

MAY 2019

SCHOOL MINISTRY

Mailing



Alight

FOR LUTHERAN SCHOOL ADMINISTRATORS AND EDUCATORS



May is a Thoughtful Month



“Pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you” (1 THESS. 5:17-18).

May is a *thoughtful* month. A parent of a student in a Lutheran school writes, “Thanks for everything you do. I always knew it was the best thing we would ever do for our kids sending them to a Lutheran school. I miss those days, but the lessons live on in my children that are no longer children. Thanks for being such a blessing to so many. The lessons we teach our children reach farther and live longer than any of us can ever know.”

What a great time to thank God for our churches and schools! We have a nationwide opportunity in May. In 1952, a formal National Day of Prayer was passed by Congress and signed into law by President Harry Truman. In 1988, President Ronald Reagan signed an amendment that designated the first Thursday of May as the National Day of Prayer. The theme this year for this special day is **Love One Another** based on the words of Jesus: *“A new commandment I give to you, that you love one*

another: just as I have loved you, you also are to love one another” (JOHN 13:34).

On my list of things I am thankful for during this thoughtful month are the 16,955 educators who serve in Lutheran schools. In 1,954 Lutheran schools, children and students in early childhood through high school hear the life-changing Gospel message daily. Our educators are blessed to be a blessing to those they serve.

Prayer brings people together. Prayer builds bridges and reminds us that we are created in God’s image and that He desires for us to represent Him everywhere we go. Scripture tells us that prayer is effective and that our loving God responds to His children in powerful ways. It is an honor and privilege to gather together to pray for our nation, churches, schools, our educators and the communities we serve.

An alumna writes, “Of all of those incredible teachers, my seventh- and eighth-grade teacher (who was also the principal) left the most indelible impression. He was cool, he was Christian, he made us play by the rules but loved us all no matter what. He was the reason I went to college at Concordia in Nebraska and became a Lutheran school teacher.”

As we pray together for the communities we serve and the faithful educators serving children and families, we are reminded that God listens to our prayers. A second grader affirms this with a thoughtful note, “We have the best teachers in the world. I love my teacher and my friends too. The teachers and I get to learn about God and Jesus and the Lord.”

May 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			St. Philip and St. James, Apostles 1	National Day of Prayer 2	National Two Different Colored Shoes Day 3	Star Wars Day
National Family Week 5	No Homework Day 6	National Teacher Day 7	National Bike to School Day 8	Billy Joel born, 1949 9	Military Spouse Appreciation Day 10	Eat What You Want Day
Mother's Day 12	National Etiquette Week 13	Lewis and Clark Expedition Sets Out, 1804 14	First Flight Attendant anniversary, 1930 15	First Woman to Climb Mt. Everest anniversary, 1975 16	National Pizza Party Day 17	Armed Forces Day 18
International New Friends, Old Friends Week 19	Amelia Earhart Atlantic Crossing anniversary, 1932 20	American Red Cross founded, 1881 21	National Maritime Day 22	National Eat More Fruits and Vegetables Day 23	Brother's Day 24	National Tap Dance Day 25
Sally Ride born, 1951 26	Memorial Day 27	Scripps National Spelling Bee Finals 28	World Otter Day 29	Ascension Day 30	The Visitation (3-Year Lectionary) 31	

Visit lcms.org/worship to find resources and information connected to the church year.



Early Childhood Devotions

FOR CHILDREN AGES 3 TO 7

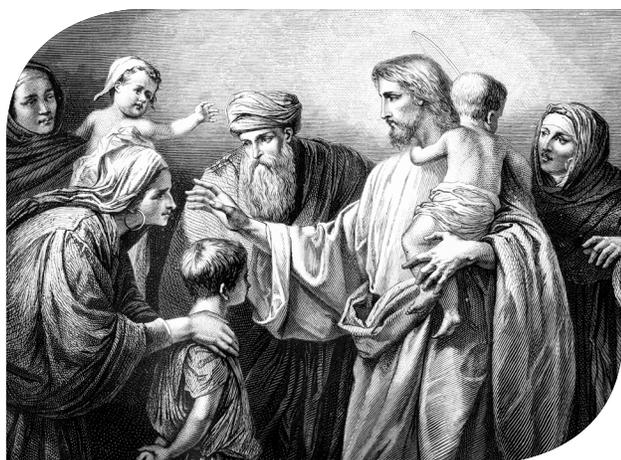


REAL. PRESENT. GOD.

FOCUS: Jesus Is Real. Jesus Is Present. Jesus is God.

Jesus and the Children

MATT. 11:25–26, 19:13–15, 21:14–16; MARK 10:14–16; LUKE 10:21, 18:15–17



Before You Teach

“Jesus declared, ‘I praise you, Father, Lord of heaven and earth, that you have hidden these things from the wise and understanding and revealed them to little children’” (MATT. 11:25). Jesus, as He did so often, changed the world order when He invited children to come to Him and warned against harm toward them. We have a biblical imperative to, without judgment or prejudice, invite and welcome all children and families into our spaces, blessing and caring for them. Walking with them we meet Jesus, and together are invited into His open, loving arms. It is there that we are truly blessed! With the Holy Spirit working in and through us, children come to know that Jesus is real. Jesus is present. Jesus is our compassionate, forgiving and all-loving God!

Greeting

Set time aside to greet each child upon entry. Your smile and welcoming words establish a positive outlook for the day. *Good morning/afternoon, child of God. Jesus loves you!*

Gathering

Signal children to gather in your worship area. Say, *Pretend you are walking into this school and people around you see Jesus walking beside you. How would you answer if someone asks, “Who is this?”* Allow time for responses. *Although you cannot see Him, you can be certain that Jesus loves you and is with you wherever you are and wherever you go.*

Tell the Story

YOU WILL NEED: Stop sign.

DIRECTIONS: Signal children to speak the word “stop” as the sign is raised, repeating italicized phrases after you.

Moms and dads were bringing children to Jesus to have Him reach out to them and bless them. The disciples scolded them, saying, *“STOP! Go away! Jesus is too busy for you!”* Aunts and uncles were bringing children to Jesus. The disciples scolded them, saying, *“STOP! Go away! Jesus is too busy for you!”* Grandmas and grandpas were bringing children to Jesus. The disciples scolded them, too, saying, *“STOP! Go away! Jesus is too busy for you!”*

When Jesus saw this He was angry and said, **“Let the little children come to Me and do not STOP them!”** Jesus took the children in His arms, put His hands on them and blessed them. Then Jesus said, **“I praise You, Father, Lord of heaven and earth, because You have hidden these things from those who know more. Instead You have shown them to children, which is Your will, and exactly what You wanted to do.”** Jesus loves ALL children! Jesus loves YOU!

PRAY TOGETHER

Remind children that Jesus always listens when we pray.

Dear Jesus,
You are filled with great love for all,
Grownups and children, big and small.
Thank You for Your amazing grace.
Your love gives me a happy face. Amen.



Remember the Story

BIBLE WORDS TO REMEMBER

Pre-K & K: “[Jesus] took [the children] in his arms and blessed them, laying his hands on them” (MARK 10:16).

Gr. 1 & 2: “Let the little children come to me and do not hinder them, for to such belongs the kingdom of heaven” (MATT. 19:14).

ACTIVITIES

Create: “Jesus’ Love Gives Me a Happy Face” bulletin board. Surround an image of Jesus with “Happy Face” self-portraits, drawn or painted by the children. Option: Add precut hearts to the display.



Do: Jesus’ love is open to the world. Send cards to children who need to be comforted by the knowledge that Jesus is with them. Contact Lutheran Social Services center (956-687-8333) in McAllen, Texas, which has worked with immigrant communities, or upbring.org through the LCMS Texas District (800-938-5777) for information and service opportunities.

Sing: “Jesus Loves the Little Children” (LOSP, p. 94). **For Adults** a new and meaningful text to a familiar tune: “When We Watch the Rescue” (carolynshymns.com/when_we_watch_the_rescue.html, accessed April 14, 2019). Tune: Away in a Manger. Text by Carolyn Winfrey Gillette © 2018. Carolyn gives permission for free use of this hymn to churches seeking to help immigrant children.

Live the Story

“See what great love the Father has lavished on us, that we should be called children of God” (1 JOHN 3:1, NIV).

This year’s series of Early Childhood Devotions concludes with the words of the apostle John. The word “lavish” in this translation of 1 John 3:1 conveys the extravagance of the love we have in Jesus. Wrap yourself in His love and the assurance of His grace, boldly sharing it with others: children, youth, adults, friends, neighbors, even the person behind you in line at the coffee shop! Blessings!

Sending

Gather children in your “Sending Circle.” Pass a small cross, guiding each child to in turn offer a brief prayer, or to silently pass the cross along. As children depart, sign the cross saying, **“Remember, Jesus loves you and is with you wherever you are and wherever you go!”**



Early Childhood Devotions

VOL. 23, NO. 9 // MAY 2019

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Dr. Judith Christian Designer: Lisa Moeller

NOTE: You will need the songbook: *Little Ones Sing Praise (LOSP)*, copyright © 1989 Concordia Publishing House (CPH), St. Louis, Mo.

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Family Matters

A CHRIST-CENTERED RESOURCE FOR FAMILIES AND TEACHERS



REAL. PRESENT. GOD.

Present in the Journey Ahead

“Where are you going?”

That question can be asked in many contexts. It could be posed to children as they head out the door on a summer afternoon. It could be asked of a teenager who wants the keys to the car. It could be asked of a person who is heading to graduate school. It could be asked of an individual who has recently made a poor life choice.

For centuries, the map was the definitive source of helping people find direction in their lives. These handy resources came in various versions — street maps, state maps, regional maps, the entire United States and various foreign countries, all published by travel companies and other map makers. They filled our glove boxes, took up space in our desks and were essential resources for local businesses as well as government agencies. Maps were sometimes published in book form, and older ones can even be considered works of art.

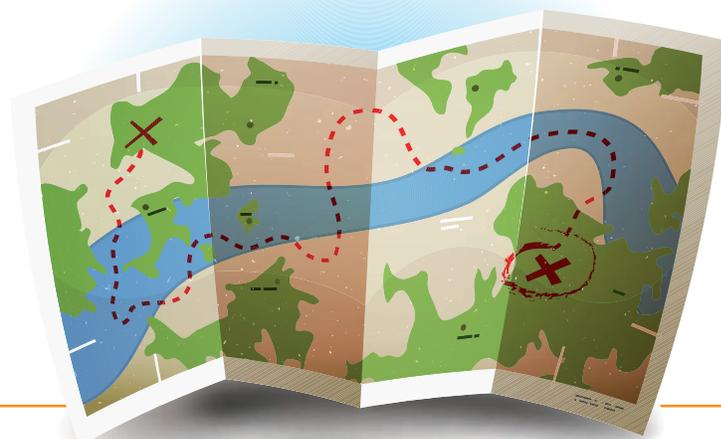
Gone are those days! We now have electronic guidance systems built into our cars and as basic apps for our phones. No longer are we required to ask for directions — we can find our way by entering an address, a business name or even a general location. Much of the time our GPS will help us find our destination in a timely manner; other times, however, it can get confusing, cause us delays and create frustration.

Most everyone wants to know where they are going in life. This certainly is true in terms of physical destinations, but even more, we are concerned about our future regarding items of value, life choices, relationships and spiritual matters.

When the children of Israel exited Egypt, God led them as a pillar of cloud by day and pillar of fire by night. It was a journey that eventually took 40 years. During this time, the children of Israel were often uncertain about things in terms of their physical well-being. It was also a relational journey with each other and a spiritual journey with God. Many times along the way, they complained to Moses. They endured and were finally able to cross the Jordan River and enter the Promised Land. God was with them; He never left them, nor did He ever forsake them, nor did He ever stop loving them.

God promises to be with us in this journey of life. He is there when times are tough and we face enemies all around us. God is there when we are uncertain about our futures and when we lose sight of the goal set before us. When we think we cannot move forward — God is there with us. When there are times that we think that God is not present with us — be most assured that He is indeed with us! Still to this day, God promises to not leave us, nor forsake us, and He will continue to love us every day in Christ Jesus our Lord.

God be with you and your family in your summer activities ahead!



FAMILY LINKS // Activities for families to reinforce Bible truths in the home.

Gather the family together in a comfortable place for study and discussion using the outline below.

OPENING PRAYER

Given by a person who will have a birthday this summer.

OPENER

Ask the members of the family the following either/or questions about going on a journey. Have family members share the reasons for the choices they make.

Would you rather go on a ...

Hike of 20 miles or a run of 2 miles?

Flight to a foreign country or a trip on a ship to another country?

Walk on the beach or a hike in the mountains?

Drive in the desert or a drive in a forest?

Ride on a camel for 2 hours or a ride on a horse for 2 hours?



FAMILY STUDY TIME

Have someone in the family read Psalm 121 in the sections outlined below, allowing family members to have a discussion following each short reading.

Ps. 121:1–2 Where does our help in this life come from? Why is this our help?

Ps. 121:3–4 Who watches over us? How does this give us comfort?

Ps. 121:5–6 What do you think it means by “the LORD is your shade” (v. 5)?

Ps. 121:7–8 What does these verses promise us, especially as we think about the trips and travel that we may do this summer as a family?



FAMILY FUN PLANNING

Think about things that you might do this summer as a family in the following categories. Where might you go, what might you do ...

In your community? _____

In your county? _____

In your state? _____

Across your region of the country? _____

Somewhere else in the USA? _____

In another country? _____

CLOSING ECHO PRAYER

Have an older sibling or adult read the following prayer with other members of the family repeating the words, phrase by phrase.

Father in Heaven. Watch over us this summer. Keep us safe from harm and danger. Let us enjoy the fun things we do. Watch over our coming in, and our going out, from this time forward, and forevermore. In Jesus' Name. Amen.



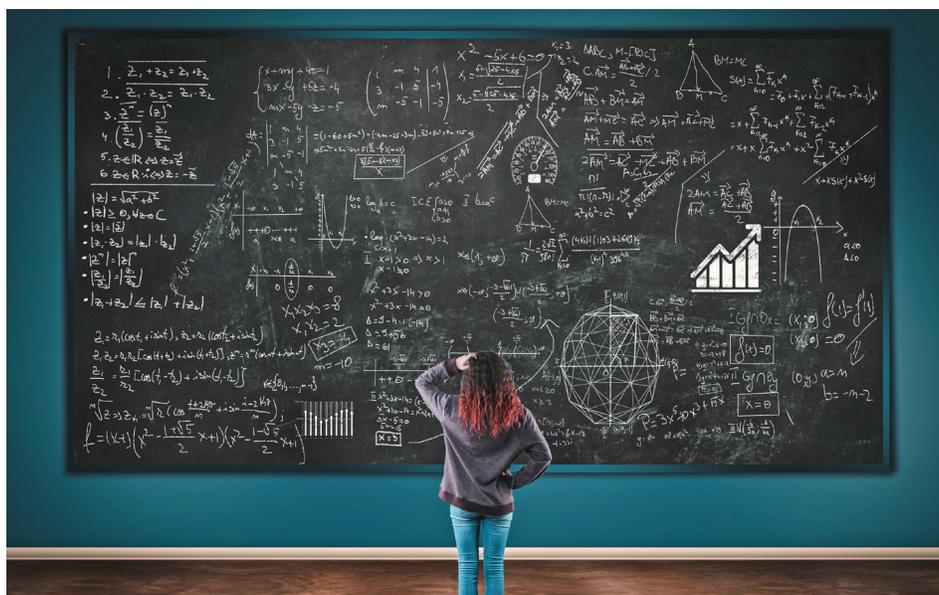
Fearfully and Wonderfully Made

SPECIAL EDUCATION IN LUTHERAN SCHOOLS



Students who are Gifted and Talented, Part 2

Last month, the topic of gifted and talented learners, and specifically the signs and strengths of these students, was addressed. To follow up on this topic, now **we will look at the struggles of this group of students and some appropriate strategies for the classroom.**



Initially, a teacher might think that students who are gifted and talented will not experience struggles in the classroom. The difficulties these students face may be different than the difficulties of students with other special learning needs, but they are just as important for teachers to be aware of and to help address. One of the biggest struggles faced by gifted and talented students stems from the fact that academics, at least in certain areas, come easily to them, and they tend

to be perfectionists. If these students have easily gotten A's in all of their math classes, for example, without having to do much that challenges them, the struggle will come when they do face something difficult that they cannot do automatically. This often comes in high school when more difficult classes are pursued, and students have to study or work hard to master a concept. They may not have had to truly study before and therefore may not know how to do so or to approach a challenge or task

that does not come automatically to them.

For many gifted students, reaching this difficulty causes them to think that maybe they are not gifted after all — why else would they be struggling? Gifted students can end up dropping out of high school for reasons similar to this, so they need to be challenged early on and often during their schooling. They need to be pushed to figure out concepts and skills not known to them, rather than easily accomplishing an assignment that contains material they already know.



class is learning, but may provide the opportunity for them to go deeper into the topic and extend the depth and breadth of that topic. Have the student share these projects with the rest of the class as well to learn presentation and public-speaking skills. When students are working on independent projects for class, they could keep a learning log detailing what they did that day or what they learned. This

helps them to stay accountable for their learning, and you know where they are in the process and can provide feedback and give appropriate guidance.

Another way teachers can help gifted and talented students in this area is to help build a growth mindset. Praise students for their efforts rather than for the grade, getting all the answers right or being “smart.” Making a dedicated effort to praise students for the process they used to figure something out, or for sticking with a task to find a new solution and not giving up, builds this growth mindset. It reinforces the idea that it is not getting the answers correct that is praiseworthy, but it is working through challenges and trying different approaches to get there without giving up that is important in the learning process. Gifted and talented students need to experience struggle and failure, and this typically does not happen for them as soon as it does for other students. Teaching them to take risks in this way while still being supported by the teacher is critical to their future success.

While these students may be good independent learners and prefer to work alone in many cases, this does not mean that they do not need to be taught certain skills or guided through a process like how to conduct research. Providing these students with open-ended projects and challenges is a great way to differentiate and support their needs rather than having them sit through classroom material they have already mastered or do busy work. Keep in mind though that if the project involves research, these students may need your support to get started and approach the research topic appropriately before they work on their own. Some of these open-ended projects may be related to the content the rest of the

Curriculum compacting can help set the stage for when independent or differentiated activities may be needed. Using pretests to assess which components of a unit a student has already mastered allows the student to work on a project or an extension of that material instead of sitting through the lessons teaching concepts already understood. For concepts they have not mastered yet according to the pretest, they can work with the rest of the class. Rather than giving them busy work as you cover information they already know, provide acceleration and enrichment opportunities during this time.



These ideas are just the tip of the iceberg involving classroom strategies for gifted students. There are many more differentiation strategies that can be appropriately adapted to expand the depth of learning for these students. For more ideas and strategies for these learners in your classroom, contact Lutheran Special Education Ministries. Visit luthsped.org or contact us at lsem@luthsped.org.

Fearfully and Wonderfully Made VOL. 2, NO. 9 // MAY 2019

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Kara Bratton Designer: Frank Kohn

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Growing in Governing

GROWTH TOPICS AND DISCUSSIONS FOR LUTHERAN SCHOOL GOVERNING BOARDS



Continual Blessings from an Annual Fund



The mailbox is opened, and there it is: another appeal letter, either from a source that garners no interest or from a beloved organization.

When it is from a place that is much loved, the level of interest immediately rises. As the letter is opened, out falls a fancy yet beautiful note from the organization's leader, sharing the story and asking for a pledge of support. It is compelling! Imagine if each of our Lutheran organizations had such an annual appeal and opportunity to receive gifts from those who understand and embrace Lutheran education.

Matthew 6:21 comes to mind:

“For where your treasure is, there your heart will be also.”

Treasure is a great blessing. Even if it is a small amount, every dollar can be part of sharing Christ even more — through our Lutheran schools.

The Committee

Gather together a small group of people who are considered champions for the school ministry. Make it a diverse group that also has the skills needed to put all the important pieces together. They will need to bathe the process in prayer. The members of this group will encourage one another and will create the plan.

The Letter

Have the letter written by the administrator. The theme should be the story of how students thrive. Faith formation is the foundation. Having an education that centers around the Christian faith truly does make a difference. Choose a Bible verse that fits the fund purpose. Ask a school supporter to share her own personal story of how lives have been changed through time spent within the classrooms and how a child has been touched by the teacher-servants who have dedicated their lives to loving and nurturing.

The Appeal

Within the content of the letter, share “the ask.” It might look like this: “I am asking you to invest in the next generation of Christian leaders, by considering a gift that will make an impact well beyond the walls of our classrooms. Your gift will help equip students to lead lives of faith, purpose, service and leadership — through God's grace. Affirm your commitment to the mission of ZLS with your gift to the Annual Fund. The combined support of our alumni, parents and friends of Zion congregation makes an immediate impact on our students. Please prayerfully consider a gift today! And thank you. God is good. All the time.” Such a statement can spur on

recipients of your letter to share resources that already are the Lord's — to make a difference.

The return card should have clarity of purpose. It can show boxes to mark for gift amounts and another for contacting the giver about stocks, retirement or other assets. On the back of the appeal card, include a place to edit family information and a place to put prayer requests. Have a QR code that takes the donor directly to the place on the ministry website to easily share their monetary gift. Finally, tell how to make checks payable, and place the statement that “gifts are tax deductible as allowed by law.”

Marketing

A good communication plan can make the results and the goal come closer together. Get the word out via the website, other social media, the congregations who sponsor the school and, of course, through the appeal itself. Make the letter eye-catching, with a specific logo and a design that was created just for this effort. Make sure the staff and all board members and directors have the opportunity to give lead gifts. This creates both buy-in and a sense of excitement!

Timeline

When is the best time to launch? Mid-November has proven to be a solid time for givers to make a contribution toward the end of the calendar year.

A Database

Having accurate names and contact information is always the starting point. As letters are returned that have not found their intended destinations, the committee will need to investigate to see if information can be corrected. Do not be discouraged by a large number of envelopes returned. As the annual fund continues year after year, the list becomes solidified yet is ever-changing as it becomes most important in the appeal process. An important consideration is to pray for the donors. What a beautiful thing to be able to do for those who love the school!

When the Dollars Start to Come In

It is time to celebrate as the money comes in. Keep good

records. Make sure that whoever writes the thank-you notes completes them in a meaningful and timely manner.

A Full Reporting

Account for all donations. Have a special dedicated account for all deposits. Create a report that is transparent and that properly shows where and how the money donated will benefit the students and how it will impact the mission.

Lead Gifts Recognition

Sometime after the completion of the annual fund appeal, create an evening of recognition for those who gave gifts at the very beginning. This is a way to properly acknowledge how meaningful their giving was, and it is a time to thank God together for the ministry of the school

and how it has impacted so many lives.

Time to Reflect

As in most leadership circles, reflection is a key element in truly understanding and in continuing to seek God's will. After the appeal is completed, reconvene the committee that faithfully served in order to talk through what worked and what should be changed. Take time to acknowledge everyone's good work and collectively pray a prayer of thanksgiving for the committee, the donors and the opportunities that await.

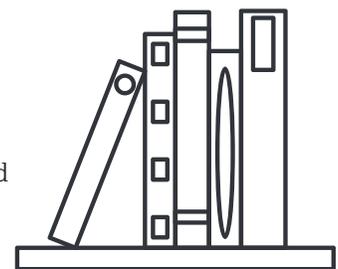
Praise God, from whom all blessings flow!



Resources

- ▶ Opportunities for Stewardship template
- ▶ Annual Fund Letter and Appeal template

Resources or continued conversations are available by contacting the author at thomas.wrege@zionwalburg.org.





Insights & Ideas

FOR TEACHERS OF CHILDREN AGES 3 TO 7



Happy Anniversary *Insights & Ideas!*

Here's a little bit of history! In 1945, The Lutheran Church—Missouri Synod (LCMS) recorded 127 kindergartens and one nursery school in operation. Twenty-six years later, 52 nursery school programs were listed in the *Lutheran Annual*. In 1973 at the LCMS Synod Convention, the Board for Parish Services presented Resolution 7-03 titled “To Encourage Development of Early Childhood Education Programs.” The result was the vision of Melvin Kieschnick (LCMS Board of Parish Education) with *Project Young Child*. Joanne Eisenberg was its first director. One of her initiatives for equipping teachers was the creation of the *Insights & Ideas* newsletter, designed for educators working in the field of early childhood education in Lutheran schools.¹

This school year we are sharing nine issues of *Insights & Ideas* from the 1978–79 school year to celebrate Joanne Eisenberg's inspiration and 40 years of talented writers and their remarkable resources for the Lutheran early childhood classroom.

¹ Judith Christian, “Early Childhood Education in the LCMS,” *Issues in Christian Education – A Publication of Concordia University, Seward, Nebraska*, Vol. 47, no. 2 (2014): 7–9.

1979 May

The 1978–79 school year was ending and, in her last issue of Volume 1 of *Insights and Ideas*, Joanne Eisenberg reflected on the topic of “graduation” for preschoolers. She had mixed feelings about this “grown up” ceremony in early childhood. Joanne affirmed, “No one would question their ‘cuteness.’” Her gentle admonishment against planning events that are not age-appropriate is clear: “Mini-graduations are impressive to parents and may be good PR for the staff and school, but nine out of ten children would prefer a party, picnic or field trip.” Joanne elevated the importance of early childhood education and raised the bar for quality Christian early childhood programs, parent education and care for children. As part of this closing issue for the school year, Joanne asked for feedback about the series and modeled the importance of data-driven decision making. She took time to thank her readers and the many people involved with producing and publishing *Insights and Ideas*. In 2019, we give thanks for Joanne Eisenberg and for her visionary leadership in initiating the conversation about excellence in early childhood and the importance of sharing the Gospel message with children and their families every day.

There they stand in their little white capes and mortar board caps. The preschool and kindergarten graduates of 1979. Aren't they cute?

No one would question their "cuteness." Some might question a graduation ceremony for little folks. I, for one, dispensed with preschool graduation the year one of my mothers volunteered to call every parent in the class to be sure the girls all wore white dresses and the boys white shirts. That was also the year the cap and gown salesman paid me a visit because he'd heard that we had an elaborate graduation for preschoolers. Mini-graduations are impressive to parents and may be good PR for the staff and school, but nine out of ten children would probably prefer a party, picnic or field trip.

How about the real graduates--the 8th graders, high schoolers and college grads of our synodical institutions? Too often, as early childhood teachers, we forget about the students on the "other end" of the Lutheran education spectrum. What a thrill for a teacher who has taught at one school long enough to see a preschool child graduate from 8th grade. What an ongoing opportunity to model Christianity.

This is a special year for "Aunt Joanne." I have a nephew graduating from Martin Luther High in Milwaukee, and another from Concordia, Seward. I like my nephews, but since I move around alot, I never really considered that I had contributed much to their Christian upbringing. I was surprised, therefore, when my sister recently mentioned that if I hadn't become a Lutheran teacher, her kids probably would not have gone to Lutheran schools. I'm sure she was in no way selling the Holy Spirit short, but God does work through people. Perhaps you, yourself, are a teacher because of the influence of a teacher you had in school.

As we say congratulations to our 1979 graduates, think about the first grader, third grader, fifth grader, or seventh grader in your schools who might be the Lutheran educational leaders of tomorrow.

What can you do as a teacher in 1979, to help perpetuate Lutheran education at the turn of the century? Remember, Lutheran education is a good investment. As you look back on the past school year, think of ways to double that investment next September.

Congratulations, Graduates, and Lutheran teachers, too, for the investment you've all made in the Kingdom of God.

"DANKE SCHOEN"

"DAKUJEM PEKNE"

"MERCI BEAUCOUP"

"MUGHAS GRACIAS"

"SHĀ SHĀ NĒ"

No matter what language, these two little words are packed with lots of meaning. And so, a special end of the year "thank you" to the people who are responsible for INSIGHTS AND IDEAS.

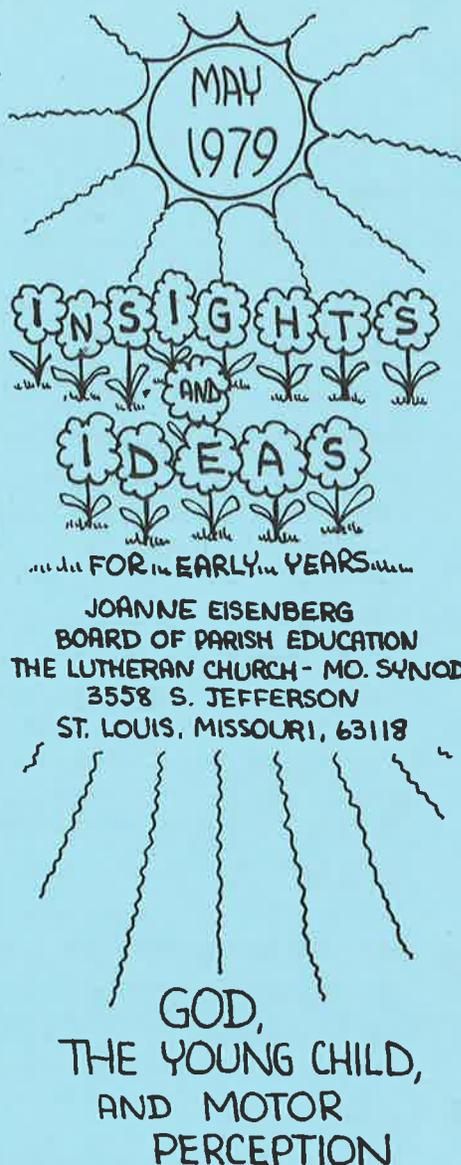
THANK YOU to Ursula Rundquist who is responsible for the printing and mailing.

THANK YOU to Lois Prahlow, for her refreshing artwork and for sharing inspirational glimpses with us.

THANK YOU to Mimi Anderson, my second set of hands who now types, sets up, edits, follows through on mailing and could publish INSIGHTS AND IDEAS single handed if provided with the ideas.

THANK YOU to all of you for your ideas and positive comments.

THANK YOU to God for another year of strength and service.



MOTOR PERCEPTION



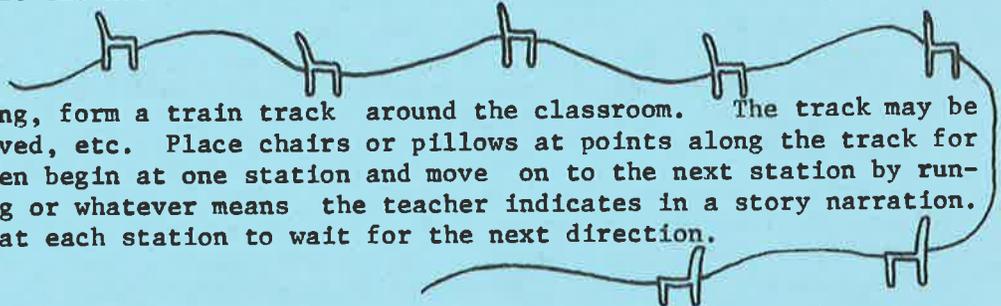
Body Awareness:

Have children pretend to be pretzels as you give the following directions: "Let's roll the dough into long strips. (Stretch hands over head and roll.) Wrap your arms, legs, head and body any way at all and hold that position while you bake. I might try to pull an arm or leg. If the pretzel can be unwound, it's not baked yet. If it doesn't move when I push or pull, it's baked and I'll slide the pretzel to the side of the room. Then someone can come and buy you. . ."

Hand-Eye Coordination:

Put a yardstick on the floor. Two children can volley a round balloon back and forth across the stick. The balloon can be hit with hands or nylon racket. (Make racket by pulling coathanger into a diamond shape and stretching a nylon stocking over the hanger. Fasten nylon at the neck with a rubber band. Bend hook of the hanger into a closed loop.)

Large Muscle Activity:



Using a piece of string, form a train track around the classroom. The track may be straight, zig-zag, curved, etc. Place chairs or pillows at points along the track for the stations. Children begin at one station and move on to the next station by running, jumping, crawling or whatever means the teacher indicates in a story narration. Be sure children stop at each station to wait for the next direction.

Balance:

Use an old blanket and a version of Simon Says. Simon says, "Jump on the blanket," etc. Change directions and actions. Try to trick the children.



Fingerplay Story Glove:

Using a gardening glove, paste different colored pompons on each finger to represent various characters of a story or fingerplay. Add beads, felt, yarn, etc., for features.

Indoor Balls:

Make indoor balls out of scraps of knit materials. Cut 6 petals the same size and sew together using small seams. Stuff with old nylons or shredded foam. Great for indoor use.

--Chris Cullen, Aloha, OR



Bounce:

Needed: blanket and stuffed animal

The group holds a large blanket, and the leader places a stuffed animal in the center. The leader then says, "Start!" The children flip the stuffed animal up in the air as high as possible, then try to catch it in the blanket as it comes down. Count how many times the group can flip the animal in the air and catch it successfully.

Zig-Zag Drill:

Needed: plastic bottles or milk cartons



Plastic bottles or cartons are placed around the area and the children follow the leader who may run in and out, move sideways, hop, or make another type of movement.

OR, using empty half gallon milk cartons, try the following:

- kick the carton
- bowling
- relays
- obstacle course



MOTHER'S DAY GIFTS



Recipe Holder:

Fill a plastic cap from a spray can with playdough--the kind that hardens. Have each child mix his or her own, using a favorite recipe. Stick a plastic fork, prongs up, into the mixture. Add plastic flowers and insert a 3" x 5" card in the forkholder. On one side of the card, type a Bible verse. On the other side, this "recipe for rearing a child:"

"Ingredients: one newborn baby. Add: firm arms, gentle direction, loving looks, soft words, understanding, interest and patience. Squeeze frequently. Mix with family fun and lots of laughter. Surround with security and warmth. Keep at even temperature until well set and molded. Turn out with confidence to explore the exciting world of God--especially at (name of school)."

--Shore Haven Lutheran Nursery School, Euclid, OH

Color-Me-Products (cups, tumblers, planters) make attractive Mother's Day gifts. Send \$1.25 for the kit which contains enough supplies to make 50 drawings. Cups, tumblers and planters are extra. Color-Me-Products, P.O. Box 36393, Houston, TX 77036.

Jewelry Box:

Ask each child to bring a small (3" x 5" or less) box with a lid. Glue various kinds of macaroni on the lid. Paint with washable, semi-gloss paint. Sprinkle with glitter while still wet.



--Concordia Preschool, Toledo, OH

"May"flower:

Using sandpaper, file the corners of a small bar of Ivory soap into a boat shape. Stick two toothpicks into the soap and place half a plastic straw over each pick. Add plastic or material sails, net, ribbon, plastic flowers, etc., to decorate the boat.

--S. Grossman, Cincinnati, OH

KID'S KORNER

It's report card time and the kids are named INSIGHTS AND IDEAS and PRESCHOOL DEVOTIONS. Please evaluate them carefully so the Board of Parish Education can decide whether to promote them next September.

INSIGHTS AND IDEAS:

On a scale of 1 to 10 (low to high) rate INSIGHTS AND IDEAS on the following basis:

1. Helpful in monthly curriculum planning _____
2. Useful ideas not found elsewhere _____
3. O.K. format _____ How can the format be improved? _____
4. Do you use/appreciate the front page editorial (yes ___ no ___) or would you rather see this section with more practical ideas? yes ___ no ___
5. What kinds of ideas are you looking for in a publication such as this?

6. Other comments about INSIGHTS AND IDEAS and/or PRESCHOOL DEVOTIONS.

PRESCHOOL DEVOTIONS:

1. Which monthly devotion was your favorite during the 1978/79 school year? _____
2. What is your opinion of the way the religious story is presented? too simple _____ just right _____
too abstract _____ other _____
3. What type of EXTENSIONS would you like to see more of in next year's PRESCHOOL DEVOTIONS?

4. Note ways in which the PRESCHOOL DEVOTIONS are used other than in your classroom.

5. Which concepts, part of the church year, or Bible characters would you suggest for future PRESCHOOL DEVOTIONS?

SUMMER IS HERE

SUMMERTIME

LET'S PRAISE GOD FOR...

Summer Countdown:

Caption your bulletin board with the words, "Summer Is Here! Let's Praise God For:" Then ask the children to draw or cut out pictures of summer activities they enjoy. Talk about how God keeps us safe during the summertime. Praise God and enjoy His World.

Choose 10 pictures, number them from 1-10 on the back side, and display them on the bulletin board ten days before school is dismissed. Each day talk about the number of school days left and guess what summer activity might be pictured on the reverse side of the sheet.



--Virginia Bellhorn, Oviedo, FL

Car Game:

Parents will appreciate hints for summer vacations. Suggest that the popular "I Spy" game often played on long car trips be retitled, "I Spy Something God Made." The game will help reinforce teachings about creation.

Warm summer days are a good time for soap and water fun. Make soap bubbles with liquid dish washing soap. Add a dash of glycerine to make the bubbles last longer. Add food coloring to make them prettier. Use a colander, hollow cookie cutter, funnel, straw and wire formed in various shapes to make bubbles.

Tasty Flower Pots:

Pour Kool-Aid into paper cups and put in freezer. When mushy, sprinkle with chocolate cookie crumbs and insert a plastic spoon or straw. Freeze solid. Add marshmallow flower to end of "stem" before serving.

INTERNATIONAL YEAR OF THE CHILD Stamps are available at your Post Office--use them!

The Teacher's Corner is blank this month because we're waiting for your ideas. In fact, INSIGHTS AND IDEAS would be entirely blank without your ideas. So, please share one of your ideas for a future issue of INSIGHTS AND IDEAS. Two ideas would be even "greater"--one religious suggestion and one secular. Return the Teacher's Corner portion to our office using the address on the front page. We'll send you another "whole" copy of INSIGHTS AND IDEAS for your files. And thanks!

Name: _____ Address: _____



Parent Pages

RESOURCES FOR CHRISTIAN PARENTS IN THE 21ST CENTURY



REAL. PRESENT. GOD.: Finding Good in Life

It seems strange to say that positive emotions need to be cultivated. With exception to those who harbor pain, most of us are generally positive and that positivity rubs off on our children. This is good because positive emotions promote benefits in physical health, emotional health, sleep, the ability to stay calm and stronger relationship skills. Even beyond what science has found, God gives us an additional promise. When we think about good things, and practice them, we are aware of His peace.

“Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. What you have learned and received and heard and seen in me — practice these things, and the God of peace will be with you” (PHIL. 4:8-9).

It is easy to believe that positive emotions are good for us, but why do we need to cultivate them? Think about riding a bike into the wind. As you ride, you notice the wind pushing against you for the entire trip. However, if you turn around and ride the same route with the wind at your back, you will only notice the benefit of the wind for a brief time. Pretty soon, you will take the wind for granted. This is the same thing we do with positive emotions. We take them for granted until they are no longer there. In a similar fashion, we take God’s goodness and care for us for granted. When we focus on goodness, we can more easily focus on the Source of that goodness.

Think about how you ask your children about their day. Do you ask for negative or positive things? If you ask in



“In order to foster a more positive mood, ask your children to list three good things every day.”

a neutral way, do they respond negatively or positively? In order to foster a more positive mood, ask your children to list three good things every day. It is important to develop a habit with this so your children begin to notice good things in order to save them for sharing. If they are not looking for good things, they are likely to remember only disappointments or frustrations. In other words, they will remember when they were riding into the wind.

When you are exchanging your lists of good things, take some time to reflect on why these things happened. Doing this will not only set a pattern for looking for good things, but also will teach your children how to make more good things happen. For instance, a good grade on a math test comes from paying attention in class, or a good day at recess comes from being a good friend to someone who also knows how to be a good friend. You children will develop recipes to find and create good things in their days.

An especially good time to do look for good things is when a child is faced with a frustrating problem. Finding the good in a tough situation will promote good problem-solving and help your children to identify the people in their lives who can give help. Cultivating positive emotions works to improve self-regulation because calm and optimism will be better practiced than panic and pessimism.

When we set about to cultivate positive emotions, this does not mean we ignore feelings such as grief, anger or just plain grumpiness. God created these



emotions for a purpose. When we are sad, we grieve. When we are hurt or frustrated, we get angry, and often when we don't feel well, we get grumpy. Moving into a positive mindset does not prevent us from feeling other emotions, but it does help us to regulate those emotions more effectively. When we are grieving, we will be able to feel love from those who care about us. When we feel angry, we will be able to think about a way to prevent the situation that caused the anger. And when we feel grumpy, we will know to give ourselves a break, or possibly a nap. Positive emotions help us to more effectively read our negative emotions.

“There is a river whose streams make glad the city of God, the holy habitation of the Most High. God is in the midst of her; she shall not be moved; God will help her when morning dawns” (PS. 46:4-5).

God's love, care and forgiveness give us so much to be grateful for. If it weren't for the grief caused by our sin, we would be happy all of the time. Teach your children the blessing of knowing that even in the midst of danger, angst or dreariness, God fills our hearts with trust for Him. Each morning brings a new day full of optimism and promise.



Professionally Speaking



Where do you turn?

Google? YouTube? A subscribed podcast? Who do we go to when we need answers? When we were young (very young), it was parents. “Mommy, help!” may have been a plea for something to eat or to get out of a troublesome situation. Middle school found a time when parents didn’t have answers anymore and we turned to classmates for all the answers. Today, teens are still turning to “authorities” other than parents but also use social media as a resource for connecting questions to answers. When the 20s come around, parents become smart again and are a resource for advice and counsel.

However, sometimes, we are our own authority. The famous Dr Seuss said,

You have brains in your head.
 You have feet in your shoes.
 You can steer yourself in any direction you choose.
 You’re on your own.
 And you know what you know.
 You are the guy who’ll decide where to go.
 (*Oh, the Places You’ll Go!*, Random House, 1990)

The word “you” is used many times in even that small quote. There are plenty of acknowledgments of talents and skills and an imperative to do something and do something unique. Dr. Seuss puts all the weight on the reader’s shoulders to get moving and make something happen.

However, Luther’s caution about leaning on our own wisdom is good counsel. He said, “I am more afraid of my own heart than of the pope and all his cardinals. I have within me the great pope, Self.”



Whoever we go to has to earn credibility. YouTube and Google lead us to how-to manuals and other sources of information. However, those resources also have their agendas and will provide information that may oppose tenets of Christian life. Social media? What WAS our world like before the dawn of Facebook and Twitter? Quieter, for starters! And just like Google, an agenda NOT in step with our Christian life is quite apparent in the “top stories” that lead our reading. It’s important for us to remember to seek God’s will in whatever comes our way.

David, the writer of Psalm 4, turned to God quickly with, “Answer me” (PS. 4:1). Why? He knew from past experience, and from teaching, that God had delivered in the past and would again. He wrote, “You have given me relief when I was in distress. Be gracious to me and hear my prayer!” (PS. 4:1). David also writes with

a certainty of whose he is and how important that is. Verse 3 says, “But know that the Lord has set apart the godly for himself; the Lord hears when I call to him.” Of course David would go to God in prayer! He was confident in the Fatherly relationship he had with God, was dependent on it and acted on it. This confidence stemmed the questions of “How can this happen” and “Why can’t I have good things happen to me and my school?” Instead, David looked past the earthly trouble and sought the light of God’s face (PS. 4:6). Doesn’t it sound wonderful to go to bed in confidence knowing and trusting that the Lord makes us dwell in safety? A key that is implied throughout this Psalm is aligning one’s own will with God’s will. And David demonstrates for us a key piece to that experience — prayer. Prayers of praise, prayers of lament, prayers of confession, prayers of thanksgiving. David’s prayers would be well to be our prayers too.

To emphasize the points of Psalm 4 of turning to God for help, of leaning on His mercy, of trusting in God’s power and purpose for us, Psalm 57 echoes these important life points. While hiding from Saul in a cave, David calls out for mercy, for refuge, and for deliverance.

Be merciful to me, O God, be merciful to me,
for in you my soul takes refuge;
in the shadow of your wings I will take refuge,
till the storms of destruction pass by.
I cry out to God Most High,
to God who fulfills his purpose for me
He will send from heaven and save me;
he will put to shame him who tramples on me. *Selah*
God will send out his steadfast love and his faithfulness!
(PS. 57:1-3).

God gives us counsel and deliverance, sometimes rather miraculously and sometimes through the people set around us.

Being alone is one of the hardest challenges of being an administrator. It’s a lonely job and, while we need to go to God first, we need to be wise in putting safeguards and godly counsel around us as well to keep our eyes fixed on Jesus. Consider the following:

› **Bible study with colleagues.** “For the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow, and discerning the thoughts and intentions of the heart. And no creature is hidden from [God’s] sight, but all things are naked and exposed to the eyes of him to whom we must give account” (HEB. 4:12-13). It’s a joy to prioritize Bible study with colleagues. Is this priority a part of your school’s faculty meeting plan?

› **Small groups.** Small groups develop out of a variety of needs. Most of the time, we consider small groups from our experiences in our church. But as Lutheran administrators, we can consider LuthEd Twitter chats, LEA email chains and Facebook teacher groups as small group supports as well. Our Lutheran community has a great expanse. It’s good to know there are ways for us to support one another uniquely and effectively. But it’s also important to consider other influencers. Consider groups outside of the church that provide insights. Trusted counsel can come from other non-public school principals, regional education supports and social service programming.

Professionally Speaking // MAY 2019

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Mark Muehl Designer: Chrissy Thomas

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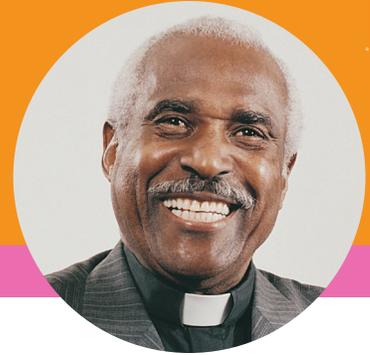
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School Shepherd

TIPS AND SUPPORT FOR PASTORS OF CONGREGATIONS WITH SCHOOLS



REAL. PRESENT. GOD. The School Shepherd: Real and Present in CONFLICT

“**F**or he himself is our peace, who has made us both one and has broken down in his flesh the dividing wall of hostility And he came and preached peace to you who were far off and peace to those who were near” (EPH. 2:14, 17).

The pastor and principal have assembled and armed the “school group” versus the “church group.”

One teacher refuses to attend staff devotions or faculty meetings if another teacher is present.

Parents post a number of social media comments and criticisms about a teacher.

One student gossips about and bullies another student.

And

Lutheran schools experience conflict! All life (and ministry) takes place in a sinful world. The conflicts between Cain and Abel, Abraham and Lot, Saul and David, and many, many other Biblical characters are still lived out in the contexts of our lives today.

Satan loves to sow the seeds of conflict in the church. The school shepherd is called to be God’s shepherd in times of conflict. An excellent resource for the school shepherd, staff, board and other partners in school ministry is Ken Sande’s *The Peacemaker: A Biblical Guide to Resolving Personal Conflict* (Baker Books, 2004).

Sande not only looks at the dynamics of conflict but also describes the opportunities for growth in Christ as well as personal and team growth through healthy recognition

Respond to the opportunities of conflict. Conflicts, if managed in a healthy way, provide the opportunity for personal growth and ministry growth.



and management of conflict. Denial of the realities of conflict or personal attacks in conflict are not helpful. Sande’s book has been developed into an excellent Bible study resource: *Responding to Conflict Confessionally: A Peacemaker Bible Study for Lutherans* (Ken Sande and Ted Kober, Peacemaker Ministries, 1998).

The service of Ted Kober has been a special blessing to the church, especially our own synod. Ted is an expert in Christ-centered reconciliation and serves as a Senior Ambassador for Ambassadors of Reconciliation. Ted’s Christian faith, reconciliation experiences and ministry heart led him to write *Built on The Rock: The Healthy Congregation* (CPH, 2017). The book repeatedly emphasizes Christ’s reconciliation with each sinner and the necessity of the truth and guidance of God’s Word in

peacemaking and peacekeeping. Ted's research showed that healthy congregations had at least 20 percent of the membership regularly involved in Bible study. While the book's examples and suggestions are from church contexts, they can easily be applied to school ministry dynamics.

How does the school shepherd manage conflict and respond faithfully in a Lutheran school setting? Some suggestions include:

Be in the Word and lead others into the Word. The school shepherd shares the Word with staff, students, parents and partners. School functions begin with more than an introductory prayer. Bible study is the foundation of the school ministry.

Confess the conflicts in his own life and seek personal and professional health. It's difficult to minister to the conflicts of others if the personal conflicts in the home, office or other contexts drain the energy of the shepherd. The shepherd understands himself and his own response to conflict.

Practice confession and absolution. Confession and absolution is more than a liturgical ritual in the worship service. It is a blessing to the individual. Confession and absolution are part of the dialogue between pastor and staff member, faculty member and faculty member, and student and student.

Develop meaningful relationships. Denial and isolation are not helpful in addressing conflict. Meaningful, trusting relationships bring honest conversations. The shepherd knows the sheep individually, accepts their

“Forth in the peace of Christ we go; Christ to the world with joy we bring; Christ in our minds, Christ on our lips, Christ in our hearts, the world's true king.”
(LSB 920:1)

blemishes and heals their wounds.

Understand the dynamics of conflict. Conflict doesn't just mysteriously happen. There may be aspects of the school culture which readily create conflicts. There may be a variety of personalities and peculiarities that increase tensions.

Respond to the opportunities of conflict. Conflicts, if managed in a healthy way, provide the opportunity for personal growth and ministry growth.

Provide healthy spiritual leadership and accountability. Some conflicts can be avoided with proper systems of accountability where policies and procedures are clear. Fair and consistent lines of accountability keep persons and systems healthy.

Lead prayerfully and peacefully. Jesus promised, “Peace I leave with you; my peace I give to you. Not as the world gives do I give to you” (JOHN 14:27). In His own High Priestly Prayer (JOHN 17), Jesus prayed for His disciples and us. We can and must lead in His peace.

In my own school and church ministry, I grew to expect at least one major “challenge” each school year. Obviously I did not look forward to the conflict. I became convinced that the challenge was one of God's ways of keeping me humble. It was not “my” ministry but “His.” In each challenge, I grew as a disciple and as a pastor/administrator developing new skills that were a blessing to the ministry and to myself.





Time Out for Directors

LEADERSHIP DEVELOPMENT TIPS FOR EARLY CHILDHOOD CENTER ADMINISTRATORS



Celebrate Success!

Keeep going! You are almost there! Summer break is about to begin! What wonderful words these are — words of encouragement, and also of celebration! The month of May often brings busy times as teachers finalize curriculum and projects with students, complete year-end progress reports, send home art projects and accomplish a plethora of other tasks required of an early childhood educator and leader. While the end of the school year can be busy, and the longing for summer trips, sleeping in and time at the pool is on the minds of many, be sure to reflect on the happenings of the school year and celebrate! Don't let a countdown or to-do list overshadow all the accomplishments that have occurred.

Yes, you may want to celebrate that you have actually made it through the year, but it is important to also reflect upon and celebrate the many accomplishments that have been achieved. Hopefully you set some professional goals at the start of the school year. Perhaps you wanted to read a professional book or journal, or perhaps you wanted to attend a specific conference on a new teaching strategy. Perhaps you wanted to better mentor younger teachers on your staff or provide more communication with your congregation about your school's ministry. As you reflect on the happenings, and hopefully achievements, of the previous months, remember to look for times when God was with you,



holding your hand along the way. God is real. God is present. Even when you doubted whether you would see any progress, God was there to guide you.

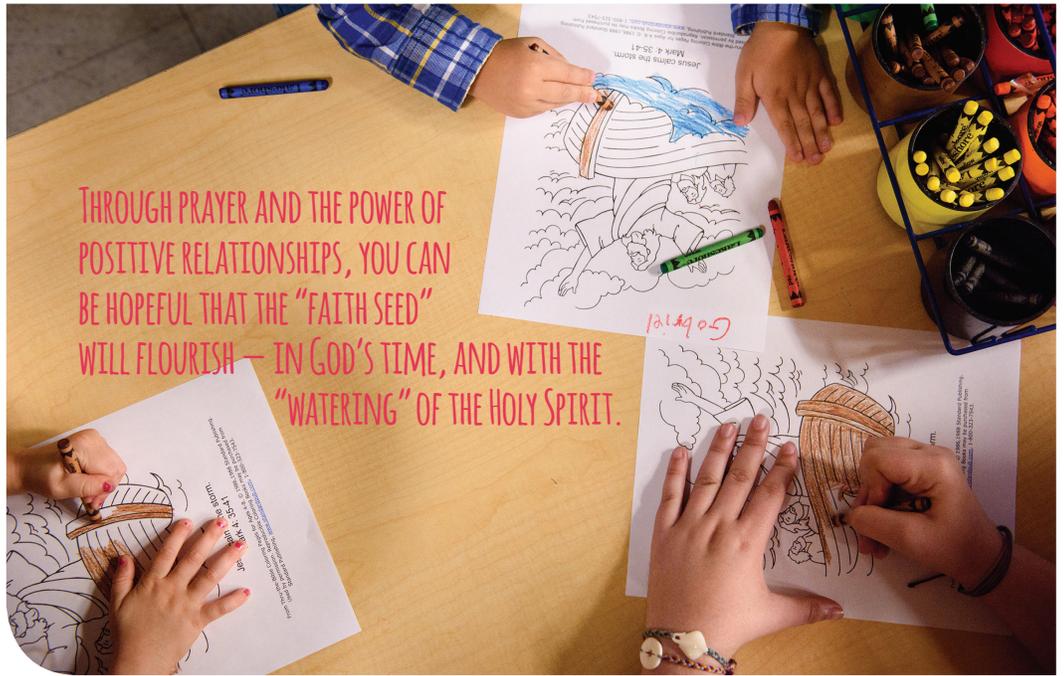
Now, consider the students in your class or school. What accomplishments and successes have they achieved? Perhaps some students found success in no longer exhibiting separation anxiety when they arrive at school, or maybe some students learned how to tie their shoes. Some students may have learned to read, and other may have just learned to identify letters and write their names. Still, in all of these accomplishments, God was present. These God-given gifts of successes are reasons for celebrations.

Whether you are a new teacher or a veteran one, there are always new experiences in education. Each year the students who enter your classroom and school have

backgrounds that are unique and special. God knows each of these students, their families and their futures. God has given these students, and their families, to you, at this time, for a special purpose. Students are enrolled in your school for a variety of reasons. Some may desire a Christian education, some may live nearby and find your location convenient and some want the nurturing and recognized program you offer in the community. Regardless of the reason a student is at your school, you have an opportunity, and a responsibility, to plant a seed of faith. The time students and families spend in your Lutheran school provides the opportunities for these seeds of faith to take root and grow with the help of the Holy Spirit.

It may be difficult to consider the planting of these “faith seeds” as milestones of success if you are not observing the fruit of your labor. However, do not be discouraged! God had you and your staff plant these “faith seeds” and, in His timing, will help them grow. Do not be discouraged if a student is not baptized during the school year or if a family does not attend a service. Celebrate the fact that you have been given the opportunity to plant such a special seed! Through prayer and the power of positive relationships, you can be hopeful that the “faith seed” will flourish — in God’s time, and with the “watering” of the Holy Spirit. Pray that other faith-filled people would enter the student’s life and encourage the growth of the seed that has been planted.

Again, there are many reasons to celebrate when you work in early childhood education. The growth that happens in a child’s development during the first few years of his life is tremendous — perhaps much more than he will see during the remainder of his life.



Look for opportunities to celebrate.

Celebrations, and prayers of thanksgiving, can come from even the smallest of happenings. When a child uses a full sentence to ask for assistance, when a child helps a friend who has been hurt or when a child reads a sentence for the first time, seize the opportunity to celebrate, and make a big deal out of it! God has given you many reasons to be thankful — they are set before you each day.

God is real. God is present.

God is ready to celebrate with you! As Scripture shares, “give thanks in all circumstances; for this is the will of God in Christ Jesus for you” (1 THESS. 5:18). Because of what Jesus has done through His death and resurrection, Christians always have a reason to celebrate!

Time Out for Directors

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