



SEPTEMBER 2020

SCHOOL MINISTRY MAILING

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Alight

FOR LUTHERAN SCHOOL ADMINISTRATORS AND EDUCATORS



For Such a Time As This ... Sent to Serve

“...even as the Son of Man came not to be served but to serve, and to give his life as a ransom for many” (MATT. 20:28).

Cherished customs of back-to-school activities and first day of school traditions for families look different this year. Opening chapels, classroom visits and opportunities to connect with students, teachers and the families of classmates are now designed to keep all safe and healthy in the school community while the pandemic remains with us. Social distancing, attention to safe hygiene habits and a multitude of practices determined by state and local agencies to diminish the spread of COVID-19 all impact the reopening of schools this year. On these opening days, not all students will be entering school buildings. Many will continue with the requirement of remote learning and others will experience a combination of onsite and virtual classes.

For such a time as this — September with daily temperature checks and monitoring the health of every teacher, parent and student all while grieving for our nation fraught with racial strife, political division and natural disasters. We mourn for our nation while COVID-19 continues to spike, causing a fragile economic system. What is the solution? We look to Scripture. When we are weary and long for healing, we come together under the banner of the Gospel to work in our schools and

communities to understand and model what it means to be one in the Gospel. We have a God who loves us. His commandment to us is to love our neighbor. How do we do this? We look to Jesus Christ.

“Sent to Serve” is the national theme for LCMS schools for 2020–2021. Amid a nontraditional opening of schools during extraordinary times, our mission remains unchanged, *“even as the Son of Man came not to be served but to serve, and to give his life as a ransom for many” (MATT. 20:28)*. Teachers across the nation are

returning to classrooms and/or remote learning to serve all children; children whose faith is nourished in the home, children from diverse backgrounds, children of all ages and abilities, and children who are hearing about their Savior for the first time. Rejoicing in the Good News that Jesus was sent to serve, Lutheran school students, teachers and others are blessed by the ministry of the school and are in turn “sent to serve” in His name. They are sent to share the Gospel message and to serve as a ministry of their churches and as a mission to the community, knowing that they bring a message of hope to all they serve. Never

have we faced such uncertainty with the opening of the schools and yet we have a wonderful opportunity this year knowing that we continue to serve just as Jesus came to serve each of us. With Christ and the beautiful Gospel promises of hope and healing, this is a year to experience comfort and joy in serving in extraordinary and uncertain times.





Computer File



Supporting Remote Learning

At the end of the last school year, which seems like years ago but was only in May, I had started developing a list of topics to cover for the upcoming year's *Computer File* articles. They centered around developing and implementing one new classroom technology skill each month and thinking about the skills that will be needed in the future.

However, as the concept of remote learning has now come to the forefront, a different focus was needed for the coming year. Thus, the *Computer File* articles for the 2020–21 school year will look at the following topics:

- > **September**
Supporting Remote Learning
- > **October**
Building Relationships Through Technology
- > **November**
Supporting the Technology (and the Parents)
- > **December**
Keeping Boundaries
- > **January**
Individualized Instruction
- > **February**
Surviving the “Doldrums”
- > **March**
Developing Technology for Remote Learning
- > **April**
Wrapping Up the Year, Remotely
- > **May**
What Do We Do Next?





REMOTE LEARNING: a model of education that gives learners who cannot be physically present for in-person instruction access to a face-to-face learning experience.

Because not everyone is in the same place when it comes to remote learning, and every school is different, each article will attempt to address the topic in a way that is beneficial to any situation.

A good place to start a new topic is with an agreed-upon definition. For our purposes, remote learning is a model of education that gives learners who cannot be physically present for in-person instruction access to a face-to-face learning experience. Please note that this is different from online education, which takes place completely online and is not connected to a physical educational location or class schedule.

When I first started exploring topics for this year's theme, I asked the LuthEd Facebook group to identify what they thought were the pressing issues. This was extremely helpful, so I'd like to challenge you to do something similar.

When each month's article is published, I encourage you to read through it, find something pertinent to you and your situation, and post about it on social media to start a discussion with your peers. As educators, we well know that learning only takes place after we have internalized a topic, had our thoughts and ideas challenged and been forced to defend them. Thus, it is essential that we ourselves do the same.

I look forward to seeing the thoughts, ideas and discussions that come out of this year's *Computer File* articles. Remote learning will continue to have an impact now and in the future, so it is essential that we think about how best we can use it to serve students.



Early Childhood Devotions

FOR CHILDREN AGES 3 TO 7



SENT TO SERVE **MATTHEW 20:28**

FOCUS: Freed to Serve. Galatians 5:13

Baby Moses: Rescued to Serve (Exodus 2:1–10)

Scripture makes clear that God intends His children to live lives of service, following the example set by Jesus. The narrative of Moses shows that God, even in the most adverse circumstances, frees His children for service to others. We guide the children we teach to follow God’s loving plan in their own lives, helping them to recognize that each has been chosen to serve a high, noble and biblical calling. May the Spirit of Jesus give us the will and the skill to fulfill this calling.

Welcome/Greeting

Dedicate time to joyfully greet each child by name upon entry into the classroom. Research has shown that

doing so during the first five seconds upon each child’s arrival nurtures a positive outlook for the day.

Tell the Story

YOU WILL NEED: Red construction paper, scissors.

DO: Fold the paper in half.

Dramatically tell this narrative as you gradually cut out a heart shape. As you conclude, unfold the cut-out to reveal the heart.

Pharaoh, the leader of the land of Egypt, did not want more boy babies to be born to God’s people. He was afraid the baby boys would grow up and become his enemies. Moses’ mother loved him very much, so when he was born she hid him. Then, when she couldn’t hide him any longer, she placed baby Moses in a water-proof basket and hid him among the tall plants growing in the nearby Nile River.

Moses’ sister stood nearby watching over him. Pharaoh’s daughter went down to the river to take a bath. Seeing the basket, she sent someone to get it. Opening the basket, she saw the crying baby and felt sorry for him. Pharaoh’s daughter said, “This is one of the Hebrew babies.” Seeing this, Moses’ sister went to her and asked, “Shall I go and get one of the Hebrew women to feed the baby for you?” “Yes! Go!” said Pharaoh’s daughter. Moses’ sister went and got her own mother, who was also the mother of



baby Moses. Pharaoh's daughter said to Moses' mother, "Take this baby and feed him for me. I will pay you." So Moses' mother took him home with her. Then, when he grew a little older, she took him to Pharaoh's daughter who adopted him as her son and named him Moses, saying, "I took him out of the water."

God loved baby Moses and had a plan for him. Moses was to be the leader of God's people when he grew up. God loves you and has a special plan for each of you to serve God and others right now, AND as you grow older. God loved and rescued Moses to serve God's people. *Unfold and show the heart cut-out.* Because God loves us and sent Jesus to rescue us, we want to serve God and others with our whole hearts.

Pray:

Dear God in heaven,
You have work for me to do:
Serving You and others, too.
Help me tell of Your great love,
Sent to all from heav'n above. Amen.

Remember the Story

BIBLE WORDS TO REMEMBER

Pre-K & K: Grades 1 & 2: "Serve the Lord with all your heart" (1 SAM. 12:20B).

Activities

CREATE: Heart Art. Using tempera paint or other print medium, guide children to make handprints on precut construction paper hearts. Display with the words from 1 Samuel 12:20b.

DO: "Camp Serve." Invite children to think of ways to serve individually, as a class, and with family and friends (community). List these on a chart titled "Camp Serve." Throughout the year engage in acts of service, inviting and encouraging broad-based participation (home, school, congregation, community). Place a heart by each service activity when accomplished. Celebrate! Option: Order adjustable style baseball caps for children and



adults imprinted with the words "Camp Serve." Wear these when engaged in service activities.

SING: "Jesus Wants Me for a Helper," *Little Ones Sing Praise (LOSP)*, p. 33; "God Chose Me," *LOSP*, p. 107.

Sending

YOU WILL NEED: A heart to pass.

Gather children in a "Sending Circle." Review the day. Pray, inviting children to add prayer thoughts as the heart is passed and received by each. Children may choose to silently pass the heart along. Dismiss, saying to each child upon exiting, "Serve the Lord with all your heart."

Live the Story

The sacrificial love of Jesus frees us. Gratitude compels us to serve others in His name. Daily model selfless service, both personally and professionally, inviting others to join along the way.

Early Childhood Devotions

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A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Dr. Judith Christian Designer: Chrissy Thomas

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



SENT TO SERVE

Supporting Those Who Serve as Teachers



Jesus was the Master Teacher, and He still is. His closest disciples followed Him around for three years, listening and taking in all He taught. There were others who sought Jesus out — hundreds and even thousands of people who would gather to listen to Him teach. He taught in a new way. Jesus explained things that His listeners were familiar with, but He gave new insights. He would often say, “You have heard it said..., but I tell you...” People were astonished with His words; His teachings gave new meaning to the lives of His followers.

We should not be surprised that people were inspired, as the living Word spoke, and their lives took new directions. This is what effective teachers do. Effective teaching can create a change in behavior. It’s why we have schools. We

want children, youth and adults to learn new things that will create new and different behaviors in their lives.

This past school year ended like no other. Kids were at home. Teachers were teaching online and sending home learning packets. Parents were stepping in to guide and direct their children much more than they ever expected. It was exhausting for all those involved, but we made it through, thanks be to God!

The start of school in 2020 will look much different than it did in 2019. There is uncertainty about all kinds of things, including how school will happen this fall. We anticipate a lot of handwashing, wearing of face masks and practicing social distancing. But there is one certainty we can count on: There will be teachers! Wonderful, dedicated teachers! The individuals who weathered the craziness of this past spring will be back to take on the challenges of another year. They are often unsung, underpaid and underappreciated — but always remembered.

As fall unfolds and school begins again, let’s give thanks to God for all those teachers who will gear up for another school year — whether in a Lutheran school, a public school or another educational setting. These are folks who have answered the call of God to serve in the critical role of shaping and forming young minds through the profession of teaching.

Can we as families celebrate these instruments of instruction with great acclaim as this next school year is underway? Yes, we can — even as our Master Teacher, Jesus, supports and cares for them. Let’s have a great year, no matter what form it takes.

FUN FAMILY ACTIVITY //

Gather the family together in a comfortable space, with no electronic distractions, and enjoy the family activity outlined below.

PROJECT TITLE: SUPPORTING AND CELEBRATING OUR TEACHERS

PURPOSE

To engage family members in an activity that allows them to find creative and meaningful ways to support teachers as the school year begins.

OPENER

Ask the following questions in your family setting:

- › Who were some of your favorite teachers? Why?
- › What characteristics make for a good teacher?
- › What is a positive memory that stands out as you remember this last school year?

BIBLICAL INSPIRATION:

Have an adult or older child read the following verse from the Book of Psalms, and discuss what it means for your family as the next school year unfolds.

“Teach me, O LORD, the way of your statutes; and I will keep it to the end” (PSALM 119:33).

FAMILY PROJECT PROCESS:

Sit down as a family and decide two things:

1. Which teachers you will celebrate and recognize. They could be current teachers, former teachers, teachers who live in your neighborhood, teachers who are members of your family, etc.
2. How you will celebrate them and recognize their efforts. There are many ways to recognize their contributions to

their students and their communities. Consider celebrating them by:

- › Making a positive social media or Facebook post about them;



- › Sending homemade cards to them in the mail;
- › Hanging posters of appreciation on their classroom door;
- › Writing a heartfelt, personalized email;
- › Sending a bouquet of flowers to their home or classroom;
- › Arranging for a “car parade” at their house to thank them for their service;
- › Writing a positive note about them on their school’s Yelp page;
- › Sending supportive personalized cards to them in the mail every day for a week;
- › Arranging a bunch of people to text them positive messages of support all at the same time one evening; or
- › Collecting gift cards from several other families and delivering them to their home or classroom.

CLOSING PRAYER

At the close of the family session, have an adult or older sibling say the following echo prayer, phrase by phrase, with everyone repeating the words aloud.

Dear Jesus, thank You for being our Master Teacher. Thank You for being the way, the truth and the life for all of us. We thank You especially for the teachers in our lives, and we ask You to bless them with strength and joy as they begin teaching. May the Holy Spirit continue to guide all students and families in the school year ahead. In Your name, we pray. Amen.





Fearfully and Wonderfully Made

SPECIAL EDUCATION IN LUTHERAN SCHOOLS



Why Inclusion?

Think for a minute about the what the word inclusion means to you as it relates to students with disabilities or students who are perceived to be “different.” Does inclusion mean that students with disabilities are physically present in our schools and classrooms, or is there more to it than that? Did any of your thoughts on inclusion come back to the Bible and Jesus’ ministry? This year’s “Fearfully and Wonderfully Made” series will focus on ways to make your classroom and schools more inclusive. We will begin with a discussion about what inclusion truly means and why it is so important in our Lutheran schools.

The Individuals with Disabilities Education Act of 2004 stipulates that students with disabilities should be educated to the maximum extent possible with their peers without disabilities. If you think of this perspective, inclusion can be more about the place where a student’s education occurs. I would argue that there is much more to inclusion than students being physically present in schools and classrooms as this perspective suggests.

Part of true inclusion involves creating the sense of belonging in a classroom. There is sometimes the perception among teachers and students that a student with a disability is “Mrs. X’s” student or one of the “special education students.” This creates the idea that certain students do not belong in a classroom the same way as other students. All students have unique strengths and challenges, and they should all be thought of as equal members of the classroom and school community. Students who leave a classroom for specialized support or instruction are just as much a part of that classroom as the other students.



God created each of us in His image and for His purposes. As He does not value any individual more than another, it is likewise our directive to “love your neighbor as yourself” (MARK 12:31 NIV). This includes everyone, not only students who learn or act a certain way. True inclusion occurs when we demonstrate this love to all students in our school and value them as equal members. Jesus modeled this inclusion during His ministry. He not only physically included those with disabilities who were frequently excluded from society, but He lived in community with them and created a true sense of belonging for them. In Luke 14:13–14, He preached, “But when you give a banquet, invite the poor, the crippled, the lame, the blind, and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous” (NIV). As Christians, inclusion that creates this sense of belonging and love comes directly from the Bible and Jesus’ preaching.

Another important component of inclusion is friendship. A student cannot feel that he or she belongs in a



classroom or school without friendships. Unfortunately, this may not come automatically or easily for some students with disabilities. There are many times when other students do not understand or accept an individual that they can tell is “different.” Yes, it does take work to facilitate this understanding, build social skills, and help friendships develop, but it is a blessing to all students when this element of inclusion takes place.

Recently, a principal shared his experience with me. His school had gone through a process over the last few years to not only provide special education services, but also to focus on building an inclusive community for students with disabilities. He expressed to me what a positive experience it has been for all students, and that the students without disabilities have become more loving, understanding and compassionate as a result of their efforts. At one point during the school year, a teacher made the comment to him that she could see a difference between students in her class, which did not currently have any students with disabilities, and students in other classes. She went on to say that she wished her class was more diverse so that her students could develop the same level of care and compassion that she was seeing elsewhere in the school. This does not happen automatically or overnight, but it is a blessing for everyone in the school community when it occurs.

Inclusion is more than students being physically included in our schools and classrooms. It involves creating a sense of belonging and equality, which includes friendship, for students with disabilities. The importance of this type of inclusion comes directly from the Bible and Jesus’ model of loving others. There are a number of strategies that Lutheran schools can incorporate to help make inclusion successful, and the rest of this year’s “Fearfully and Wonderfully Made” series will discuss helpful ideas related to this.



For more ideas about helping students transition and with other difficulties faced at the beginning of the school year, reach out to us at Lutheran Special Education Ministries for assistance. Email us at lsem@luthsped.org or visit our website at luthsped.org

Fearfully and Wonderfully Made VOL. 4, NO. 1 // SEPTEMBER 2020

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Dr. Kara Bratton Designer: Frank Kohn

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Parent Pages

RESOURCES FOR CHRISTIAN PARENTS IN THE 21ST CENTURY



Finding Peace in the Midst of Change



After significant changes in instructional practices in the spring, schools hope to regain a sense of normalcy as they open up this fall. At the writing of this piece, there are plans to use masks, temperature checks and physical distancing to create a COVID-19-safe environment for children. However, changes in guidelines may have loosened or tightened those recommendations by August.

One thing that will be present regardless of the circumstances and guidelines is anxiety about returning to school. We want things to go back to normal, but normal is a ways off because of the significant changes we have lived through and precautions we still need to take.

Whether your children are learning remotely or have returned to the school building, it is wise to be ready for behaviors that are unusual for your child. When we think of an anxious child, we typically imagine shy or clinging reactions. However, anxiety disrupts the brain in ways that can cause disruptive behaviors such as anger, defiance, annoying others and tiredness. Your children are likely to be happy to return to school and friends, but the worries about catching germs will still simmer in the back of their brains. Brains that deal with anxiety carry an extra burden, and this can prevent children from being able to regulate other behaviors. For instance, a child who under normal circumstances could calm himself when disappointed might instead have a meltdown.

As you work with your children and their teachers, keep an eye out for new or unusual behaviors. As you consider what to do about the behavior, work from the assumption that anxiety might be the cause. This assumption will help you reframe the situation and find more effective ways of dealing with the behavior than punishment alone.

First of all, you can reduce anxiety by stopping yourself from complaining about the guidelines and restrictions in front of your children. Model behavior that is respectful, as this will encourage your children to trust teachers and others at their school. Nurturing trust in those who have the responsibility to keep your children safe will go a long way in reducing anxiety. Simply put, this is a Fourth Commandment issue. If you find yourself disagreeing with school administration, do so respectfully and out of earshot of your children.

Second, practice empathy and reframing when your children complain. This technique asks you to acknowledge that your child is frustrated or worried and then find some good in the situation to discourage your child from staying in the negative emotion. Here is an example: “I hear that you are tired of wearing a mask, and I am too. I remind myself that this is one way God helps keep me safe and that someday I will be able to leave the mask at home.” This technique for dealing with negative emotions will help your child to develop resilience as they learn to cope with negative emotions and negative situations.

Third, work to prevent anxiety behaviors by encouraging regular conversation. If your family has a daily devotion or prayer time, extend it into an opportunity to discuss changes. Your children may not have much to contribute, so you should be prepared to model your observations and concerns. If you develop a routine, your children will be more likely to share information. Talking about worries and frustration goes a long way in reducing overall anxiety. If your family does not have a devotion routine, I recommend starting one for this reason. You can begin by reading a few verses from a psalm each day and talking about God’s love and protection.

Fourth, if disruptive behaviors crop up at school or home, they need a multi-level response. The application of a consequence designed to stop the behavior might not be enough if the cause is anxiety. Help your child to see how the behavior affects others. Help your child to identify the emotion behind the behavior and then discuss a different coping strategy. When children learn how their emotions impact their behavior, they can better prevent the behavior by addressing what that causes it. During this time of change, your child may need temporary strategies to help her calm down, or otherwise cope. A good discussion will likely reveal the best course of action. This does not mean that your child should be free of consequences for disruptive behavior. The “law” of punishment works best when accompanied by the “grace” of forgiveness and teaching.

The world expects much of parents, children and teachers to promote safety and learning during the COVID-19 crisis. God is known for using times such as these to work good in His people. Know that God is not ignoring our stress, but is instead working with us to rise to the challenges of the current day.



**“Fear not, for
I am with you;
be not dismayed,
for I am your God;
I will strengthen you,
I will help you,
I will uphold you
with my righteous
right hand”**

(IS. 41:10).

A RESOURCE OF LCMS SCHOOL MINISTRY

Parent Pages VOL. 20, NO. 1 // SEPTEMBER 2020

Writer: Dr. Kim Marxhausen Designer: Lisa Moeller

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Professionally Speaking



SCRIPTURE: Matt. 20:28 “Even as the Son of Man came not to be served but to serve, and to give his life as a ransom for many.”

Honor and Respect

This year’s LCMS School Ministry theme, “Sent to Serve,” is fundamental for those who work in the church. Service and vocation are central to responding to the call to faith in Christ, especially as it pertains to the Office of the Holy Ministry.

However, the notion of service can become trite. So much has been written on servant leadership and humility in leadership that any new blog can fall on deaf ears — or blind eyes.

That being said ... challenge accepted!

This year, the *Professionally Speaking* newsletter will offer a variety of topics that support, challenge and encourage administrators of Lutheran schools under the theme, “Sent to Serve.” This month’s topic is “Honor and Respect.”

Honor and respect are terms that are often misunderstood. Both find their struggles in society’s lack of understanding of God and His principles for showing love to Him and to one another.

Love God? Most of the loving we do is of the self rather than the selfless love that Luther describes in his meanings of the commandments.

Then, as if love isn’t hard enough, there is honor, which includes love but also adds deference, humility and modesty. Respect demonstrates all these things through actions and words.

In the meaning of the Fourth Commandment, “Honor your father and your mother,” in the Small Catechism, Luther says we should “fear and love God so that we do not despise or anger our parents and other authorities.”



In the Large Catechism, Luther says we should honor parents due to a “majesty within them” and give them the very highest level of respect. He even goes on to say we should treat parents as God’s representatives, to “respect, obey, love and serve them” even if they are “lowly, poor, feeble and eccentric.”

Parents are the “most precious treasure on earth.” There is no greater work than to honor parents, and there is no other commandment containing a promise (ex. 20:12). In a time when parents, police and civil authorities of all kinds are frequently ridiculed, reviled and physically harmed, Luther’s definition comes in stark contrast to the current day’s civil unrest and the weakness of the family structure and function.

Praise God that He has “fitted you to perform a task so precious and pleasing to Him.”

What does the Fourth Commandment mean for Lutheran schools and its administrators? How is honor taught in a Lutheran school? If we teach the faith in its fullness, Lutheran schools naturally teach honor and respect. But in our highly accountable age, and with an extreme need to explain what we do and how we do it, consider the following-

In classrooms

- › **Teach responsibility.** There's no need to go to the extent of Deut. 21:18–21, but chores in the classroom teach that we all have a part in the community and that those simple roles are important. Responsibility helps one look beyond self to the needs of the greater good. Assigning children responsibilities and encouraging parents to do so as well will help children grow into productive, contributing members of society.
- › **Encourage good listening.** Listening starts with humility and kindness. Jesus submitted to his earthly parents even when they didn't know and

understand everything that he did (LUKE 2:21FF). Prov. 1:5–7 declares that the wise listen to sound advice. One way to do this is to give opportunities for interviewing seniors and have them be an integral part of the school community.

- › **Pray and forgive.** None of us is perfect. In a sin-sick world, parenting can bring on feelings of failure. Praying is a huge part of learning and practicing honor. Prayers of thanksgiving and prayers of forgiveness are key.

As an entire school

- › **Demonstrate that family is first.** In Joshua 2:1–13, Rahab negotiated a deal that spared not only her life, but the life of her parents. She wasn't content until her parents had been protected. It's quite a model to follow. Do the policies and procedures of the school demonstrate a family-first desire? We fail if we put "school" and its authority above the authority of the home.



Professionally Speaking // SEPTEMBER 2020

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Mark Muehl Designer: Erica Schwan

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Rattles & Prattles

A RESOURCE FOR CAREGIVERS OF INFANTS AND TODDLERS



Freed and Chosen to Serve

“...THROUGH LOVE SERVE ONE ANOTHER” (GAL. 5:13).

September Theme: God chose people long ago to serve.

Bible Story: God chose Moses to be the leader of His people.

Scripture References: Exodus 1:8–22, 2:1–10, 3:1–12

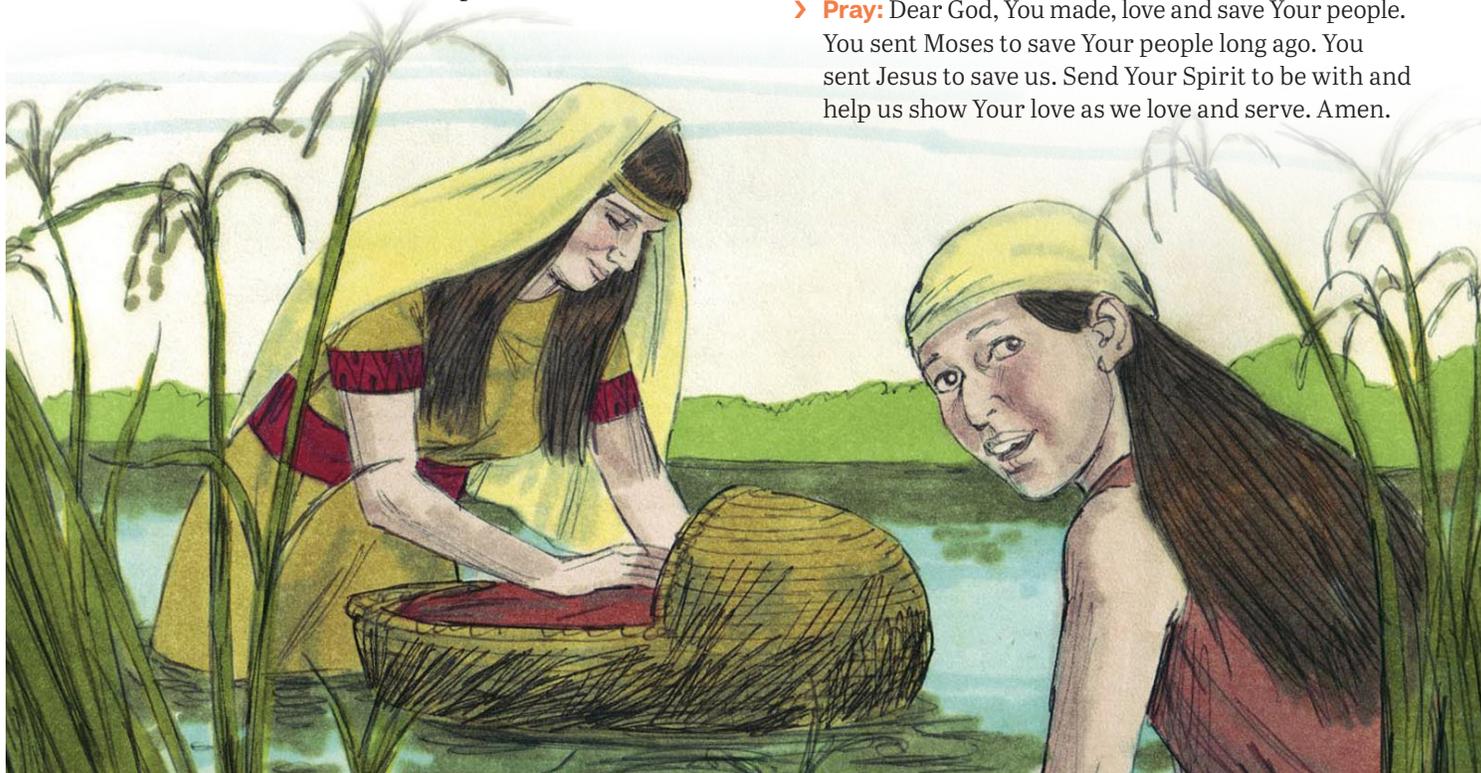
What it teaches us: Throughout the Bible we read stories of people God chose to serve Him. Moses was chosen to free God’s people from slavery in Egypt. The stories of Moses and others all point to Jesus, God’s Son, who would be the Servant Savior. Jesus suffered, died and came alive to save all people. Our love for Jesus moves us to follow His example of service.

Prepare to teach

› **Read** the story in the references; if possible, read in a study Bible.

› **Think:** God’s people were slaves, forced to make bricks for Pharaoh’s building projects. Threatened by their increasing population, Pharaoh commanded his soldiers to throw the baby boys into the Nile River. Amram and Jochebed hid their baby, first in their home and second in a basket boat they hid in the reeds of the Nile River. God saved their baby from death in a unique way. We’ll share more of Moses’ story next month.

› **Pray:** Dear God, You made, love and save Your people. You sent Moses to save Your people long ago. You sent Jesus to save us. Send Your Spirit to be with and help us show Your love as we love and serve. Amen.



WORSHIP TIME AND BIBLE STORY PRESENTATION



You will also need

- › **Songbook:** *Little Ones Sing Praise* (CPH, 1989)
- › **Bible;** picture of Jesus (do an internet search)
- › **Pictures:** Moses and family, Moses in a basket, Miriam watching him, the princess, Moses as an adult. Reduce sizes to 2"; glue in circle shapes; color; cut out; laminate; cut out and use to make tree cookies (or glove puppets — glue pieces of adhesive Velcro to the back).

Gather for Worship

Sing (use melody “Mulberry Bush”): **Boys and girls, come sit with me... Boys and girls, come sit with me, right here on the floor.**

Invocation: Sing (use melody “Mulberry Bush”): **We gather here in God’s name...Father, Son and Spirit, too.**

Opening Song

Show picture of Jesus. **Jesus loves each of us. We learn about Jesus’ love in the Bible** (show Bible). Sing “Jesus Loves Me, This I Know” (*LOSP*, p. 42).

Bible Story

Chant the following rhyme; use visuals (tree cookies/glove puppet).

- › Show Moses’ family: **Moses and his family lived a long time ago. God loved and cared for them; the Bible tells us so. Then there was a mean king who told them what to do: “Make me some bricks — lots of them, too.” Then the mean king smiled a mean, mean smile. Told his soldiers: Throw boy babies into the river Nile.**

- › Show Moses in basket: **Mommy made a basket where Moses could hide.**
- › Show Miriam: **Big sister watched — he was safe inside.**
- › Show princess: **The princess found Moses, said, “Stay with me; you’ll be my baby, and safe you will be.”**
- › Show adult Moses: **When Moses grew up, God chose him to be — leader of His people who would set them free — from the mean king and slavery.**

What the Story Teaches: God loved and cared for Moses and his family. God loves and cares for us. He sent His Son, Jesus. He was hurt, died and came alive so we and all people can have life forever with Him.

Song to Sing: “I’m As Happy as Can Be” (*LOSP*, p. 25)

Time to Pray

Thank You, God, for love and care. Help me love and help me care for ALL people, everywhere. Amen.

Closing/Benediction

(Use “Mulberry Bush” tune.) **Now it’s time to say goodbye... Now it’s time to say goodbye; remember God loves and cares for you.**



CURRICULAR MATERIALS //

IDEA STARTERS for integrating the Bible story and theme into STREAMS (curriculum)

S Science and Nutrition

- > God's people made bricks. Make mud and create bricks, etc., and/or have water in the sensory table and items that float.
- > Eat a "brick" (e.g. fudgesicles), or bread and fish (small crackers & goldfish snacks). Wash hands and pray before eating.

T Technology

- > Tools used to make mud, e.g., pails, spoons...

R Reading and Language Arts

- > **Books:** The Berenstain's *New Baby* by Jan and Stan Berenstain. Make a class book with pictures of the children and their families.
- > **Rhyme:** *Rock-a-bye Baby*. Change last 2 lines. Mother will make baby a shawl. God will keep baby, cradle and all.

E Engineering

- > God's people made bricks and built buildings for the king.
- > We can build, too: Use wooden blocks and build towers, etc.

A Arts (art, music and physical education)

- > Use sponges to make prints of brick shapes/rectangles.
- > Invite the children to sit on the floor in hula hoops, pretending they are in little boats (like Moses' basket). Sing, "Row, row, row your boat, gently in the Nile. Merrily, merrily.... God takes care of me."

CONNECT WITH PARENTS in your newsletter

Share information on things the center is doing to keep children safe and healthy, including drop-off, pick up.

M Mathematics

- > **Rote Counting:** Count number of people in family. Moses had five; how many do you have?

S Social Studies

- > God gave Moses a family/princess who loved and cared for him. Parents take care of us and have other jobs. Moses' dad made bricks and his mom made bread and got fish from the river. Discuss jobs.





School Shepherd

TIPS AND SUPPORT FOR PASTORS OF CONGREGATIONS WITH SCHOOLS



THEME | SENT TO SERVE

Sent to Serve in Jesus' Name



“And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him” (COL. 3:17).

Traditionally and properly many of our prayers conclude with “... in Jesus’ name. Amen.” We have access to our heavenly Father only through the sacrifice of Jesus. Our relationship is restored, and we are privileged to come to His throne of mercy with all our wants and needs.

The apostle Paul was inspired to write to the church at Colossae, saying, “Do everything in the name of the Lord Jesus.” Paul’s words speak to all contexts of our lives. These words speak to every aspect of ministry and every activity in a Lutheran school. These words speak to every servant in a Lutheran school. These words speak to the school shepherd who leads and serves in Jesus’ name.

Some aspects of school ministry are obviously “in Jesus’ name” events: the Divine Service, where children and families gather with the church family; school chapel services; staff devotions; classroom opening and closing devotions; and daily “religion” classes. Lutheran early childhood programs often include “Jesus’ time” on the daily activity calendar. These are times when the focus on the Word of Jesus is intentional and meaningful.

The school shepherd has the privilege of being a worship leader, devotional resource, prayer partner and curriculum developer — all so that those formal worship and devotional times bring the Good News of Jesus to participants.

The words of Colossians 3:17 speak to Lutheran school contexts beyond the formal and informal times of worship and prayer: “Do everything in the name of the Lord Jesus.”

“Sent to serve in Jesus’ name” reminds teachers and other staff members that every aspect and activity is in response to Jesus’ redeeming love. The bus driver picks up and delivers children in Jesus’ name. The school secretary greets parents and children in Jesus’ name. The classroom teacher teaches mathematics or history in Jesus’ name. The basketball coach teaches fundamentals, sportsmanship and teamwork in Jesus’ name.

Whatever the occupation or vocation, we are tempted to categorize our service. We may think of some activities as merely temporal while others are spiritual. Blessed to be God’s children through our Baptism and called to the “new birth” through water and the Spirit, we live to honor and serve Jesus in every way.



Jesus! Name of wondrous love,
Name all other names above,
Unto which must ev'ry knee
Bow in deep humility.

Jesus! Only name that's giv'n
Under all the mighty heav'n
Whereby those to sin enslaved
Burst their fetters and are
saved.

(LSB 900:1, 5)

Lutheran schools exist in a sinful world. They enroll sinful children from sinful families. They are served by sinful teachers and pastors. However, gathered in the name of Jesus, they rededicate all their efforts to “do everything in the name of the Lord Jesus.” The word “Lutheran” is more than part of a title on a building; it is more than a denominational designation. Lutheran schools gather around the truth of the Word of God, which tells us about the redeeming love of Jesus for every sinner.

In the name of the Good Shepherd, the school shepherd models “in Jesus’ name” to all who serve in the Lutheran school. The school shepherd advises school board members to keep the focus on the name of Jesus. He also supports school staff so they can serve well in a ministry that brings children and families to know and rejoice in the name of Jesus.

While “in Jesus’ name” is always a Gospel call, it also becomes an evaluative tool for Lutheran school shepherds and leaders. If some aspect of the school ministry, a school activity or a behavior of a school staff member does not honor the name of Jesus, it must be addressed, “so that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father” (PHIL. 2:10-11).

In the months to follow, various aspects of the “Sent to Serve” theme will be explored. Serving as the under shepherd of the Good Shepherd is always humbling and challenging. Serving as a shepherd in a Lutheran school setting has unique challenges. There are often extra demands on the pastor’s time. Team ministry means additional relationships to manage. Lutheran school ministry may also add to the financial challenges of the ministry.

Yet, the school shepherd does not enter in the ministry setting alone. “Sent to serve in Jesus’ name” celebrates the forgiveness that comes to the school shepherd in Jesus’ name. The school shepherd does not face challenges on his own, for he has been called and equipped in Jesus’ name. At the end of the day, when he closes the day in prayer, he can rejoice and relax in the peace that comes to him in Jesus’ name.



Sharing Our Thoughts

- ◆ What’s the significance of the “Sent to Serve” theme for your Lutheran school setting?
- ◆ What does it mean to “do everything in the name of the Lord Jesus” (COL. 3:17) during this school year?



Time Out for Directors

LEADERSHIP DEVELOPMENT TIPS FOR EARLY CHILDHOOD CENTER ADMINISTRATORS



Everything Changes ... Or Does It?

Comments in recent months on social media, and in personal conversations, are often filled with phrases like “it’s all changed” or “it will never be the same” or perhaps even “everything is different now.”

With the multiple changes that have occurred worldwide following the arrival of COVID-19, there are certainly parts of the world that are different. As you consider education, it’s true — there are things that have changed. But, ponder for a moment ... has “everything” changed? Is that accurate, or potentially a false narrative?

As you return to in-classroom learning this school year (which many are hoping and praying for), know that there are many modifications that have been implemented for schools of all levels. You may even be wrestling with some of the updates, modifications and requirements that are in front of you. If you are stressing out over these updates, know that you are not alone. Teachers around the world are finding themselves maneuvering through a plethora of “new normals” — at least for a while.

Social distancing for early childhood students, sharing and cleaning of toys, arrival and distancing protocols, and monitoring potential illness symptoms are all part of teacher and administrative responsibilities during this new school year. How you manage these tasks, in cooperation with colleagues, can help your mindset as you embrace the changes that are present. Be sure to collaborate with colleagues about practices so you are all in agreement; this can prevent conflict later on. If you are in an administrative role at your school, be sure to utilize resources available from local school districts, LCMS district education executives, and colleagues from neighboring Lutheran (and



other parochial) schools. Networking and learning from one another is a key aspect of good leadership and learning.

The time you invest in preparing for in-classroom learning with your students will be significant this year. You will need to do much planning and environment setup. These are investments — investments of time for the benefit of your students’ health and safety, and your own. When you and your students are healthy and safe, then strong relationships focused on Christ, and excellent learning, can be fostered.

So, as you spend time preparing, understanding new protocols and making adjustments to what you have done in your classroom for many previous years, reflect on what has and has not changed. You still have a calling in education, you still have a God that loves you, and you still have students who are eager to spend time with you.

As the Apostle Paul writes in Hebrews 13:8, “Jesus Christ



is the same yesterday and today and forever.” Always remember that the love Christ has for you, and your students, still remains strong. His grace, mercy, peace and forgiveness will never depart from you or change; His promises are everlasting.

As an educator and leader in Lutheran schools, you are sent to serve. You are sent to serve in your community, congregation, school and classroom. You serve others because you have already been served by Christ’s death and resurrection. The road traveled by Jesus Christ was not one of perfection; He encountered ridicule, anger and physical harm from others.

What does it really mean to be sent to serve?

As you think about the word “serve,” you probably think about an action taken, perhaps for another person. When you visit a restaurant, a server takes your drink and food order and makes sure you receive it. In tennis, a serve is when the ball is hit from one player to another. Serving is really an important action; but it is not always glamorous or easy. In ministry, serving is an act of giving of one’s self and expecting nothing in return. Serving others is a selfless act that is done out of love, care and gratitude. As a Christian, you serve others because of what God has done for you; your act of love to others shows Christ’s love.

It is easy to become disheartened when you think of the changes that have happened to education during the previous months, as COVID-19 entered into the picture. Community life has changed, home life has changed for many, education has changed and may continue to change for an unknown period of time. Even with these uncertainties, know that Christ continues to care for you and provide you opportunities to reduce stress and anxiety. As Scripture says in Matthew 11:28, “Come to me, all who labor and are heavy laden, and I will give you rest. Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls.” Christ has already carried the burden — the cross — so that you may live eternally in heaven. What a glorious message this is to carry with you each day as you serve in ministry!

As a leader in educational ministry, you lead others in your words and actions. During this pandemic period, it is important for you to lead with tender care, genuine kindness and strong spiritual guidance. The planning, delivery and relationships you have with others will show others the love of Christ. During this unprecedented time, people need to know His love and care.

May God bless you now and always in your ministry. Be regular in your worship, fervent in your prayer and frequent in your study of Scripture.

Time Out for Directors

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