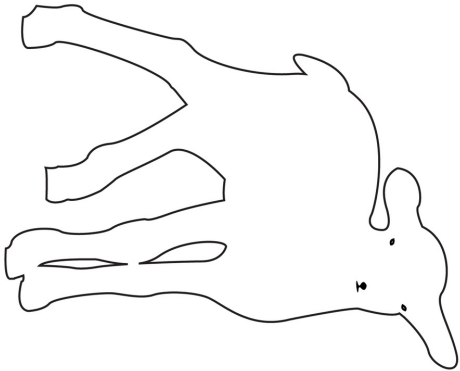
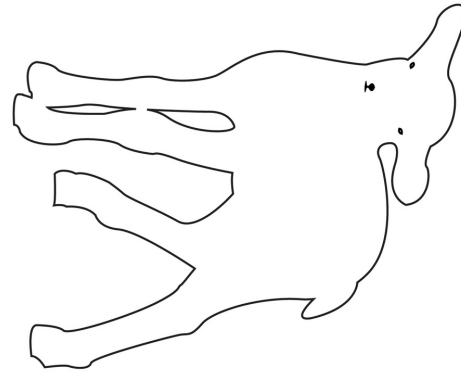
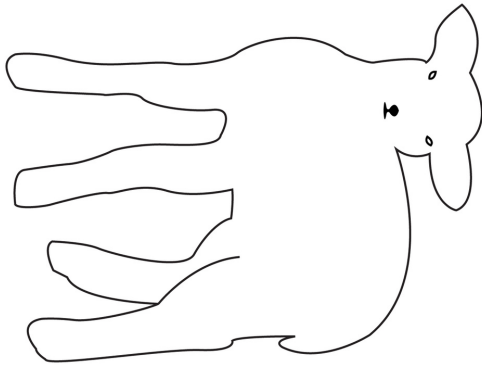
to someone who has had an abortion and is burdened with guilt? Or feels no guilt?

. . . as a Christian in a country with legal abortion-on-demand?

This Bible study article taken from *Life Studies – Volume One*, produced by Lutherans For Life.

## Teaching For Life • Additional Resources

Lamb Outlines



## Teaching For Life • Additional Resources

### Jesus' Family and Mine

	Jesus	Me
<b>Mother</b>		
<b>Father</b>		
<b>Other Relatives</b>		
<b>Places to Go</b>		
<b>Likes</b>		
<b>Dislikes</b>		
<b>Parents' Feelings</b>		
<b>His Feelings</b>		

**Teaching For Life • Additional Resources**

**Bible Families (student page)**

Father \_\_\_\_\_

Mother \_\_\_\_\_

Children \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Bible Families (teacher page)

Bible Reference (NIV)	Mother	Father	Children	Other Relatives
Genesis 4:1, 25-26 Adam and his wife Eve became pregnant and she gave birth to Cain...Later she gave birth to his brother Abel....(Eve) became pregnant again and gave birth to a son and named him Seth....Seth also had a son, and he named him Enosh.	Eve	Adam	Cain, Abel, Seth	Enosh (Adam's grandson)
Genesis 6:9-10 Noah had three sons: Shem, Ham, and Japheth. Genesis 7:6-7 Noah and his sons and his wife and his sons' wives entered the ark to escape the waters of the flood.	Name not mentioned.	Noah	Shem, Ham, Japeth	Noah's daughters-in-law. Their names are not mentioned
Numbers 26:59 To Amram (Jochebed) bore Aaron, Moses, and their sister Miriam.	Jochebed	Amram	Aaron, Moses, Miriam	
Ruth 4:13, 17 So Boaz took Ruth and she became his wife....and she have birth to a son....And they named him Obed.	Ruth	Boaz	Obed	Obed was David's grandfather.
Luke 1:57-60 When it was time for Elizabeth to have her baby, she gave birth to a son....On the eighth day they came to circumcise the child, and they were going to name him after his father Zechariah, but his mother spoke up and said, "No! He is to be called John."	Elizabeth	Zechariah	John (the Baptist)	Jesus was John's cousin.

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### Family Bingo

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Has no brothers or sister	Has brothers	Has sisters	Has an older brother or sister	Has a younger brother or sister
Grandparents live in another state	Grandparents live close	Took a family vacation last summer	Plays soccer	Plays baseball
Likes to read	Has family devotions	<b>FREE</b>	Went to Sunday school last Sunday	Mom or dad helps me with homework
Takes out the trash	Sets the table	Clears the table	Makes bed	Went to church last Sunday
Gets an allowance	Does not get allowance	Does homework before dinner	Does homework after dinner	Likes vegetables

## Teaching For Life • Additional Resources

### Family Genetic Similarities Chart

<i>How are Parents and Children Alike? Make a list below and compare.</i>			
<b>Parents</b>		<b>Children</b>	
<b>Hair color?</b>		<b>Hair color?</b>	
<b>Eye color?</b>		<b>Eye color?</b>	
<b>What kind of things do you like to do?</b>		<b>What kind of things do you like to do?</b>	
<b>Personality</b>		<b>Personality</b>	



## Teaching For Life • Additional Resources

### Wedding Day Memories/Video Interview Questions

Names of Bride and Groom: \_\_\_\_\_

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#### *Video Interview Questions:*

How many people were in your wedding party?

When and where was the wedding?

Why did you have the wedding there?

What did you wear?

Where and how did you get engaged?

What did you like about each other?

Did anything funny happen during the wedding or reception? What?

What memory would you like to share with me?

Help at Home Certificate

This certificate is good for:

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Signed:-----

Help at Home Certificate

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### Genealogy Chart

A variety of genealogy charts can be found at the web sites below. Adapt for your own needs.

<http://c.ancestry.com/pdf/trees/charts/anchart.pdf>

[www.familytreemagazine.com/forms/research/ancestor.pdf](http://www.familytreemagazine.com/forms/research/ancestor.pdf)

[http://misbach.org/pdfcharts/family\\_tree.pdf](http://misbach.org/pdfcharts/family_tree.pdf)

<http://misbach.org/pdfcharts/kids4gen.pdf>

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### John 2:1-11 Commentary

- Shortly after Jesus formed together a band of apostles, He traveled with them to Cana to attend a wedding. Jesus valued and celebrated the meaning of a man and a woman being united for a lifetime through marriage.
- Weddings require many preparations. Among the preparations we think of setting a wedding date with the church, arranging a banquet, deciding what will be worn by the wedding party, etc. What is often missed is that marriage preparation begins with character formation. A good marriage is born from a man of good character joining together with a woman of good character.
- A person of good character has, among other traits, self-discipline. A person of good character has learned to put things together in the proper time frame, even if it requires waiting for the right time to enjoy the gifts of God when it is best for all.
- Seeking to lead a chaste life (a life lived free from sexual relations with another person before marriage), is also a way of preparing for marriage. Chastity allows us to save our total intimacy for just one person. It is a great gift that we bring to our marriage partner, but it requires years of preparation and self-discipline.
- Sadly, because of sin, even committed Christian couples go through a divorce. They are usually the first to say how hurtful and unfortunate divorce is to the family, and wish that it could have been avoided.

### Adolescent Social Growth and Friendship Groups Information

As students are introduced to reproductive systems, include specific instruction about adolescent emotional systems.

Start by writing “abstinence until marriage” on the right side of the board. Let the silence hang a moment and then say: “This really isn’t an issue for you now. So let’s back up and look at real issues for you and how learning skills can help you meet God’s abstinence until marriage rule.”

Every person needs friends, a few or lots, depending on whether you are introverted or extroverted (see bibliography for test). How do you join a friendship group? Identify positive and negative ways: join a club, band, or a sports team; gossip (though negative, gossip is a powerful temptation because it works!); say clever comments (again, though negative, in reality this works for some); slide in sideways by being near a group; control one person by dominance and build a group yourself, morph into whoever the group needs, begin a conversation with someone in the group. Continue: Write now about a time when you were not successful at getting into a friendship group. Let volunteers share. Ask: “How often do you think the average person tries and fails?” Lead them to realize everyone experiences attempts and failures.

In another lesson write “abstinence until marriage” on the right side of the board again and “every person needs friends” on the left. Place several dots between them. In the middle write “integrity.” Explain: “Integrity means keeping what you do in line with what you believe is right.” (If you’ve never discussed values, take the time to talk about examples like the Ten Commandments, American individualism, work ethic, “clothes make the man,” etc.) Ask: “What makes integrity hard?” Allow for discussion and let volunteers role-play the following:

- 1. Needs: lead player, 3 friends, 2 parents.** Your 3 friends are talking about going to a movie. Last weekend your parents saw it and strongly disapproved. Your friends now decide to go. Act this out. Then let each role player tell how he/she would feel if the lead player goes/doesn’t go. Ask the lead player: “What beliefs are causing the dilemma for you? What are your choices and the consequences of each?”
- 2. Needs: girl lead player, 2 girlfriends, 1 boy.** You’re at a class dance having fun with your group. An unpopular boy asks you to dance. Your friends roll their eyes. You know the boy is being courageous to ask you and you sympathize. Act this out. Again let each role player tell how he/she would feel if the lead player dances/doesn’t dance. Ask the lead player: “What beliefs are causing the dilemma for you? What are your choices and the consequences of each?”
- 3. Needs: lead player, group leader, 2 friends, 1 outsider.** The leader of your group has just ditched another member of the group. The leader now tells you and the other two that so and so is “out” because he/she is getting friendly with someone the leader considers uncool. You and the to-be-ditched person have been good friends. Act this out. Let each player again answer how he/she would feel if the lead player ditches/doesn’t ditch the out person. Ask the lead player: “What beliefs are causing the dilemma for you? What are your choices and the consequences of each?”

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Have students suggest additional dilemma situations. Use the questions on the previous page. Is hurting someone's feelings wrong when your own beliefs are at stake? (This is a key question.)

**For the teacher:** the skills of adolescent social integrity are these:

- a. determining which beliefs are most important and holding loneliness at bay long enough to observe which friendship groups share those beliefs.
- b. learning to target positive risks by planning small steps and keeping track of victories.
- c. developing a cache of phrases/actions to use in dilemma situations.

Concordia Publishing House has a course on social skills that you might use if you want to pursue this further (see bibliography).

## Teaching For Life • Additional Resources

### STD Definitions and Information

*Note to the teacher:* Because of the sensitive nature of the following material, each teacher must decide what to present to the class, and how to present it best. Some of the information, for certain situations, should not be shared.

Medical research has been tracking the movement of sexually transmitted diseases (also known as STDs) within the world and the United States. In 2003, for example, there were 34,270 known cases of syphilis, 877,478 known cases of chlamydia, and 335,104 known cases of gonorrhea. (The statistical report did not give figures for HIV or herpes infections).

- STDs are infectious diseases that spread from person to person through intimate contact.
- STDs can affect boys and girls, men and women, and attack rich and poor people of all races.
- Almost one out of five Americans will be treated for STDs by the age of twenty-one.
- STDs do not always cause death, but many STDs cannot be cured and will cause a lifetime of discomfort, inconvenience, and may lead to infertility.

There is protection against getting STDs.

- Although it is possible (but happens very rarely) to get STDs without sexual contact by merely making contact with a person infected with a disease, most all STDs are passed through sexual contact.
- Chastity is the best protection against getting STDs.
- A quotation from TeenHealth, an Internet resource addressing teen sexuality and STDs: “The younger a person starts having sex, the greater his or her chances of becoming infected with an STD.”

Understanding the terms:

- Syphilis: a bacteria progressing if untreated from infection of the genitals to the bones, muscles, and brain.
- Chlamydia: a bacteria spread at any area of the body that is used for sex with another person. It is especially dangerous because its symptoms may go unrecognized and so is easily spread from partner to partner. Chlamydia infection makes one at greater risk to become infected with HIV. In boys and girls it can cause pain in the private parts. For girls it can lead to infertility (the inability to have children).
- Gonorrhea: Like chlamydia, gonorrhea is caused by a bacteria that may infect a boy or girl and go unnoticed for a long period of time. Because it may not be recognized,

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an infected person can spread it to others through sexual contact without realizing it. Gonorrhea can cause pain within affected areas, makes one at higher risk for HIV infection, and can cause the girl to become infertile.

- Herpes: This is a non-curable disease caused by a virus. It causes blisters in the area of sexual contact that come and go. Once infected, the virus remains in the body. Herpes infection makes one at higher risk for HIV infection. A woman can pass the disease (virus) on to her baby.
- HIV (Human Immunodeficiency Virus): This is the virus that usually leads to AIDS. It is a virus that only humans can pass to other humans. Once it is inside a person's body, it begins to break down or weaken the person's immune system. A person who has HIV may not get sick for a long time. You cannot tell if a person has HIV just by looking at them.
- AIDS (Acquired Immune Deficiency Syndrome): AIDS is a measure of how much damage HIV has done to a person's immune system. It is not a disease. AIDS can develop after someone gets HIV. After HIV has been inside someone's body for a long time it can weaken or destroy their immune system.
- HPV (Human Papilloma Virus): HPV is one of the fastest-growing, widespread STD among women and can lead to cervical cancer.



Name Tag  
Template



## Teaching For Life • Additional Resources

### Tiger/piglets story and pictures (Unit 6/Grades 1-2)

At a zoo in California, a mother tiger gave birth to a rare set of triplet tiger cubs. Unfortunately, due to complications in the pregnancy, the cubs were born prematurely and due to their tiny size, died shortly after birth.

The mother tiger after recovering from the delivery, suddenly started to decline in health, although physically she was fine. The veterinarians felt that the loss of her litter had caused the tigress to fall into a depression. The doctors decided that if the tigress could surrogate another mother's cubs, perhaps she would improve.

After checking with many other zoos across the country, the depressing news was that there were no tiger cubs of the right age to introduce to the mourning mother. The veterinarians decided to try something that had never been tried in a zoo environment.

Sometimes a mother of one species will take on the care of a different species. The only "orphans" that could be found quickly, were a litter of weiner pigs . The zoo keepers and vets wrapped the piglets in tiger skin and placed the babies around the mother tiger. The tiger provided milk to her "adopted" piglet cubs, and they all survived.

Pictures can be found at the link below. The link is being provided as a service. It is not an endorsement of the Animal Liberation Front.

[www.animalliberationfront.com/News/AnimalPhotos/Animals\\_1-10/Tiger\\_piglets.htm](http://www.animalliberationfront.com/News/AnimalPhotos/Animals_1-10/Tiger_piglets.htm)

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### Mystery Message Code Sheet

God's Word to You—Use this code to figure out the message:

26	25	24	23	22	21	20	19	18	17	16	15	14
A	B	C	D	E	F	G	H	I	J	K	L	M
13	12	11	10	9	8	7	6	5	4	3	2	1
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

		18		19	26	5	22					
		_____		_____	_____	_____	_____					
24	26	15	15	22	23		2	12	6			
_____	_____	_____	_____	_____	_____		_____	_____	_____			
25	2		13	26	14	22		2	12	6		
_____	_____		_____	_____	_____	_____		_____	_____	_____		
26	9	22		14	18	13	22					
_____	_____	_____		_____	_____	_____	_____					

Isaiah 43:1

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### Children's Books and DVD on Adoption

Dellinger, Annetta E. *Adopted and Loved Forever*. St. Louis: Concordia Publishing House, 1987. Simple answers for children who have questions about adoption. Includes Christ-centered application that we are all adopted members of God's family.

Gilman, Lois. *The Adoption Resource Book*. New York: Harper Collins Publishing, 1998. An adoption classic for parents to read with their young children and a reference resource for couples interested in adoption.

Girard, Linda Walvoord. *Adoption Is for Always*. Morton Grove, IL: Albert Whitman & Company, 1991.

Katz, Karen. *Over the Moon: An Adoption Tale*. New York: Mcmillan/Henry Holt and Co. (BYR), 1997.

Layne, Steven L. *Over Land and Sea: A Story of International Adoption*. Gretna, LA: Pelican Publishing Company, 2005.

Lears, Laurie. *Megan's Birthday Tree: A Story About Open Adoption*. Morton Grove, IL: Albert Whitman & Company, 2005.

London, Jonathan. *A Koala for Katie: An Adoption Story*. Morton Grove, IL: Albert Whitman & Company, 1997.

McCutcheon, John. *Happy Adoption Day!* New York: Little, Brown and Company, 2001.

Rogers, Fred. *Let's Talk About It: Adoption*. New York: Putnam, 1998.

Rosove, Lori. Heather Burrill. *Rosies' Family: An Adoption Story*. Tokyo, Japan: Asia Press, 2001.

Wickstrom, Lois. *Oliver: A Story About Adoption*. Philadelphia: Our Child Press, 1991.

Veggie Tales (DVD): *Duke and the Great Pie War*

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### Key Thoughts Related to *Voyages*® Curricula

**Ecclesiastes Time *Voyages*® Unit 6 Grade 5:** Ecclesiastes 3 talks about balances during life. In our age, convenience and instant time seem paired as entitlements and are revered as idols. Faster is better; wait implies never. Consider: Why has instant gratification become the American temptation of choice? What destruction does it lead to for the individual and for society? Solomon’s wisdom tells a very different message. There is a season for every activity under heaven (v1). Take this opportunity to talk about stewardship of time. Like stewardship of our bodies and our possessions, stewardship of time also requires care and planning. What does God say about using His gift of time—Sabbath time? Work time? Prayer time? Service time? What does Solomon say in 8:5-6a? What was Jesus doing with His time during 5th grade? (Luke 2:52) Probe the possible dangers of someone raised with instant gratification and convenience. (These ingrained expectations can lead slightly older students to “hook ups” and teenage pregnancies/abortions.) After discussion, in pairs or as individuals, write parodies of Solomon’s time poem with lines like: a time to begin and a time to wait, a time to join and a time to step away.

**Asa *Voyages*® Unit 6 Grade 5:** Though Asa experienced God’s power against the Cushites, he later allied with the ungodly leader, Ben Hadad, as a way out of his enemy fears. God sent Asa a warning to repent of this lack of faith, but Asa refused. (Notice how God used sickness as a messenger for repentance. Sometimes God puts you on your back so you look up.) If you’ve taken the suggested field trip to a crisis pregnancy center, comment in this lesson that the agency, Planned Parenthood, is similar to Ben Hadad. See if any students can make the analogy. (Unwed teens turn to ungodly leaders as a way out of their fears instead of to Jesus and His church.) What does the name Planned Parenthood imply? (careful forethought) Brainstorm together the perfect parent. Debate points like: They give kids everything they want. Then look up Romans 12:2: **“Do not conform any longer to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is.”** Say: “If you let God be part of your own planning for future parenting, what steps do you take to get there before parenting starts?” Consider things like:

1. Right now: I observe my/other parents and evaluate their actions. I learn about what God wills for me. I find out who God designed me to be (e.g. which people, work, activities, and responsibilities God involved me with).
2. Middle school/high school: I manage temptations with the help of the Holy Spirit and my church family—avoiding gossip, lewd talk, R-rated media, revenge, temper, immodest appearance, etc. I explore gender issues in mixed groups.
3. High school/college: I develop a friendship with a potential marriage partner to deepen shared interests and friendships. I determine the level of intimacy before allowing emotions to decide and avoid temptations to ungodly passion. (Song of Songs 3:5 (paraphrase): Do not awaken love or arouse love before its proper time.)
4. Engagement: I consider marriage and I discuss with my partner compatibility issues like: finance expectations (how much money will we each earn, what do we expect in education levels); budget priorities (how will financial decisions be made); extended family intimacy levels (how often will we visit, what values will we hold on to from families); child rearing expectations (how many do we want to have, what will be our

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- religious habits, how will we discipline).
5. Marriage: I become a caring spouse honoring my partner in a mutual life style. I sacrifice willingly and communicate openly. I apologize or assert myself as needed. I learn to love unconditionally.
  6. Parent: I become an involved prayerful parent, fulfilling the expectations of God and the hopes of my spouse and family as a loving caregiver of our child.

**Forgiving those who sin against you: *Voyages*® Unit 6 Grade 6:** In Matthew 18 God tells us the steps to take when dealing with unrepentant people. To avoid making this lesson legalistic procedures, reflect on past Bible instances where GOD uses these steps.

1. When did God go to the person privately: Adam? Cain? Jonah? Job?
2. When did God go a second time with someone else present: King Saul? King Asa? King Ahab?
3. When did God go repeatedly in His people's presence: Israel in the wilderness? Achan's theft? to us in the entire biblical account of God?
4. When did God treat His people as unbelievers: in the repent—overcome enemies—slide—defeat cycle of the people in Judges? Here note how the act of repentance dramatically alters everything!

You can also readily see how Jesus dealt with unrepentant sinners like the woman at the well, various Pharisees, and finally all of us in His words from the cross. Jesus' ability to assertively state sin is clear in the story of the woman caught in adultery. (John 8:3) His actions accuse the accusers and His words direct the adulteress toward repentance as well. Ask students if they've personally experienced God confronting them. See what kinds of situations they've had to be assertive to unrepentant people. Together devise role plays to practice the steps of Matthew 18. Consider situations with a bully, a gossip, a sibling involved in a living together situation, a friend considering abortion.

**Jesus teaches about divorce: *Voyages*® Unit 6 Grade 6:** Begin: "Why do you think God wants people to know each other really well before they commit to marriage?" This will lead naturally to issues of divorce. Ask: "What is so damaging about divorce that you think prompts Jesus to say Matthew 19:8-9?" (Everyone gets hurt—spouses, children, extended families, AND the church.) While this lesson lends itself to a deeper discussion of children's feelings and responses to divorce, it also lends itself to broaching the topic of people living together. Why do you think the world wants people to think living together is a good idea? (You might mention too that of those cohabiting couples who do finally marry, more will divorce than the national average) What does the media do to encourage living together? How does Romans 12:2 apply? Conclude by having students give examples (e.g. write at least 5 sentences answering what God thinks about living together or about divorce).

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### Year-Long Bulletin Board Commandments/Human Relationships Discussion Guide

Change the title to read: **God for Covenant Life**. On one side place 3" x 5" cards with the Ten Commandments from Exodus 20. Under each have a student summarize class discussion on how this commandment helps human relationships. Assign 10 other students the task of taking/finding a photo/picture to illustrate each. Put the pictures on the right side of the bulletin board out of order. Students should use yarn to connect verse to picture. In class discussion of God's Ten how-to's of human relations include:

<b>If we</b>	<b>Then</b>
(1) loved God above all	our need to be loved as well as dependency issues would be clear; we would know and approve God's perfect will (Romans 12:2) which explains why we're here and what to do next.
(2) were careful of the Lord's name	we'd praise fully and be able to use Jesus' name powerfully with authority even to move mountains.
(3) kept the Sabbath holy	we'd have a balanced view of time for reflection, worship, work, and play understanding that we are human beings, not human doings.
(4) honored parents	the pain of remembered conflicts would not burden us, our belonging needs could be less muddy, the habit of honoring others would be hard-wired into us.
(5) did no harm to others	we could more readily and powerfully pray for enemies and we'd learn unconditional love.
(6) resisted sexual temptations	trust could deepen between spouses, the family could be stable and protected, thus society would be more stable.
(7) resisted stealing	property would be secure, fear could lessen, willingness to share might increase.
(8) refused to lie	honesty and restraint could make communication more genuine and clear.
(9) refused to covet possessions	jealousy wouldn't sour relationships.
(10) refused to covet wealth	classes of society could mix more easily, the lie that richer means happier would not ensnare so many.

Put Isaiah 48:17-18 at the bottom: **"I am the Lord your God who teaches you what is best for you, who directs you in the way you should go. If only you had paid attention to my commands, your peace would have been like a river, your righteousness like the waves of the sea."** (NIV) Consider this as a memory verse.

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### “I’m Adopted” Chapel Direction and Ideas

Use the opportunity of leading chapel as a time to help students plan. On the board, write the worship elements: invocation, confession of sins, confession of faith, listening to God’s word, praise, prayer, faith sharing, and benediction. Then write the theme: **I’m adopted.**

Discuss the implications using Ephesians 1:4-5: **“For He chose us in him before the creation of the world to be holy and blameless in his sight. In love He predestined us to be adopted as his sons through Jesus Christ.”** (NIV)

Generate the Law part of the theme—consider that God could have simply aborted any involvement with imperfect beings. (Using that type of terminology not only sends a subliminal message, but also opens a fresh avenue of insight for your older students.) In view of the 10 Commandments, how do we measure up as adoption material? Sin is not like a balance scale where you pit good deeds against bad. It is more like mustard on a cotton ball. What happens when you put the stained cotton ball with a package of perfect cotton balls?

Next, discuss God’s solution to the Law issue (e.g. the Gospel). You’ll find more references in Galatians 4:4-7 and John 1:12-13. Move beyond the nutshell gospel to the practical way salvation is played out right now in your student body’s lives. Ask: “What difference does it make that you’re a bona fide member of God’s family now?” (I’m never alone. I can depend on my Father, my Brother, and my Counselor. My Dad is bigger than anybody. He blesses me and has plans and hopes that are real. I will never die eternally. All sorts of promises are real for me.)

From your Law-Gospel theme, generate the praise songs, liturgy, prayers, and Bible readings. Decide how you will do the faith sharing part. Maybe you’ll put an “I’m adopted” sticker on each student as they leave.

Maybe you’ll develop a skit about *God’s Adoption Agency* with angels bringing in various volunteers of different ages. Each angel reads from a clipboard what this student might do ahead in life like: This is Suzie Worth. Over her life she will steal things and then lie about it. She will disobey her mother. Later she will decide to skip church. You might have God played by Pastor crouched down behind the altar with a microphone. Have God interrupt and say, “I have a better plan for her. She will tell a friend about Me and that friend will ask to be adopted. She will be part of a church youth servant event and help build a house for a family in a different country. She will learn to love Me deeply. I choose to adopt her.” Each time the guardian angel takes the child and stops by the baptism font, then places the child to God’s right. After several cases, God says something like: “Let’s eat together. I’m having a feast tonight and all your brothers and sisters will be there!” You might have angels pick up the communion bread and cup to take off stage with the new family members.

Afterward, have several members of the class ask each other questions about the skit. Open up discussion to the kids in the congregation too. As your class develops this chapel they should realize that addressing the needs of different age groups requires prayerful creativity. The process of responsibility for other students, as well as the positive attitude fostered toward adoption, can be powerful.

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### Forgiveness Word Search

G	Q	N	Q	H	S	E	M
S	W	P	G	S	I	N	S
G	O	L	O	V	E	J	C
F	O	R	G	I	V	E	R
E	C	D	R	E	N	S	O
H	N	E	G	Y	L	U	S
S	P	S	R	O	O	S	S
E	W	N	T	B	D	D	G

Find the hidden words. They can be written across, down, or slanted.

GOD  
LOVE  
FORGIVE  
SORRY  
CROSS  
SINS  
JESUS

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### Zacchaeus Echo Story

Zacchaeus (*make the letter Z, in the air with large motions—like Zorro*) was a very short man (*hold hand down low*) who did some very bad things (*point and shake index finger*). He stole money from people (*make grabbing motion with hand*). Nobody liked Zacchaeus (*Z motion*). He had no friends (*shake head “no,” with sad look on face*).

Then, one day, Jesus (*make cross with two index fingers*) came to town. (*Clap and shout, “Hooray!”*). Zacchaeus (*Z motion*) was so short (*hand down low*) that he could not see (*jump up and down with hand over eyes like a visor*)! What could Zacchaeus (*Z motion*) do (*shrug shoulders*)?

Look—a tree (*point*)! Zacchaeus (*Z motion*) climbed it (*make climbing motion*)!

Now Zacchaeus (*Z motion*) could see Jesus (*look down with hand above eyes*). He could hear (*cup had to ear*) Jesus (*finger cross*), too. Zacchaeus (*Z motion*) was afraid (*tremble—shake arms*) because Jesus (*finger cross*) was good, and Zacchaeus (*Z motion*) felt bad.

Then Jesus (*finger cross*) looked up in the tree (*look up*) and saw Zacchaeus (*Z motion*). “Come on down, Zacchaeus (*Z motion*),” He said. “I’m coming to your house (*draw house shape in the air*) today!”

Zacchaeus (*Z motion*) hurried home (*run in place*). He made dinner (*pretend to stir something in a big bowl*) for Jesus (*finger cross*). Jesus (*finger cross*) came in (*pretend to open and close door*). He ate dinner (*pretend to eat*).

Jesus (*finger cross*) said, “Zacchaeus (*Z motion*), you have done bad things (*shake finger*),” but I still love you (**hug self**) and want to be your friend.

Zacchaeus (*Z motion*) said, “I am sorry (*bow head*). I won’t steal any more (*shake head no*) and I will give back more than I took (*push hands forward in giving motion*).

Jesus (*finger cross*) said, “I forgive you (*make large sign of cross in the air*). You are my friend forever.”

Zacchaeus (*Z motion*) was happy (*point to corners of mouth which is shaped in a huge smile*). He kept his promise because he knew Jesus (*finger cross*) loved him even when he was bad (*shake finger*).

He and Jesus were friends forever (*hug self*).

Jesus (*finger cross*) loves you (*point*) and me (*point*), too. He forgives us when we do wrong (*cross in air*) and will be our friend forever (*children put their arms on each other’s shoulders*)—just like Zacchaeus (*Z motion*).

Hooray (*clap and jump up and down*)!

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### “God Forgives Me” Book Template

Direct children to make books individually or in groups. On the top of each page write, “When I \_\_\_\_\_,” and illustrate a specific sinful action. Then at the bottom of each page write, “God forgives me.” See the attached template.

When I \_\_\_\_\_.

God forgives me!

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### “Shrinky Dink” Cross Directions

[www.doscience.com/act\\_archive/home\\_activities/contracting\\_containers/](http://www.doscience.com/act_archive/home_activities/contracting_containers/)

Turn a piece of plastic into a work of art and science. Ingredients:

- A Number 6 Recyclable plastic container. (Cut fruit, nuts and bakery items come in these types of containers. Many restaurants use these types of containers to hold "to go" orders. Even the white lids of paper/styrofoam coffee cups are often made of Number 6 plastic.)
- Scissors
- Oven
- Oven mitt
- Aluminum foil
- Colored permanent markers

The Recipe:

1. Get an adult to help you with this activity, especially with the oven and scissors parts.
2. Check your container carefully and make sure it says it is made out of "number 6" recyclable plastic. Other plastics will not work in this activity and may present a hazard if used.
3. Cut a flat piece from your plastic container.
4. Using colored permanent marker pens, draw something on your piece of plastic. You can make a cool design or simply write your name. If you use lots of different colors, your final piece will be more colorful.
5. Pre-heat your oven to 350-375 degrees Fahrenheit.
6. Place the plastic on top of a piece of aluminum foil. Make sure that foil underlies all of the plastic. Then, using an oven mit, carefully place the whole thing in the oven for about 30 seconds to 1 minute. Watch.
7. You will see the plastic curl and shrink. When it flattens out again, it is done. With an oven mitt, carefully remove the foil and plastic from the oven. Let them cool for a few minutes before handling them.
8. Now marvel at your plastic design genius!

#### ***Optional:***

You may want to compare the size of your piece of plastic before and after heating. Hold it next to a ruler before and after placing it in the oven. If you want to attach your shrunken plastic project on a string (it makes a great necklace or bracelet) you should punch a hole in the plastic before you heat it.

Food for Thought: Did your plastic shrink? More then likely, it shrank by about 75% of its original size. The material did not vanish; it just got more compact. Heating this type of plastic (Number 6 recyclable) allowed the plastic molecules to slide around and reorient themselves into a more compact shape. When it cooled, the molecules became rigid again.

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### Cross-shaped Crossword Puzzle

1)  $2 + 2$

4)  $3 - 2$

7)  $3 + 3$

9)  $4 + 4$

2)  $5 + 3$

5)  $10 + 10$

8)  $8 - 6$

10)  $5 + 5$

3)  $6 - 1$

6)  $5 + 2$

					1					
					2					
3	4	5	6	7						
					8					
					9					
					10					

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## Decoding Code Sheet

Use the code to read this important message.

1	2	3	4	5	6	7	8	9	10	11	12
W	X	Y	Z	A	B	C	D	E	F	G	H

13	14	15	16	17	18	19	20	21	22	23	24
I	J	K	L	M	N	O	P	Q	R	S	T

25	26
U	V

3    19    25    22                    23    13    18    23

\_\_\_\_\_

5    22    9                    10    19    22    11    13    26    9    18

\_\_\_\_\_

11    19                    13    18                    20    9    5    7    9

\_\_\_\_\_

Luke 5:20

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### Target Practice “pierced for our transgressions” Activity

(*Voyages*<sup>®</sup> Unit 7 Grade 5) In the lesson on God’s mercy to Ninevah, help children understand the movement of repentance: confess (Psalm 32:5), ask for forgiveness and mercy (Psalm 25:11), ask for heart repair (Psalm 51:10), in the power of the Holy Spirit turn around toward restoration and restitution (2 Corinthians 5:19). Plot Jonah’s event line and Ninevah’s event line.

Jonah: receives command, runs opposite direction, experiences God-created tumult, prays inside fish, receives command again, goes to Nineveh, announces God’s condemnation, pours out anger over God’s mercy, sulks under a plant, is questioned.

Nineveh: hears Jonah’s message from God, believes God, confesses, fasts, dresses in sackcloth, cries for forgiveness, receives mercy.

Repent literally means to “turn around.” Which one repented? (Nineveh did! We don’t know if Jonah repented of his final indignant anger or not!) You might ask: “Why does the author end his history with God’s question instead of with a resolution?”

Show students a large paper target that you’ve stapled to a bulletin board. Brainstorm together “big sins” (genocide, terrorism, abortion, embezzlement, fraud). Write these in the center of the target. Brainstorm “ordinary sins” (betrayal, lies, theft, bullying, mocking). Write these on the outer rings. Then let students each draw a picture of someone they feel has done something intentionally hurtful to them or others on a sticky note and place it appropriately on the paper target.

Allow volunteers to throw darts at the target. Afterward, carefully rip off the paper target to reveal a same size drawing of Jesus on the cross underneath the target, now pierced with darts. Ask the students to write what this activity suggests to them. (These will become notes for the homework.) Have them share what they have written. Hopefully you will convey that all sin hurts. Jesus’ death makes forgiveness possible for anyone’s sin, even the “big sins,” but it is not automatic.

Examine again Nineveh’s repentance movement. Where did they confess? Ask for forgiveness and mercy? etc. You’ll notice that God is pushing Jonah to ask for heart repair. We don’t really know the end of the episode—whether either city or prophet moved toward restoration by the power of the Holy Spirit.

Have students copy the repentance steps onto their previously written notes.

Assign for homework:

1. Interview a parent or adult asking: “Have you ever done anything really wrong and then repented? How did you repent?” Students should write answers on previous notes.
2. Explain today’s lesson to this person using the notes. Have the adult sign the notes and turn this in.

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### Dr. David Reardon on Abortion Regret, Guilt, and Sorrow

Note that women who have had abortions often feel deep sorrow that is seen in all kinds of destructive thinking and behavior. Dr. David Reardon, who has done extensive research with post-abortive women, writes:

“This is why the emotional consequences of abortion are so severe. Women who have abortions are four times more likely to engage in drug or alcohol abuse. They are more likely to have difficulty maintaining good relationships with men and to experience sexual dysfunctions. They have higher divorce rates, are more likely to seek psychological counseling, and are more likely to be less healthy physically. Approximately half of the women who have had an abortion experience suicidal thoughts, with over one in five actually reporting having attempted suicide . . . Others struggle to avoid thoughts of their abortion; they get all uptight seeing articles about abortion in the newspaper; they hate the sound of vacuum cleaners because it reminds them of the suction aspirator . . . They may have unexplained feelings of depression every year, during the month when the abortion took place, or during the month when the child should have been born, or on Mother’s Day or at Christmas.”

Reardon, David C. *The Jericho Plan – Breaking Down the Walls Which Prevent Post-Abortion Healing*. Springfield, Illinois: Acorn Books, 1996 (14).



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### Parent Letter Suggestion (Unit 8/Grades 1-2)

Dear Parents,

Why do children and loved ones have to suffer with disabilities, disease, and other impairments? Our natural response is to find someone to blame, and that someone often turns out to be God.

God is not the source of suffering. He created a perfect world with perfect people. When Satan introduced sin, he also brought the results of sinfulness—including fear, hopelessness, sickness, and death. Since then, God has been present in our world and has been at work according to His will and purpose. He brings blessings in the middle of suffering and will not forsake those who trust in Him. On the cross He solved the ultimate source of suffering and made it possible to bring about the eternal well-being of His people.

The Bible stories this week have to do with people who were healed of their diseases and disabilities by God's power and love. He makes it clear these victims were not suffering because of any specific sin they had committed, but even in suffering, His glory was made known.

This does not mean that when a person's prayers for healing do not seem to be answered they are not loved by God. His glory is evident in them even as they deal with difficult situations. Ask any Christian who has cancer or a chronic disability. Each will tell you that God's peace and power is evident to them even during their illness. Lance Armstrong, champion bicyclist and cancer survivor stated, "If I had to choose between winning the Tour de France and having cancer, I'd choose cancer." God uses suffering to bring about unimaginable blessings.

Your children are learning that God loves all people equally—the disabled as well as the healthy. He demonstrated His love for everyone on the cross of Jesus. He has the power to answer prayer and heal people according to His perfect timing—either in this world or the next. In this world He gives us the privilege of lovingly understanding and assisting those who need us.

A little boy named Matthew was born with a severe chromosomal abnormality. The doctors told his mother to abort him, but she respected the life God had created within her. "Everything happens for a purpose," she said. "We will love him and care for him for as long as we have him."

He was expected to die within moments of his birth. The child, physically deformed and at risk in every system in his body, continued to live and breathe. He required round-the-clock care; he needed to be prevented from choking on his own saliva; he survived several surgeries to make him more comfortable and keep his organs functioning. He was baptized. There were times when his mother was tired, confused, and frightened. But there was never a time she questioned her decision. Matthew could smile and respond to hugs, but he would never be able to return all the attention that was given him. He was a receptacle for love—a place where others could provide unconditional nurture and care—a perfect picture of God's perfect and unconditional love for us.

Matthew died at the age of five while he was in the hospital for a respiratory infection. Some said

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it was a blessing. His mother cried. “I guess,” she said, “it’s time for him to have the body God intended for him from the beginning.” What was the purpose of Matthew’s short life? Although he could not speak, his life shouted the message of God’s love and mercy loud and clear.

If you deal with a disability personally or in a loved one, please trust and take comfort in God’s care. Every life is precious to Him. He creates it, redeems it, loves and values it. Please teach your children to love and value others, too.

Serving Him,

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### Transfiguration/John 9:1-7 Insights and Exercises

*Voyages*<sup>®</sup> Unit 8 Grade 5: When you teach “The Transfiguration” note that the disciples didn’t see Jesus’ glory until they were fully awake (Luke 9:32). What might we see if we, too, were “fully awake”? C.S. Lewis once wrote, “We have never met an ordinary human being . . . everyone is either an eternal glory or an everlasting horror.”

Hold up a pair of thick lens glasses. Have a volunteer put them on and then read aloud something from a book.

**Ask:** “What does this illustration teach us?” (Don’t judge reality without clear perception) Jesus often taught a new way of seeing—valuable prostitutes and beggars, murder thinking name callers, powerful penitent pray-ers, and glory through humble obedience.

**Ask:** “What examples can you name that are distorted ways of seeing in our lives today?” (beauty=goodness, intelligence=excellence, weakness=shamefulness, dependence=inferiority, wealth=value, disabled=pitiful)

Have students compare Luke 9:29 to Isaiah 53:3. Which was the true picture of Jesus? (both) After discussion ask: “Since believers will all become eternal glories, why are some of us disabled, unattractive, weak, or poor?”

Finally assign either a paragraph answer to: (1) How might beauty, intelligence, strength, or wealth be difficult burdens to mature Christian living? (2) How might disfigurement, brain-impairment, physical disability, or poverty be difficult burdens to mature Christian living?

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### Suffering Insights and Exercises

*Voyages*® Unit 8 Grade 6: Given the fact that Jesus carried all the suffering that had ever been and all the suffering that ever would be, it is amazing that He lasted through Good Friday at all! It is always good to read the text here in Matthew and then read silently Psalm 22. Notice the hope from verse 22 onward—in which your class is included!

So why does God allow suffering now since Jesus has already paid the terrible price of sin? Brainstorm possible answers. Here are several:

1. Natural consequences of sinful choices (e.g. if you run your car into a tree, it will smash).
2. Fall-out from the choices of others (e.g. if your parents decide to divorce you can't live as a family anymore on Christmas morning).
3. Discipline (e.g. if you experience poverty's hardships, you may later become compassionate to others as well as understand genuine value. You have become a more mature person which is what discipline can accomplish).
4. Praise opportunity (e.g. if you suffer like the man born blind, you may end up bringing Jesus glory and praise).

When we suffer or see someone suffer in those last two ways, discipline or praise opportunity, how we view the reason for our existence in this world predetermines our attitude toward suffering. It's good to ask: "Why did God put you here in this place at this time?" Let students write silently before sharing answers. Save this paper. Don't give any "right answer" or say "good" to anyone's explanation. Let it dangle for a bit. Instead, divide into groups to answer: Why was Jesus put on this earth into that time period? (to open back to us a relationship with God as Father, Himself as Savior and Lord, and with the Holy Spirit as enabler as well as to bring glory to God by trusting His will over self-protection/interest.)

Give groups large paper to summarize their answers to present to the full class.

Homework assignment: Using ideas discussed in group and class, add on to what you originally wrote on your paper in answer to: Why did God put me here in this place at this time? (You might post these answers in your parish hall or select a few for the school/church newsletter)

From this pre-thinking, move back to why does God allow suffering as discipline or praise opportunities? Ask: "Why did God allow it for Jesus?" (discipline: temptation and suffering during earthly life gave Jesus a compassion for our weaknesses Hebrews 4:15; praise opportunity: the greatest suffering of all time has opened the way for the greatest praise of all time from the lives of millions of believers) "Why might God allow it for us?"

Have individuals draw a time line on paper. Draw a sample on the board. Place a dagger on a spot close to the beginning. Say: "Here's one possible reason." Point to the dagger. "Here something unfair happened to you. Maybe you broke your knee cap and now you can't play sports as well as others, maybe your new baby sister was born with a handicap, maybe your mom

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died, maybe your dad lost his job. Up here (draw a dagger half-way on the time line) God knows you will have to face a very hard temptation that could have eternal consequences. To get you ready for that, God allowed this to happen (point back to earlier event on the time line). God will never allow suffering to overcome you eternally. He promises this. But He will allow suffering when it will turn out for your ultimate good.” Romans 8:28.

Continue: “As to suffering for a praise opportunity, remember the man born blind that Jesus healed. That man became one of Jesus’ followers and you’ll see him in heaven. Think about all the other non-blind people who did not have an encounter with Jesus that day. Is it possible that disabled people have significant purposes that will benefit themselves and/or others eventually?”

See Jeremiah 29:11. Again, how you view suffering depends on how you view anyone’s purpose for living.

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### Hand Story (The difference between holding on and being held)

Everybody needs to be hand-held. The following story illustrates holding on and being held:

Little three year old Billy liked to pretend he could rescue people from burning buildings, stop traffic for accident control, and land careening airplanes. He attributed this to his red cape and rubber boots. When his mother reminded him to hold hands crossing a street he boasted, "I'll hold your hand so you'll be safe." Since it helped him to remember to look both ways, she just smiled and nodded. The idea of such a small boy with such big notions of himself made her chuckle.

One winter morning Billy decided Daddy needed his help shoveling the sidewalk. He insisted on his red cape and rubber boots over the snowsuit. Going out the door, his boots slipped on the ice and down he tumbled. His dad reached down to help, but Billy angrily insisted, "I do it!" As Billy tried to climb back up, again he went down. Dad said, "It will be safer if you take my hand, son." Billy stared at the hand, then grabbed hold of Dad's thumb. "I do it," he muttered. He made it to the bottom of the steps but as he tried to turn, his grip on Dad's thumb gave way. For the third time, down he went. Billy stared at his rubber boots, deflated. "I'm glad you're brave son," his dad said, "but how about letting me take your hand?" Billy looked up from his boots. Slowly he lifted up his fingers. Dad's big hand held the small one and even though little Billy slipped a few more times on the icy sidewalk, he did not fall. Dad's grip held.

When are we like Billy insisting, "I do it" and depending on ourselves? Why is being held better than holding on? Does God want us to be dependent?

## Teaching For Life • Additional Resources

### Lunch Five Fingers Prayer

Teach this intercessory prayer for students to use with younger siblings or anyone who is helped by simple kinetic aids.

Thumb: nearest to you when you fold your hands. Begin by praying for people near you like family and friends.

Pointer: the finger used to direct. Prayer for teachers, pastors, coaches, and anyone who teaches you.

Tall finger: reminds us of leaders. Ask God to bless people like the President, ambassadors, mayors, and bosses.

Ring finger: carries love connections. Ask God to carry love to the sick, disabled, or anyone suffering.

Pinky: the little one among many. Ask God to bless you. Though you are one person in His big kingdom, you are precious to Him. Talk to God about your own needs or praises.

## **Teaching For Life • Additional Resources**

### **Devotion Shoes – Illustrating the Importance of Friendship**

Ask a volunteer to come to the front.

Challenge the person to tie his/her shoe with only one hand, the non-dominant hand.

Let another volunteer try.

Then let the two people, using one hand each, tie the first person's shoe.

You might allow other pairs to try this also.

Say: “Unlike turtles, chicks, and most of God’s creations, God invented the idea of friendship for humans. Why did He do this?”



## Teaching For Life • Additional Resources

### Theme Study to Teach Each Person's Unique Value

As part of your study, consider this “Give Me Advice” activity to reinforce common themes. Divide into small groups and give each a question. Set a timer and explain: “In 18 minutes your group should be able to read your question, give your group’s answer or answers, and tell at least one novel, song, or film that uses this theme.”

Possible questions:

- Should I be honest all the time?
- Is there anything I should do now to make my future better?
- What can I do when my beliefs conflict with my friends’ beliefs?
- Since I am just one person, what real difference do my actions make?
- How can I react to injustice and what are the consequences?
- In my day-to-day life, who and what are really valuable?
- How can I live well when someone is treating me badly?
- Which is it—seeing is believing or believing is seeing?

You might also consider using a values-line where students stand on a tape you’ve stuck on the floor. One end says: absolutely not. The other end says: absolutely yes. Students stand anywhere on the continuum that represents their belief on the statement you read. Notice which statements spark extreme differences. Follow this activity with a debate on those statements giving, first one side and then the other, three minutes each to state their positions. After this round, give each side three more minutes to rebut the other side’s point of view.

Possible statements:

- People should be valued and judged by what they contribute to others.
- Generally, people deserve the suffering they endure.
- You shouldn’t “judge a book by its cover.”
- In the end, love always overcomes evil.
- It’s just as hard to cope with success as to cope with failure.
- When someone’s pain is extreme and there is no hope of a cure, it’s better to put them out of their misery.
- In the real world, looking out for number one usually means I’m better off.
- It’s best to live one day at a time.
- Nine times out of ten, the popular decision is the right one.

## Teaching For Life • Additional Resources

### World War II Atrocities Against Children Brief Summary and References

Many books deal with the Nazi attempt to exterminate the Jews, but don't examine the brutal first destruction of handicapped children which took place beforehand. Author Henry Friedlander states that, "any political regime bent on eradicating undesirables of all sorts [is] a necessary precondition for genocide." ([www.ess.uwe.ac.uk/genocide/reviewsh35.htm](http://www.ess.uwe.ac.uk/genocide/reviewsh35.htm))

Beginning in 1939, at least 5000 children in Germany were given poison or starved to death. After this first killing operation, more than 70,000 handicapped persons in Germany and Austria were gassed. In 1941 Hitler ordered the cancellation of further mass gassing due to growing public knowledge. However, all over Germany and Austria health officials reverted to murder by poison and starvation. Documents also show that handicapped people were sent by train to eastern sites and shot by the SS. In one place alone over 100,000 people were slaughtered between 1941 and 1942. Others were gassed in specially designed vans.

It is estimated that persons "deemed unworthy of life" were in the tens of thousands. The web site gives specific details.

**Ask:** "What does a culture's dealings with disabled people say about the values of that culture?" (Apply this to U.S. legally required wheel-chair access in public buildings, handicapped parking spaces, legally allowed abortions of malformed babies.)

Discussion may lead you to recall that the basic original sin in humans was wanting to decide between good and evil themselves instead of leaving the whole issue up to God.

## Teaching For Life • Additional Resources

### Easter Basket

A good Easter basket gift is a book of coupons redeemable at any time.

Suggestions:

- One paper typed for school (one day's notice required).
- One hug when I figure someone is angry with me.
- One memory of a special time with Mom/Dad repeated to me aloud.
- One lunch out with Mom/Dad (one day's notice required).
- One dessert treat for Saturday night.
- One free 15 minutes of Mom/Dad's uninterrupted listening.
- One "I'm sorry" that this coupon says for me as I hand it to Mom/Dad.
- One table game time (one day's notice required).
- One free extra hour of sleep.
- One day Mom/Dad will do my chores for me as a gift.
- One no-yell zone time with a let's-sit-down talk instead.
- One creative "I love you" from Mom/Dad to me (one day's notice required).

## Teaching For Life • Additional Resources

### Book and Other Resources (Unit 8/Grades 5-6)

#### Books:

Bandy, Roberta. *The Dance Goes On*. Ann Arbor, MI: Servant Press, 2003. This story is written by a mom of a son with multiple disabilities who articulates God's purpose for his life.

Blumhofer, Edith. *Her Heart Can See*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2005. This is a biography of Fanny Crosby, the famous gospel hymn writer who was blind.

Byars, Betsy. *Summer of the Swans*. New York: Scholastic, 1970; Puffin, 2004. Byars tells how a sister deals with her retarded brother and the deep love between them in spite of irritations.

Davidson, Margaret. *Helen Keller's Teacher*. New York: Scholastic, 1992. The play, *Miracle Worker*, comes from this story. It would be a good biography unit choice.

Dickens, Charles. *A Christmas Story*. **Ask:** What if Tiny Tim was not in the story?

Lewis, C.S. *Chronicles of Narnia*. The Narnia Chronicles are often studied by this age group. You might put up one of his famous quotes: "God whispers to us in our pleasures, speaks in our conscience, but shouts in our pains, it is His megaphone to rouse a deaf world."

Lowry, Lois. *The Giver*. New York: Laurel Leaf; Reprint edition, 2002. Lowry explores where all potential suffering is removed from a society and the consequent life, particularly of one boy chosen to hold the memories of suffering.

Tada, Joni. *When God Weeps*. Grand Rapids, MI: Zondervan, 2000. Joni Tada has written a children's picture book about suffering and can be helpful up through middle elementary grades.

#### Curriculum:

*Ephphatha! Open Up!* by Disabilities in Ministries Committee is a 13-lesson curriculum to help children accept people with disabilities. It includes skits, games, role-plays, etc.

#### Songs:

*I Have Called you by Name* from The Other Song Book (Fellowship Ministries)

*Nobody Cared* and *Servant of All* from Sing a Song of Scripture (Lillenas Publishing Co)

#### Video:

*Dreamer* is about an injured horse that the owner buys from his boss. With the training of various members of the family, the horse goes on to become a winning racer. The video explores the themes of value and love.

#### Web Sites:

[www.joniandfriends.org](http://www.joniandfriends.org) is a ministry to all disabled. Joni Tada became paralyzed in a diving accident and has since worked extensively in Christian circles.

[www.lutheransforlife.org](http://www.lutheransforlife.org) has a brochure "God's Love in Human Suffering" which discusses why we don't housebreak cockroaches, but do train pets as this relates to a cause of suffering.

[psalm121.ca/disabledchr.html#Christ](http://psalm121.ca/disabledchr.html#Christ): has a list of web sites for disabled Christians including chat rooms, worship resources, specific disability information, devotionals, personal web sites, and magazines.

[www.specialolympics.org](http://www.specialolympics.org): Click on "event specific volunteering" which lists a variety of volunteer tasks. "Contacting your local program" will give you specific dates and locations near you. Consider this when choosing service projects.

## Teaching For Life • Additional Resources

## Teaching For Life • Additional Resources

### Expanded Annotations (Unit 9/Grades PK-K)

Anderson, H. C. *The Little Match Girl*. New York: Putnam, 1987. In this classic Christmas tale by Hans Christian Anderson, a poor young girl sees visions of the many blessings of life—including the blessing of her sainted grandmother—in the flames of each match she lights to keep warm. After the final match has been lit, the young girl dies peacefully for she has gone to be with God. This book with its beautiful illustrations could be tied to a discussion of the many gifts that God gives us in this life as well as the peace and joy we have to look forward to someday in heaven.

Barker, P. *What Happened When Grandma Died*. St. Louis: Concordia Publishing House, 1992. This 32-page book is intended for use with children ages 4-9 to provide comfort and understanding at the time of a loved one's death based on the promises in God's Word.

Bohlmann, K. *Grandpa, Is There a Heaven?* St. Louis: Concordia Publishing House, 2001. In this 32-page book for children ages 4-7, a grandfather answers a child's questions about death from a biblical perspective and encourages his grandchild to go to God's Word for answers.

Fryar, Jane (Ed.). *Fingers Tell the Story: Fingerplays, Pantomimes, and Litanies for the Very Young*. St. Louis: Concordia Publishing House, 1989. In the "Alleluia, Alleluia," "We're Going to Heaven," and "Heaven is My Home" litanies (pp. 88-89), children recite the title phrase in response to each phrase spoken by the teacher.

Jahsmann, A.H. & Simon, M.P. *Little Visits with God*. St. Louis: Concordia Publishing House, 1957 (revised copyright 1995). This devotion book for families with young children is still relevant today. These devotions could also be used by the teacher for opening and closing the day. "What Heaven is Like" (a boy who finds out he is blind comforts his mom by telling her he will see again in heaven) might be especially appropriate for this unit.

Likens, James. *God Knew Your Name and More* CD. The poignant words of each selection on this CD focus on God's creating, redeeming, and sanctifying work beginning with conception and continuing throughout our lives until He calls us safely home to Himself in heaven. This CD could be played in the background during snack and center times. "I'm a Citizen of Heaven," "God Knew Your Name," and "Just Because" would be especially appropriate for this unit.

Little ones sing praise: *Christian Songs for Young Children*. St. Louis: Concordia Publishing House, 1989. This resource contains music, texts, guitar chords, and in some cases, suggestions for actions, for a variety of Christian songs organized by topic. The "Witness" section (pp. 99-106) would be especially appropriate for this time in the Church year.

Marxhausen, J. *Heaven Is a Wonderful Place*. St. Louis: Concordia Publishing House, 2004. This book was originally published under the title *If I Should Die, If I Should Live* and is written for children ages 4-8.

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Munsch, R. N. *Love You Forever*. Scarborough, Ontario: Firefly, 1986. A mother's lifelong love for her child is chronicled in this predictable book with repetitive phrases. Robert Munsch's story provides a wonderful opportunity for connecting the mother's love to God's eternal love for us that begins even before our conception and continues even after our death.

### Web Sites:

[www.cph.org](http://www.cph.org) – *What Happened When Grandma Died* and *Grandpa is There a Heaven?* are available for purchase through this site.

[www.godknewyourname.com](http://www.godknewyourname.com) – The *God Knew Your Name and More* CD is available for purchase through this site along with other musical resource materials by James Likens.

[www.lutheransforlife.org](http://www.lutheransforlife.org) – This site contains resources and links for a wide variety of "For Life" issues, including "End-of-Life." The *GOD'S WORD for Life Bible* may be purchased through this web site. *GOD'S WORD for Life* includes commentaries on many For Life topics written by Lutherans for Life Executive Director Rev. Dr. James Lamb and others.

## Teaching For Life • Additional Resources

## Teaching For Life • Additional Resources

### How Do You Get to Heaven? Puzzle

### How Do You Get to Heaven?

*Color the spaces marked with an X to find the only reason God lets us into heaven.*

W	O	N	R	B	C	M
E	T	Q	X	V	U	I
L	K	J	X	H	F	G
D	S	X	X	X	A	Z
Q	W	E	X	R	T	Y
U	I	O	X	P	S	D
A	F	G	X	M	N	B
N	M	Y	X	C	U	W
P	T	Q	G	K	L	O

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### Heaven Is a Wonderful Place Word Search Puzzle

#### Heaven is a Wonderful Place

H	Y	P	P	A	H	E	Y	K	F
A	E	Q	N	J	S	O	V	S	G
Y	X	A	E	C	J	Q	E	O	J
W	N	S	V	L	X	S	Y	A	L
P	U	U	L	E	I	S	L	N	Z
S	U	B	N	A	N	P	V	G	O
H	F	O	R	E	V	E	R	E	Y
D	Y	P	J	Y	L	D	H	L	X
D	U	V	A	X	N	O	P	S	S
Z	B	Z	Z	G	G	G	O	B	U

ANGELS  
HAPPY  
JOY

FOREVER  
HEAVEN  
LOVE

GOD  
JESUS  
PRAISES

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### Heaven Acrostic

Find words or phrases that have to do with dying and going to heaven that begin with the letters shown.

H \_\_\_\_\_

E \_\_\_\_\_

A \_\_\_\_\_

V \_\_\_\_\_

E \_\_\_\_\_

N \_\_\_\_\_

## Teaching For Life • Additional Resources

### Praise Song Suggestions

Sing with gusto songs of praise like we will sing in heaven. Some suggestions include:

From *All God's People Sing*

- “Soon and Very Soon,” 218
- “This is the Feast of Victory,” 242
- “Come, Let Us Worship,” 86
- “Holy, Holy, Holy,” 119
- “Praise God, From Whom All Blessings Flow,” 198
- “Blest the Children of Our God,” 75
- “Hallelujah! Praise Ye the Lord,” 114
- “Christ the Lord is Risen Today,” 83
- “Jesus Loves Me, This I Know,” 144

From *Little Ones Sing Praise*

- “Chatter with the Angels,” 20
- “Rejoice in the Lord Always,” 52
- “Glory, Glory, Hallelujah,” 56
- “Making Melody in My Heart,” 63
- “Happy Day,” 92
- “Do You Know Who Died for Me,” 93
- “Child of God,” 98
- “Come and Go with Me,” 99
- “Let Us Sing for Joy!” 105

## Teaching For Life • Additional Resources

### Stained Glass Butterfly Instructions

A simple-to-make butterfly window hanging.

Supplies needed:

- Waxed paper
- Crayon shaving (crayons shaved with a scissors or a knife—by an adult)
- Scissors
- An iron
- Holepunch
- A few inches of string

Fold a piece of waxed paper in two.

Draw half a butterfly with the body at the fold.

Flip the paper over and draw the other half of the butterfly (using the original as your template).

Open the waxed paper and put it on a flat surface.

Put some crayon shavings on the waxed paper (and inside the butterfly).

Cover the waxed paper with another piece of waxed paper. Have an adult iron the two layers of waxed paper together on low heat (protect your iron by putting a paper towel on top of the waxed paper while ironing).

Cut out the butterfly. Punch a hole near the top. Put a string in the hole to hang it. This butterfly looks beautiful hanging in a window.

*From Enchanted Learning Software:*

*[www.enchantedlearning.com/crafts/butterfly/stainedglass/printable.shtml](http://www.enchantedlearning.com/crafts/butterfly/stainedglass/printable.shtml)*

## Teaching For Life • Additional Resources

### Parent Letter Sample (Unit 9/Grades 1-2)

Dear Parents,

The topic of death and dying is often avoided even among adults—let alone children. However, the fact remains that since sin entered the world death is a part of life. Wise parents teach their children how to cope with death and dying in a manner that brings comfort and hope. Jesus died so that we can face death with dignity, courage, and victory. Death is merely the passage between one time of our life into another.

As the family of a Christian pastor gathered around his deathbed, they sang their father's favorite songs and hymns. One daughter played her flute; another played the cello. As the man slipped into eternity, the question was asked, "How did he know when one life ended and the other began?" He moved from the musical strains of a loving family to the strains of angels and saints as he joined with the rest of the family of God.

In your child's classroom this week, we have been focusing on the life God gives us in heaven and on the fact that we do not need to be afraid to die. We will enter heaven based on the fact that Jesus died for us, not on any works we may or may not do. It will be a happy time and a happy place. We have God's promise, and we can trust him.

We do not dwell on the details of death in a classroom setting with young children because they are at different places developmentally and experientially, but I encourage you to lovingly and confidently expose your child to experiences that can teach about death and how Christians deal with it. If you have a friend or relative whose life on earth is nearing its close, let children visit and share God's love with that person. He or she may have wonderful stories to tell about lives lived with Jesus. Most children benefit from attending Christian memorial services. Visit the graves of loved ones and place flowers there. Talk about the lives of the people who are buried and the fact that their life continues in heaven. Someday God will raise their bodies, too. Children need to know that life goes on forever. Please do not tell children that we become angels when we die. God made angels as a part of His creation, but people are different and special. We will be ourselves in heaven—just as God created us to be. He does send angels to help us, but they are His servants. It is God himself who provides comfort and protection for His people.

In Philippians 1:20-26, St. Paul expresses his great joy in the face of death. 1 Corinthians 15 also discusses the certainty of our resurrection, and in John 14:1-3 Jesus promises that He is preparing our place with Him in heaven. If you would like to know more about what the Bible says regarding these issues, please contact me or our pastor.

May God bless your family as you celebrate the life God has given us now and forever.

Serving Him,

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### “Forever and Ever” Suffering and Death Discussion Ideas and Exercises

*Voyages*<sup>®</sup> Unit 9 Grade 5: Once Judgment Day is past, the verses from Revelation for this lesson paint a vivid picture of our future in the New Jerusalem where the River of Life flows, spanned by the Tree of Life. Jesus will no longer sit at His Father’s right hand in heaven, but on an earthly throne where we will live under His constant light in pain-free bliss. Who wouldn’t want this to come soon! Paul talks about this in Philippians 1:20-26 when he says, “To die is gain” and “to depart and be with Christ, for that is far better.”

It is good to hand out paper and have students draw the New Jerusalem as you read the passages given. You can go deeper by exploring Paul’s attitude toward death. Certainly, Paul is clear on Jesus’ death and resurrection being the door into this amazing existence. But he’s also aware that only Jesus determines the time of death and that while there’s kingdom work still to do, remaining on this earth may be what God chooses Paul to do.

**Ask:** “Have you ever wondered why God allows people who are suffering to keep on suffering instead of taking them to heaven while we wait for the New Jerusalem?” This should open the door for questions and discussion. You might mention that people sometimes say, “I don’t have anything to live for” or someone says of an ill person, “She’d be better off dead.” Bring up suicide and mercy killing. Allow for comments. Then read what the Bible says in:

- Psalm 139:16: **All the days ordained for me were written in your book before one of them came to be.** (NIV)
- Job 14:5: **Man’s days are determined; you have decreed the number of his months and have set limits he cannot exceed.** (NIV)
- Psalm 31:15: **My times are in your hands.** (NIV)
- Deuteronomy 32:39: **There is no God besides me. I put to death and I bring to life, I have wounded and I will heal.** (NIV)
- 1 Samuel 2:6: **The Lord brings death and makes alive.** (NIV)

**Ask:** “What do these verses say about suicide, mercy killing, and who decides the time of death?” Before students answer, say, “Give me five!” (students must write at least five sentences of their own thinking) Share what they have written. To stir thinking ask, “Is it possible to out-manuever God by murdering others or killing yourself?” (No, God may allow a person to destroy life, but only God makes this decision. See the Bible verses!)

Draw a time line of your own life showing birth, a couple of happy events, and a couple of really difficult times. Explain that in the hard trials, you could have wished for heaven to come at that moment, but apparently God had more kingdom work for you to do. The key concept here is: A person lives until his/her kingdom work is done and only God knows when that is! Sometimes a person’s purpose is completed at birth! Sometimes during school-age years. Sometimes not until very, very old. God says, “I know the plans I have for you.” (Jeremiah 29:11) and only God knows when those plans are complete. Look at Jesus’ ending words in John 19:30, “It is finished.” Ask, “What was finished?” (Jesus’ kingdom work) When a person’s work is complete, then God takes the person home. That’s what Paul teaches us in Philippians.

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## Teaching For Life • Additional Resources

### Reading Critically (pro-life/pro-death) Details and Suggestions

Compare two current articles you've chosen, one from [www.nrlc.org](http://www.nrlc.org) (National Right to Life Committee) and one from [www.compassionandchoices.org](http://www.compassionandchoices.org) (formerly the Hemlock Society, now The Compassion and Choices Society which advocates physician assisted death).

- Highlight phrases which identify the author's viewpoint and purpose.
- Notice any subtle shadings, puns, or other persuasive techniques.
- Summarize the author's main points.
- Then judge whether the author has been clear, concise, and correct.

**Note:** People generally say that death isn't the enemy, suffering is. They are compassionate about relieving sufferings, but consider death a viable option to accomplish this!

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### Roman Empire and Branches of Government Further Studies and Ideas

**Roman Empire:** “Those who are ignorant or dismissive of history’s mistakes are bound to repeat them,” said George Santayana. People today who wave away the slippery slope cautions that pro-life advocates raise have not learned their history lessons. As you examine the causes for the decline of the Roman empire, take the opportunity to make potential parallels to America today:

- Citizens on the outer edges of the empire felt disenfranchised from a corrupt government more concerned about central business issues than everyone’s needs.
- No clear succession to the throne led to competing generals whose followers were then not loyal to the ultimate victor.
- Unbearably heavy taxes for government supplies of free bread and entertainment for city masses with hefty middle-men cuts brought disgruntled frustration.
- Money became devalued and therefore unstable.
- Land was bought up by aristocrats who grew crops like grapes and olives that were high margin rather than wheat. The resultant use of slave labor increased the movement of former small farmers to the unemployment lines in cities.
- The mixture of many cultures and religions under the empire’s umbrella became difficult to hold together as a whole nation.
- The moral decay of the old aristocracy and new leaders spread to the masses which reduced self-discipline as well as the value of individual life.

This last one concerns Lutheran students particularly as they come under the influence of our culture. Proverbs 14:12 says, **“There is a way that seems right to a man but in the end leads to death.”** As right-to-die advocates subtly blend quality-of-life phrases into the media, students are led down a slippery slope which starts with Eve’s mistake: you can be like God knowing good and evil.

Can humans decide whether anyone’s quality-of-life is not good enough to receive sustained care? Check Isaiah 45:11 which basically says how dare you question me (God) about my children, the work of my hands!

St. Paul in Philippians 1 reiterates that God alone knows the purpose of each person and the time of death. Sometimes the aged or very ill serve the function of increasing the patience, endurance, and compassion of the care taker. Is this not valuable to learn? Of course!

Coach students on how to respond when an elderly relative or even parents say, “I would never want to be a burden to you.” (The humility required of a care-receiver is not easy either, but is another character trait very valued by God.)

Even for the person who is no longer aware of the care they receive, like folks with Alzheimer’s or brain damaged individuals, God declares He is getting His purposes done. Either we believe God’s word in Psalm 31:15 **“My times are in your hands”** or we take Eve’s choice and allow disabled fetuses and newborns, the brain damaged, and anyone who has decided quality-of-life

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is paramount to be legally helped to die. The only way to avoid the slippery slope according to history, is to repent as a nation. **“If my people who are called by my name will humble themselves and pray and seek my face and turn from their wicked ways, then I will hear from heaven and will forgive their sin and will heal their land”** (2 Chronicles 7:14).

**Branches of Government:** In our current government it is against the law to deny food and water for starvation purposes, unless the person is disabled! In 2005, Terri Schiavo’s feeding tube was removed in a very public contest of wills between her husband and her parents which made what many felt were dangerous legal precedents. She died by dehydration, not from a terminal illness!

In 1990 the Supreme Court set up the legality of Terri’s death by the decision in *Cruzan v. Director, Missouri Department of Health* which upheld Missouri’s law for allowing removal of life-sustaining treatment from a person provided there was evidence that the person would not have wanted to live. All 50 states soon passed laws permitting the withholding or withdrawal of tube-supplied substances, even when the decision was made by a third party!

On March 15, 2005 a six month old infant was the first patient in the US in which a court allowed life-sustaining treatment to be withdrawn from a patient over the objections of the child’s parent. It happened again in December 2005 when a young African American woman was removed from life support against her family’s wishes.

Students might study this very current government involvement to see how courts affect laws which in turn affect citizens. Could our government ever become the genocide-government of Nazi German? This is a good question for your advanced students to research. Use the web sites in the bibliography.

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