

A vertical border on the left side of the page, composed of a repeating pattern of small, line-art icons. These icons represent various educational fields: science (rocket, microscope, planet, atom, beaker, test tube, globe), mathematics (ruler, compass, protractor, pie chart, bar graph), arts (paint palette, musical notes, violin, book), and general education (graduation cap, pencil, paper, apple, lightbulb, clock, calendar, microscope, and various geometric shapes).

FEBRUARY 2018

School Ministry Mailing



FEBRUARY 2018

School Ministry Mailing Contents

Alight

“Zero Tolerance”
Terry L. Schmidt

Computer File

“Instagram for Ministries”
Matthew Bergholt

Early Childhood Devotions

“It’s *Still* All About Jesus: Jesus Is ... Our Healer”
Dr. Judith Christian

Family Matters

“It’s *Still* All About Jesus – Even When We are Feeling
Loved by Others”
Dr. Steven Christopher

Fearfully and Wonderfully Made

“Top Nine Concerns About Special Education in Lutheran
Schools — Concern #6: ‘I Know What’s ‘Wrong!’”
Kara Bratton

Growing in Governing

“Prayer and Commitment”
Thomas Wrege

NLSA Powerful Practices

Concordia Lutheran School, San Antonio, Texas

Parent Pages

“Calming the Storm of Emotion”
Dr. Kim Marxhausen

Professionally Speaking

“Civility”
Mark Muehl

Rattles & Prattles

“It’s *Still* All About Jesus: Jesus is our Healer”
Judy Williams

School Shepherd

“It’s *Still* About SHARING JESUS With Families”
Rev. Robert Riggert

Time Out for Directors

“Wear Love”
Drew Gerdes



Alight



FOR LUTHERAN SCHOOL ADMINISTRATORS AND EDUCATORS

Zero Tolerance

“Therefore, since we have been justified by faith, we have peace with God through our Lord Jesus Christ. Through him we have also obtained access by faith into this grace in which we stand, and we rejoice in hope of the glory of God” (Rom. 5:1–2).



Several months ago, I followed with keen interest Internet conversations among Lutheran school leaders regarding the establishment of zero tolerance policies related to behavioral issues that at times occur in Lutheran schools. When these events occur, reactive pressures may be brought to bear on a school by parents or board members who do not have a thorough understanding of theological underpinnings related to our purpose and mission. As a reflection of today’s cultural mores, there is often an attempt to deal with misbehavior in reactive, black-and-white terms. In the eyes of some, certain defined behaviors simply should not be tolerated in our schools and the perpetrators of those actions must be excluded without consideration.

In very simple terms, Lutheran schools exist to proclaim Jesus Christ to our students. That is the distinction that separates us from public schools. In that effort, our teachers attempt to incorporate biblical teaching to all of our students regardless of their backgrounds. Our Christian faith, informed by Lutheran theology, stands in sharp contrast to the implementation of zero tolerance policies in Lutheran schools.

Students are sinful by nature. In Lutheran schools, sinful students are served by imperfect teachers. All of us have fallen short of the measure of perfection that is found in our Lord and Savior, Jesus Christ. Our sinful condition requires a Savior. God sent His Son, Jesus, into the world as that Savior. Christ has relieved us of the burden of sin — all sins. We can expect sinful behavior in Lutheran schools. Our Lord’s response to our sinful condition defines a different approach to undesirable behavior.

We all sin daily. We all stand in need of daily forgiveness. As we reflect on our Baptisms, we are reminded that despite our undeserving nature, Christ has already atoned for our sins. We are now at peace with God through the suffering, death and resurrection of our Lord Jesus Christ. The peace that we have attained, through no effort of our own, is life-changing in this world and for eternity.

Let it be said here that I am in no way implying that bullying, bringing a weapon to school, drug use or sexually inappropriate behavior have any place in our schools. Instead, I am proposing that sinful behavior needs to be dealt with on an individual, case-by-case basis. As we work with disciplinary policies and as we enact procedures related to those policies, our schools need the opportunity to properly divide Law and Gospel as we deal with sinful behavior on a daily basis. Restoration, in Christ Jesus, is always preferred. “Brothers, if anyone is caught in any transgression, you who are spiritual should restore him in a spirit of gentleness” (Gal. 6:1a). The more significant the sin, the greater the needs for forgiveness and restoration. Lives are impacted under the influence of grace, mercy and forgiveness.

This does not mean that we never arrive at a time when a student must be excluded from our school. When a student consistently violates rules without remorse and disrupts the learning environment, exclusion is a proper course of action for a school. This is especially pertinent when parents or guardians do not support the efforts of a school to affect attitudes and behavior of their children. But this must be enacted after careful and deliberate intervention in the light of the fact that God can change the heart of the most hardened sinner. Zero tolerance policies eliminate the school’s opportunity to share the comfort and encouragement of the Gospel message with a penitent sinner.

The struggle with enforcement that is related to significant disciplinary infractions is never easy. It requires much time and effort and often results in some affected parties being dissatisfied. Despite that fact, through the struggle, students may be led to contrition and repentance. Lives of students may be changed through the proclamation of God’s grace, mercy and forgiveness and that corresponds with the very purpose of our schools.

The entryway to a large nondenominational church on the north side of Milwaukee is illuminated with a large neon sign stating “SINNERS ARE WELCOME HERE.” I propose that our schools must adopt that mantra. When a Lutheran school teacher or administrator restores contrite sinners with the knowledge that Jesus secured their forgiveness, we act in accordance with our true purpose. It is a cause for much rejoicing. Students learn both the seriousness of their sin and the abundant love and mercy that Christ has for all sinners. Yes, sinners are welcomed in Lutheran schools, unconditionally!

Terry L. Schmidt • Director of School Ministry

Alight Vol. 48 • No. 6 • February 2018

Alight is an LCMS School Ministry newsletter
Published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Designer: Frank Kohn
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from The Holy Bible, English Standard Version, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.

Photo@thinkstock



February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				American Heart Month (Feb. 1-28) 1	Groundhog Day 2	Take Your Child to the Library Day 3
World Cancer Day 4	International Networking Week (Feb. 5-9) 5	Ronald Reagan born, 1911 6	National Girls and Women in Sports Day 7	Boy Scouts of America founded (1910) 8	National Bagel Day 9	Treaty of Paris ends French and Indian War, 1763 10
National Shut-In Visitation Day 11	Abraham Lincoln born, 1809 12	Pancake Day 13	Ash Wednesday Valentine's Day 14	Canada Maple Leaf flag adopted, 1965 15	Chinese New Year 16	Random Acts of Kindness Day 17
National Engineers Week 18	Presidents' Day 19	Closest approach of a comet to Earth (860,000 miles), 1491 20	Washington Monument dedicated, 1885 21	George Washington born, 1732 22	Single-Tasking Day 23	Steve Jobs born, 1955 24
National Eating Disorders Week (Feb. 25-March 3) 25	Grand Canyon National Park established, 1919 26	International Polar Bear Day 27	National Tooth Fairy Day 28	Visit lcms.org/worship to find resources and information connected to the church year.		



Computer File



Instagram for Ministries

Computer File this year is taking a look at different aspects of social media and will be covering integration in both the overall ministry setting as well as in the classroom. Be sure to check out each article to see how to effectively use Facebook, Twitter, Instagram and Snapchat in your ministries!

The old adage that a picture speaks a thousand words still holds true in the digital age, especially on social media. While some platforms include images as “one more thing” that you can post, Instagram solely focuses on images and sharing them with others. From the very beginning of its history, Instagram was the place to go when sharing pictures (and later videos), and this is still the case today.

Images on social media not only tell a story by providing a look into a location or event the viewer may not have been able to experience, but they also drive engagement with the viewer to learn more about what is going on as the “story behind the photo.” Thus, if you are looking to share any imagery from your ministry, Instagram needs to have a place in your social media strategy in order to drive engagement from a visual standpoint.

Positives of Instagram

1 One of the things that makes Instagram unique is that the platform and the app itself are extremely easy to use. After downloading the app and creating an account, users simply need to choose a photo to post, add any filters, caption or tag the photo and post it. That’s it! Apart from scrolling through and engaging with other users’ photos, Instagram is simple in the fact that it focuses primarily on one thing: pictures and video. This is a valuable positive, especially for ministries, as there is a low barrier to entry when starting out using Instagram and especially if the individual responsible for posting is a volunteer or uncomfortable with social media. Everyone today takes pictures with phones and this just adds one simple step to share them with a wider audience.



2 As mentioned earlier, pictures are invaluable for sharing a story and engaging audiences. Engagement is something that we often struggle with in ministry since there are limitations on interactions and manpower in the church. Instagram allows for engagement without direct interaction and brings stories to life in the mind of the viewer, allowing these individuals to become comfortable with who you are and what you are sharing. All of this happens simply by sharing an image and showing what you are doing in ministry.

Negatives of Instagram

1 Unlike other social media platforms such as Facebook and Twitter, Instagram requires that users create an account and sign in to be able to see other users’ posts (on mobile, content is still viewable in a web browser). What this means is that for any follower interaction to take place, everyone who is intending to interact with your posts needs to have set up an account and downloaded the Instagram app to their mobile device. This, along with Instagram’s focus on a “mobile-only” strategy, may limit interaction until your user base is comfortable with the Instagram platform and app.

2 While other social media platforms pride themselves on the idea that they solely focus on interaction,

Instagram has not put as much emphasis on this aspect of its services. Yes, fellow users can comment and like a photo, but that is basically it. There are no additional aspects to “liking” a post and little ability to post comments other than through text. As a result, in many ways Instagram has a much lower level of interaction than what could be expected on something like Facebook or Twitter. However, interaction is different than “views,” and it is important to differentiate between these two different concepts.

Best Uses of Instagram for Ministry

Now that you have a good understanding of the positives and negatives of Instagram, you are probably wondering where to start and how to best implement it into your specific setting. Some best practices are included below, but it is essential to remember that these are only the meager few listed here while there are innumerable ways to integrate Instagram into your ministry setting, and a simple Internet search will garner you a plethora of additional ideas.

1 We all know that not everyone can be at every event that we host. Sharing images from an event (Easter Egg Hunt, Youth Group Fundraisers, etc.) is an easy way to share images of what is going on for congregation members and visitors alike. This idea of engaging the congregation beyond Sunday morning worship begins to create a culture of fellowship and sharing that will only serve to better connect the Church to its people.

2 We have all seen the post on social media with a pretty picture overlaid with a Scripture verse or an inspirational message. The same thing applies on Instagram, with additional functionality of connecting with users. This simple image and text allows you to not only share Scripture in a meaningful way, but also connect individuals to the readings of the day or the focus of the pastor’s sermon. Many ministries are amazed by the engagement around sharing what will be talked about in church, and this is just one example of sharing text with images on Instagram!

Some Tips and Tricks

1 When starting to use Instagram, it is essential to determine the “voice” of the posts. This may seem strange to think about since what is being shared is primarily images! However, determining what types of images will be shared keeps the account postings consistent and provides a singular “voice.” Whether the choice is close-ups of individuals, large group pictures, event shots or other

types of imagery, attempt to determine this first and keep it consistent from the beginning.

2 This may seem to be a trivial point, but consistently using the same filters when posting images on Instagram is an important thing to remember. Coinciding with the same “voice” idea, the same “look and feel” goes a long way in allowing viewers to immediately and easily recognize your images as they are scrolling through their Instagram feeds.

3 Just like every other social media platform, Instagram has implemented the use of hashtags in the text area of its posts. As always, this allows users to search for conversations and posts with the related hashtag so that they can see what is being posted even though they do not follow every individual using the same hashtag. When in doubt, develop one for your ministry or specific event and use it on everything, Instagram included.

With a low barrier to entry and the potential for a high level of engagement and community building, Instagram is essential for ministries today to explore to see how it can impact what they are already doing and sharing on social media. Everyone has viewed and shared pictures since the inception of the camera, and Instagram takes this practice one more step into the digital age.

Next month we will look at how to leverage the power of Instagram in the classroom to further community and growth within an educational setting. Remember, you are not the first to try something new, especially with integrating Instagram into your ministry. Check out what others are doing near you and see if they would be willing to share their knowledge to help you get started as well!

RESOURCES

If you are looking for some good examples of ministry Instagram accounts, be sure to check out the following:

- The Lutheran Church—Missouri Synod (@thelcms)
- LCMS Youth Gathering (@lcmsnyg)
- Concordia Publishing House (@concordiapub)



Computer File Vol. 17 • No. 6 • February 2018

Computer File is an LCMS School Ministry newsletter
Published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Matthew Bergholt Designer: Frank Kohn
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with credit the line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from The Holy Bible, English Standard Version, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.





Early Childhood DEVOTIONS



FOR CHILDREN AGES 3 TO 7

IT'S STILL ALL ABOUT JESUS

FOCUS: WHO IS JESUS?

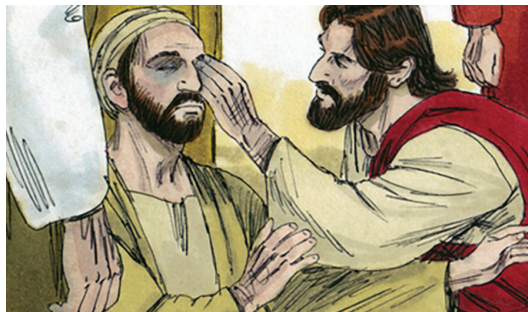
"Jesus Christ is the same yesterday and today and forever" (Heb. 13:8).

Jesus Is ... Our Healer

(The Man at the Pool: John 9:1–7)

Before You Teach

John's Gospel contains strategic stories of only seven miraculous events, which are called "signs." In this sixth one, Jesus gives sight to a person who has never been able to see. The important question Jesus addresses is not what caused his blindness, but how his purpose is redirected when Jesus steps into his life. He is now not just a cured blind man, but also a witness to the power of God in his life. Let us help those we teach see that God sends Jesus to each of us to renew and reshape us to work and witness for Him. That is our purpose!



Greeting

Welcome each child upon entry. **Hello, child of God. I am so happy to see you!**

Gathering

Gather in your worship area, following your established routine. **Sing:** "I Have the Joy" (LOSP, P. 62).

Tell the Story

You will need: A bowl of water, a towel.

One day, seeing a blind man, the disciples asked, "Jesus, who sinned that this man was born blind?" Jesus answered, "Neither this man nor his parents sinned. This happened so that the work of God could be shown in his life." Jesus then spit on the ground, making some mud. Then He put the mud on the man's eyes saying, "Go and wash in the Pool of Siloam (a small lake)." So, the man went to the pool, washed (**scoop up water, letting it run through your fingers**) and was suddenly able to see! Amazed, people asked, "Isn't this the blind man who sat by the road begging?" Some said, "Yes! He is the same man." Others said, "No! He just looks like the blind man." But the man said, "Yes! I am the same man who was once blind. Jesus put mud on my eyes and told me to go to the pool in Siloam and wash (**repeat water motion**). So, I went and washed (**repeat water motion**). Suddenly I could see." "Where is Jesus?" the people asked. "I don't know," the man said. The enemies of Jesus, the Pharisees, did not believe the man. The man said, "Nobody has ever heard of healing the eyes of a man born blind. If this man were not God, He could do nothing." The Pharisees shouted, "How dare you say that to us!" And they threw him out of the synagogue (church)! Jesus heard what the Pharisees had done and went to the man saying, "Do you

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

EARLY CHILDHOOD DEVOTIONS • Vol. 22 • No. 6 • February 2018

PHOTO: ISTOCK/CHRISTOPHER FUTCHER - ALL RIGHTS RESERVED ILLUSTRATION: THINKSTOCK/BIBLEARTLIBRARY

trust Me?" The man said, "Who are You? Tell me so I may believe in You." Jesus said, "I am Jesus, sent from God to you." Then the man said, "Lord, I believe," and he worshiped Jesus.

Jesus healed the blind man as he washed in water (**repeat water motion**). We have been washed in the waters of Baptism (**repeat water motion**) and healed from our sin. Our sins are forgiven!

PRAY TOGETHER: *(Children repeat each phrase after you)*
Jesus, Savior, God's own Son, I believe You are the One
Sent to earth to heal and save; You died and rose from the grave.

Your great love has helped me see; from my sin You rescued me.

Your saving grace I will share, telling people ev'rywhere. Amen.

Remember the Story

BIBLE WORDS TO REMEMBER

PRE-K & K: "Our soul waits for the Lord; he is our help and shield" (Ps. 33:20).

GRADES 1 & 2: "Heal me, O Lord, and I shall be healed; save me and I shall be saved, for you are my praise" (Jer. 17:14).

Activities

CREATE: Watercolor hearts. Demonstrate using watercolors to paint precut hearts. When dry, display hearts with the words: "**Jesus Loves Me! Jesus Loves You!**"

SING: "Child of God" (LOSP, P. 98); "Baptism Song" (LOSP, P. 97).

DO: 1. Baptism. **Jesus healed the blind man as he washed in water. Washed in the waters of baptism, we are healed from our sin.** Gather children around the church baptismal font. Talk, or invite a pastor to talk, about Baptism.

2. Puddle Jump. **Outdoors:** As snow melts or rain ends, advise parents to dress children appropriately for puddle jumping.

Indoors: Place inexpensive non-skid pads (available online), or tape puddle outlines, around the floor. Guide children to, in turn, jump onto and off of each "puddle."

Live the Story

Jesus redirected the blind man's purpose. Has God redirected your purpose? Share your story. Invite and encourage others to do likewise.

Sending

You will need: A bowl of water. Gather in the "Blessing Circle" for closing prayers. As children depart, use the water to make the sign of the cross on the forehead of each, saying: **Go and tell about the healing love of Jesus.**

JESUS LOVES ME!
JESUS LOVES YOU!



Early Childhood Devotions

Vol. 22 • No. 6 • February 2018

Early Childhood Devotions is an LCMS School Ministry newsletter Published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Dr. Judith Christian Designer: Erica Schwan

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line "Reprinted with permission of LCMS School Ministry."

Scripture quotations are from The Holy Bible, English Standard Version, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.
© 2018 LCMS





Family Matters



A CHRIST-CENTERED RESOURCE FOR FAMILIES AND TEACHERS

It's *Still All About Jesus* — Even When We are Feeling Loved by Others

Love may be one of the most studied words, spoken words, and least understood words in our world these days.

We are told that one of the most basic needs we have is to be loved and to love others. Sounds so simple! Easy to say — hard to do.

When we are loved, we can feel secure, we can have a positive sense of well-being and, overall, we can judge that life is good. What a blessing to have a home where love abounds, where parents love their children and children feel loved.

A household that is void of love, or at least lacking love in some ways, creates a struggle for children. They can become unsure of themselves, and miss out on needed support that will enable them to become loving adults themselves.

The world seeks love. Take note of any number of pop songs over the last 50 years and you will hear the search for love in songs like “I Want to Know What Love Is” and “Lookin’ for Love,”

just to name a couple. This world is seeking a deeper understanding and experience of the word “love.”

A home that communicates love in meaningful ways reflects God’s design for

families. It is a place where the Lord Jesus is in the center of family activities and daily life. God by His very nature is love. He desires to show His mercy and love to His children, which He has done — most noticeably through the sending of His Son, Jesus Christ, to be our Savior by dying on the cross of Calvary for our sins. This is true love, that a Father would sacrifice His only Son to redeem the creation that went astray from the Creator.

God desires to have homes and families live in love. This is best accomplished when they connect with the God of love, when they as a family worship together on a regular basis, when they read and study Scripture together, when they pray together and when they serve others in the name of Jesus.

There may be times when there is that wonderful feeling of love in our homes and among the members of our family. What a joy to see love experienced firsthand among our loved ones. When that occurs, give thanks and praise to the One who *is love*, the One who gave Himself in love. Even when we sense and feel this

powerful emotion in real time, we also remember and know that even when we are feeling such love — that it is still about Jesus, who loved us first.



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

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 the person who has experienced a strong outpouring of love in their life recently.

FAMILY DISCUSSION TIME: *Ask the following questions and invite family members to respond as they are willing and capable.*

- 1) Share a time when you felt very loved.
- 2) Share a time when you didn't feel very loved.
- 3) What makes a person "loveable"?
- 4) What are some things that make a person hard to love?

BIBLE STUDY TIME: Have a Bible handy so that verses listed below can be read aloud by a member of the family.

Mark 12:31 — What are ways we can love our "neighbors" (those around us) as ourselves?

John 15:13 — While we may not give up our life for friends, what are ways we sacrifice things for friends, or give up something to show our love for them?

1 John 4:19 — We can love others because of _____? How is God's love shown in our lives?

FAMILY FIELD TRIP: Take a family outing to a nearby market or other store that has a nice selection of candy and other sweet treats. Look around as a family and decide on a special "Valentine" that fits each member of your family based on personality. For example, purchase a "Snickers" for the person who giggles the most, or a "Bit-O-Honey" for the person who is always nice. Have fun! Enjoy! Be creative! (But don't get too carried away and get asked to leave the store.) Come home and enjoy the specially selected treats!

CLOSING ECHO PRAYER: Have an adult or older sibling read the following prayer, phrase by phrase, with other members of the family repeating as an echo.

Dear God, thank You for the gift of love we have in Jesus our Savior. Thank You for the love we have in our family. May we grow in the love of Christ every day, and share that love with others often. In the Name of Jesus, *Amen.*



Family Matters

Vol. 22 • No. 6 • February 2018

Family Matters is an LCMS School Ministry newsletter
Published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Dr. Steven Christopher Designer: Erica Schwan

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line "Reprinted with permission of LCMS School Ministry."

Scripture quotations are from The Holy Bible, English Standard Version, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.
© 2018 LCMS





Fearfully and Wonderfully Made



TOP NINE CONCERNS ABOUT SPECIAL EDUCATION IN LUTHERAN SCHOOLS

Concern #6:

I Know What's "Wrong!"

It is a wonderful feeling to leave a workshop or other professional development event, or read a book about how to help students who struggle in your classroom, and feel that you now better understand their needs. You are ready to make needed accommodations, plan some different ways to teach the standards and watch these students succeed. You may also leave that workshop feeling that the signs of a particular disability apply to other students in your classroom who do not yet have a diagnosis, and you want to share your thoughts with other teachers and parents of that student. This is where we want to spend some time exercising caution.

Students and their needs can many times seem like puzzles. As a teacher, you may have a few pieces of that puzzle to start the school year through talking to parents and previous teachers, or by knowing the student's family.

As you get to know the student and how they function in the classroom during the year, more pieces of that puzzle become available, but there may be some pieces that either do not seem to fit quite right, or pieces that are missing. If you enjoy puzzles, you want to find that missing piece and make everything fit together perfectly to make the school year a success for you and every student. It is very frustrating when this does not happen for all students, and as a quality teacher, you want to know how to complete

that puzzle. You then attend that conference or learn about a particular disability and suddenly you realize what that missing piece is to complete the picture! That struggling student has dyslexia, or may be on the autism spectrum!

Conversation with the parents

It can be a very satisfying feeling to finally have pinpointed that missing piece that may lead to success for that student. All that is needed now is for you to reveal your findings to the parents so an appropriate evaluation can be requested. This is the point where you may hear differing opinions on how to approach this conversation. The approach LSEM recommends is that you have an honest conversation with parents about the strengths and difficulties you see the student having in the classroom without assigning a "label" to those difficulties. Let the disability label, or lack





“During these conversations, keep in mind Psalm 139:14 and that each student is fearfully and wonderfully made. **Focus on how to help bring out God’s gifts in each student along with helping the areas of difficulty.**”

thereof, come from a professional who has the appropriate certifications to make that diagnosis.

It is recommended that you present the parents with written information including specifics of what that student excels at and what is difficult. During these conversations, keep in mind Psalm 139:14 and that each student is fearfully and wonderfully made. Focus on how to help bring out God’s gifts in each student along with helping the areas of difficulty.

Depending on your local school district and other available resources, have the discussion with parents that you feel a formal evaluation from one of those resources would provide helpful information to you as the teacher and to them as parents, and that the evaluation would be able to determine if there is some kind of disability present. Ultimately, parents need to consent to have this type of evaluation done, and these conversations can be very difficult. At times, parents have seen the same signs you have and agree that there is a puzzle piece missing. Sometimes, parents may not realize the extent of these difficulties and need more time to process what is being said before they come to a decision. As the teacher, you can facilitate the discussion and also aid in the evaluation process if and when that comes, but unless you have the qualifications to diagnose, please refrain from tossing out

possible labels in that conversation. You may feel confident that you know that student will qualify as a student with a learning disability, but allow the diagnostician to determine that based on the information you share and make available.

Classroom strategies

In the meantime, when you learn those wonderful strategies and interventions at a workshop or through a book, implement them with those students whom you feel will benefit, even when there is no “label.” If you attend a workshop on autism, and see that those strategies may work well with a student you have in the classroom, go ahead and put them into place! The presence or absence of a label will not make a certain strategy either work or not work. Let your knowledge of that student and the information you have from all those other puzzle pieces guide your instruction even as you wait for that one last puzzle piece to be put into place.

If you are looking for assistance or strategies to help students in your classroom or school, or more guidance on having those difficult conversations with parents, please remember that Lutheran Special Education Ministries is here to help! Visit luthsped.org or contact us at lsem@luthsped.org.

Fearfully and Wonderfully Made

Vol. 1 • No. 6 • February 2018

Fearfully and Wonderfully Made is an LCMS School Ministry newsletter published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Kara Bratton Designer: Chrissy Thomas
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from The Holy Bible, English Standard Version, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.





Growing in Governing



GROWTH TOPICS AND DISCUSSIONS FOR LUTHERAN SCHOOL GOVERNING BOARDS

Prayer and Commitment

We are all about Christian education at our respective schools. Sharing Christ is central. It is our culture and our privilege to teach about Jesus in every part of our day. We pray continually. We are mentors to many, but especially to the children we serve. Congregation members are asked to pray for those involved in the ministry of the school. Ministry-wide, the structure should include the boards, lay leaders and auxiliary support groups. Prayer and commitment should permeate. God will bless!

Many individuals might complain that their prayer life could be improved. Some could certainly relate to this. But what if a culture of prayer was created, to construct a continual effort of seeking God's will, of praising Him, of confession and absolution, of grace and of relational opportunities with all whom we serve? Every school desires to have a culture that draws in staff, families, visitors and groups. Can a culture of praying really be noticeable? The answer is a resounding "Yes!" Make it deliberate and directed.

Psalm 5:3 says: "O Lord, in the morning you hear my voice; in the morning I prepare a sacrifice for you and watch." The psalmist who penned Psalm 5:3 models the attitude we should have when we pray — that of eager expectation. We should believe God will answer our prayers and diligently watch for His hand at work. The psalmist also shows us that when we pray early in the day, we have the rest of the day to anticipate God's answer!

1 John 5:14 says: "And this is the confidence that we have toward him, that if we ask anything according to his will he hears us."

God delights in answering prayers. But how does one know what God's will is? By reading His Word. As we seek God through Bible reading and prayer, we get to



know Him better as our Lord and Savior — and gain godly wisdom and spiritual insight. This gives us a greater understanding of how to pray according to His will.

Board Prayer Best Practices

Meet in classrooms for meetings. Pray for the individual students and for the teacher. Place prayers within the principal's monthly report. In addition:

- Pray that students would gain a godly perspective toward life and learning.
- Pray that students might cultivate relationships with others.
- Pray that students would have courage to stand for right and oppose wrong.
- Pray that the congregation would always think in a missional manner — toward the Great Commission and outreach.

- Pray for the Board itself, as their decisions impact the ministry of the school.
- Pray that students might develop in all areas of their lives: spiritually, academically, socially, emotionally and physically.
- Pray that God would use the school in helping students establish priorities for their lives that are compatible with His Word.
- Pray that God would use these vital, formative and foundational years to build enduring character qualities in the lives of students.
- Pray for a healthy ministry team.
- Pray that God would give grace to students in their trying times.
- Pray that God would sustain the teachers, staff members and congregation as they give so much of themselves.
- Pray that learning becomes an adventure as students begin to comprehend the power, grace and presence of God in all that they learn.
- Pray for financial sustainability and strong vision.

Staff Prayer

Have a grid that lists every staff member and how/where they serve. Pass it out to everyone — the staff, families, the congregation, boards — with the expectation of prayer for those who are part of the congregational ministry of the school. This is another way for all who receive it to understand the importance of prayer and to see that this culture is present and is embraced.

Behavioral Commitment

Making a commitment is a big deal. When doing so, it shares a sense of integrity and a promise to follow what is stated therein. A preamble might read, “To the best of my ability with the help of Jesus Christ, I commit to the following behaviors.” Such a document shares how the board members are expected to act toward one another. It lists the behaviors that should occur and that everyone in the organization relies on. This includes meeting protocol, reconciliation, “failing forward,” accountability, speaking the truth in love, the power of robust conversation, decision protocol, keeping confidences and more. It includes a statement of belief. It even speaks of sexual expectations, as found in Scripture. Negative actions are reviewed; Christian discipline is discussed. It states that some actions would require one to step down. It is steeped in Christian love and lofty standards. It is a solitary promise.

Prayer is a privilege and a promise. It should be a daily practice for Christian leaders on our boards. A meeting can stop appropriately for time spent with the Lord. It always begins and ends with folded hands and bowed heads. Behavior can be looked at as a position description — one that can and should be reviewed again and again so that the behaviors and promises listed prescribe living lives dedicated to our Lord and Savior, Jesus Christ. Through these and other blessings, the church is served well and God is indeed honored.

Learn More

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

- Code of Christian Conduct template
- 31 Day Prayer Guide template
- Staff Prayer Guide template

Growing in Governing

Vol. 30 • No. 6 • February 2018

Growing in Governing is an LCMS School Ministry newsletter Published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Thomas Wrege Designer: Chrissy Thomas
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from The Holy Bible, English Standard Version, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.





NLSA POWERFUL PRACTICES



Concordia Lutheran School, San Antonio, Texas

GIFTED, TALENTED AND ENRICHMENT PROGRAM

"Having gifts that differ according to the grace given to us, let us use them" (Rom. 12:6).

PROGRAM PHILOSOPHY

Philosophy:

Concordia Lutheran's gifted students need a qualitatively differentiated program that is advanced, complex and in-depth.

Core Values:

Guide students to use high intellectual abilities to impact how they and others see, believe and receive Jesus, and serve Him with their gifts.

Develop advanced, interactive relationships and strong communication skills to clearly articulate original ideas.

Master complex processes of in-depth subject matter, shown through well-designed, meaningful products.

Program Goals:

The core purpose of the Concordia gifted program is to facilitate the *optimal development* of students' intellectual gifts and talents.

Optimal development includes ...

- producing the highest level of adaptive problem solvers and perceptive thinkers;
- creating highly effective communicators;
- guiding learners to be focused and self-directed;
- creating self-actualizing children of God;



Middle school students use problem solving and critical thinking to complete a Breakout EDU activity.

- nurturing in-depth intrapersonal and interpersonal potential; and
- developing creative, analytical and evaluative thinking skills through inquiry and/or project-based learning.

IDENTIFICATION OF CANDIDATES

K and First grade enrichment

Who decides? The classroom teacher and the GT&E coordinator will continually evaluate students through conversation and observation in order to identify students



Third graders build their algebraic thinking through Hands on Equations.



Fifth graders use analytical thinking while reading advanced literature.



Second-grade students use SCAMPER to strengthen their creative thinking.

who have an academic need for enrichment. Different students will demonstrate different needs throughout the year, so the groups receiving enrichment will be fluid and changing. The students will receive enrichment in their classrooms and in the GT&E room.

How do they decide? The teachers will use many tools to assess student needs for enrichment, including:

- nonfiction reading suggestions
- divergent thinking skills
- book clubs
- convergent thinking skills
- logic problems
- evaluative thinking skills
- complex math problems
- visual thinking skills
- visual puzzles
- brainstorming

Second grade enrichment

Second-grade students will be evaluated for enrichment based on a combination of data, including test scores from first grade and high classroom performance. Identified second-grade students will receive enrichment in the GT&E classroom.

Note: students are not identified as gifted until further academic data is collected; thus, students in kindergarten through second grade participate in enrichment activities.

IDENTIFICATION OF GIFTED STUDENTS

Third grade — eighth grade

Data about students is collected via test scores, academic performance and observation of students. When data indicates a student may require advanced differentiation, the student's data will be evaluated by a team of administrators and teachers for inclusion in the GT&E program.

Grades 3–5: Instruction in the GT&E classroom for three to four hours per week

Grades 6–8: GT&E elective class option for qualifying students for one to one-and-a-half hours per week

Note: a student's performance on tests or in the classroom may indicate a re-evaluation is necessary. In such cases, the administration, teacher and parents will decide which placement is in the student's best interest.

Course of Study K – 2

K – 2 Program: Utilizes a broad umbrella theme to reach its objective of developing scholarly thinkers. Core subject areas: Language Arts, Mathematics, Science and Social Studies.

- | | |
|----------------------|--------------------|
| ■ Critical Thinking | ■ Literature |
| ■ Scholarly Thinking | ■ Research |
| ■ Creative Thinking | ■ Affective Domain |
| ■ Problem Solving | ■ Technology |

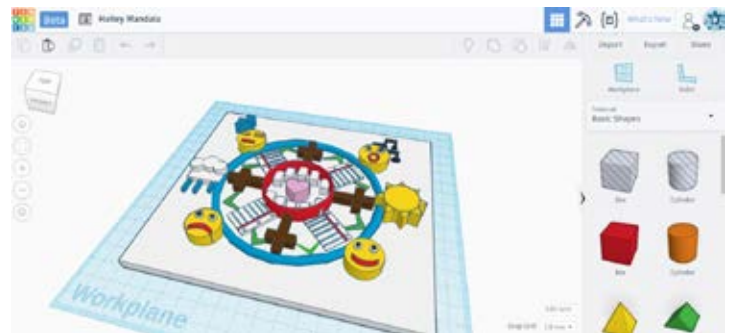


Fourth graders use depth and complexity icons when researching Leonardo da Vinci.

Course of Study 3–8

3–8 Program: Utilizes a broad theme to develop a scope and sequence of strategies through language arts, mathematics, science and social studies to develop scholarly thinking.

- | | |
|---------------------------|--------------------------------------|
| ■ Critical Thinking | ■ Literature: Novels & Short Stories |
| ■ Deep & Complex Analysis | ■ Technology |
| ■ Creative Thinking | ■ Problem Solving |
| ■ Affective Domain | ■ Research |
| ■ Logic | |



This student chose Tinkercad as an effective tool to communicate original ideas in her Philosophy Mandala.

GT Math Grades 3–5

To enhance the middle school math program, beginning in the 2016–2017 school year, GT Math was added grades three through five. A similar screening process is used to identify students for the GT Math program. Students in the elementary GT Math program attend classes

daily during the same time their classmates receive math instruction. The curriculum is a combination of accelerated pacing and depth/complexity which takes the third through sixth grade TEKS and compacts them into our third through fifth grade years of math instruction.

PHOTOS: CONCORDIA LUTHERAN SCHOOL, SAN ANTONIO, TEXAS

NLSA Powerful Practices

Vol. 8 • No. 4 • February 2018

NLSA Powerful Practices is an LCMS School Ministry newsletter published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Designer: Chrissy Thomas
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line "Reprinted with permission of LCMS School Ministry."

Scripture quotations are from *The Holy Bible, English Standard Version*, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.





Parent Pages

RESOURCES FOR CHRISTIAN PARENTS IN THE 21ST CENTURY

Calming the Storm of Emotion

From the first time we hear our babies cry, we want to calm them and make their world all right, again. In the process of learning self-regulation, most children learn how to calm their own emotional storms. In doing this they learn how to use their emotions rather than allowing their emotions to use them. However, some children seem to miss this step. For them a small emotion can cascade into a full-blown meltdown. At that point it is a challenge to calm down. The more often a meltdown happens the more likely it will continue to happen as the brain develops habits. Emotional storms from any age child can benefit from intervention.

Four things will help you teach your child to calm down and get emotions under control: identify, aware, strategy and practice. These four will work with children of any age from preschool on up. They just need to be adjusted to the level of each child.

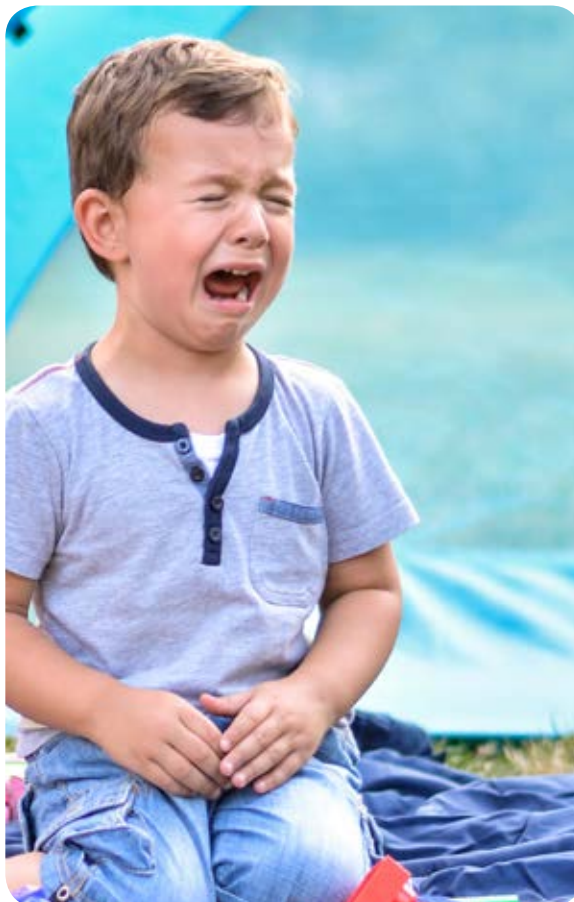
Identify

The first course of action is to teach your child how to identify emotions. It might seem that emotions speak for themselves, but in reality, it is easy to confuse feelings. For instance, a child might not be able to separate anger and jealousy as jealousy often leads to anger. Young children cannot always discriminate between feeling frustrated and feeling tired. And even for adults it can be hard to distinguish between

anger and fear. When children are showing signs of being upset, help them to identify the emotion. Often meltdowns come from the fear of the intensity of the experience. Talking about emotions and learning how to identify them is the first step in reducing that fear.

Aware

Becoming aware of the intensity of an emotion is as important as identifying it. As adults, we typically know when we need to take a break and breathe. Children might skip this step, allowing emotions to cascade into a meltdown. For younger children teach them how to do a body check. Are teeth or fists clenched? Are neck muscles tight? Is there a headache or stomachache? Older children can identify emotional intensity by thinking of a thermometer with numbers or hand motions indicating just how angry or frustrated they are. Once children can identify intensity of emotion they can begin to find ways to relax.



Strategy

Calming strategies are the next step toward emotional control. Strategies can be unique to each child. For most children taking a short break with a predetermined activity will work well to reduce the intensity of an emotion. Reading, music, drawing, stretching, building with



“ These items or activities should not be seen as a crutch; rather, they are physical ways to get control over a mental experience. Most children move on when they no longer need them. ”

construction toys and even pacing around the room can all help a child to calm down. When I taught in a school, I had several children who kept a favorite stuffed animal in their cubby. After a few minutes of holding the toy the child could calmly return to work. These items or activities should not be seen as a crutch; rather, they are physical ways to get control over a mental experience. Most children move on when they no longer need them.

Practice

Children developing strategies should practice those strategies in role plays before they need them. It is also wise to practice in the same place where they will be used because the strategy and the space will work together to help your child. It can also be useful to take pictures of your child practicing the strategies. Use the pictures to create a book with simple phrases. This book can both calm children and prepare them for a potentially frustrating or fearful situation if reviewed beforehand.

Some children have neurological issues or other concerns that increase the likelihood of emotional storms. Such children benefit from professional help that offers a

diagnosis and specific treatment. The techniques listed in this article cannot, and should not, replace professional care for those who need it.

“O Lord, you have searched me and known me! ... Even before a word is on my tongue, behold, O Lord, you know it altogether. You hem me in, behind and before, and lay your hand upon me” (Ps. 139: 1, 4–5).

Our most effective emotional peace comes because Christ knows us better than we know ourselves. His peace gives us strength and calms our hearts. The next time your child loses control of emotions, know that God will help you teach and comfort. Remind your child that God is stronger than our emotions.

For Further Study

The Psalms contain every known emotion. This group puts the Psalms to music:

■ sonsofkorah.com

Parent Pages

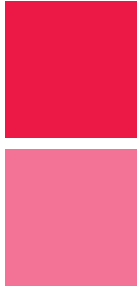
Vol. 17 • No. 6 • February 2018

Parent Pages is an LCMS School Ministry newsletter published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Dr. Kim Marxhausen Designer: Chrissy Thomas
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from The Holy Bible, English Standard Version, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.





Professionally Speaking



Civility

.....

- ① *We will greet and acknowledge each other.*
- ② *We will say please and thank you.*
- ③ *We will treat each other equally and with respect.*
- ④ *We will be direct, sensitive and honest.*
- ⑤ *We will address incivility whenever it occurs.*



Where would you expect to hear this list? This is what Bill Hybels calls his “Civility Code,” shared at the *Global Leadership Summit 2017*. While these were expectations years ago and were actions shared at home, work and in other social situations, one could argue that a lot of remedial teaching (and coaching) needs to be done to get these practices back into the functioning of our society today.

Postmodern times dictate a need to define words and a need for a functioning agreement on words and phrases. All too often, those in conversations just assume all parties involved are using the same working definitions of certain words and phrases. Even this notion of a “Civility Code” has other definitions. In California, a civility tool box is shared as part of the State Bar Association. It contains language and actions that are permissible and not

permissible. Here, the Civility Code becomes more than manners — it’s the language of the Bar.

In a sample veterinarians’ resource site, the question is posed, “Is your veterinary hospital certified civil?” (veterinarybusiness.dvm360.com/civility-codes-explained). One can conclude quickly that most of the code is nothing more than bygone manners. In other cases, codes are interpreted as divisive and inflammatory. In the fall of 2017, the Chancellor for UC Berkeley “was forced to backtrack and clarify his statement [on civility] after scholars and commentators raised concerns that civility would be used as an excuse to repress legitimate political debate” (huffingtonpost.com/the-center-for-constitutional-rights/when-civility-is-code-for_b_6366362.html).

In our world, every word needs defining, every action needs accountability, every thought is judged as being biased.

Is there a “Professionally Speaking” application for civility? Consider these thoughts on civility within the activity of a school:

■ **Treatment of co-workers.** Pastors, administrators, teachers, office staff, kitchen staff, maintenance staff and aides perform their responsibilities within schools to the glory of God. Respect, truth and love can be expected to permeate words and actions. Be it in the hallway, small groups, faculty meetings or in social gatherings, colleagues and co-workers can expect greetings, words of encouragement and honesty. “Truth had to be told?” Maybe ... but where and when? “I’m just being honest?” Is “being honest” out of love or to expose? Silent treatment toward others? Read the Good Samaritan lately? Shunning is not a Christian action.

■ **Treatment of guests and implications of admissions.**

Stores like Wal-Mart have greeters at their entrances for the main purpose of welcoming customers. The best greeters are attentive to every arriving customer, not glued to a cell phone or engaged in conversation with a fellow employee. Customers first — that’s the motto. Is an attentive greeter with a warm welcome the first impression of your school? Does the school’s administrative assistant understand the importance of first impressions? Does the facility itself help or hinder the community’s ability to be welcoming?

■ **Treatment within the classroom.** Taking turns. Raising hands. No secrets. What else comes to mind as one thinks about classroom rules? Often classroom rules are about order, but would the bigger priority be about learning to get along?

Civility finds its roots in the second table of the Ten Commandments. The Fourth Commandment is about respect for authority. The Fifth Commandment is about physically caring for one another. The Sixth Commandment is about respect for God’s design for family and relationships with one another. The Eighth Commandment is about our words toward one another.



It’s not natural for us to look beyond ourselves, beyond our own needs, and treat others with love and concern.

The reality is caring for our neighbor is not an easy thing for us to do. It’s not natural for us to look beyond ourselves, beyond our own needs, and treat others with love and concern. However, our God has shown to us what it looks like to be selfless, to be humble, to care for those around us. In Jesus, we see selflessness for the good of mankind, even to the extent of death. In Jesus, we see humility as the Creator lives within a fallen creation and lives for others, not for Himself. In Jesus, we see compassion for others, even for those who are difficult to care for.

Thanks be to God that we are in Christ through faith. His life is the life we are connected to in the waters of Baptism. Our sinful, selfish ways are

daily drowned and, to the glory of God and by His grace, we perform the works He has set in front of us, works that are a witness to Christ.

As we see over and over again, it’s still all about Jesus ... including how we treat one another.

Professionally Speaking

February 2018

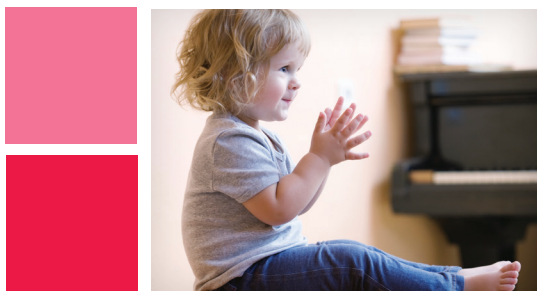
Professionally Speaking is an LCMS School Ministry newsletter published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Mark Muehl Designer: Lisa Moeller
© 2018 LCMS

PHOTO: LIGHTSTOCK

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from *The Holy Bible, English Standard Version*, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.





Rattles & Prattles



A RESOURCE FOR CAREGIVERS OF INFANTS AND TODDLERS

IT'S STILL ALL ABOUT JESUS: *"Jesus Christ is the same yesterday and today and forever" (Heb. 13:8).*

Jesus is our Healer



Bible Story: Jesus heals the man at the pool of Bethesda
(JOHN 5:1-47, ESPECIALLY VV. 1-15)

Before teaching the children:

This month, as we look at Jesus' miraculous healing at the pool of Bethesda, we see Jesus heals the total person — both physical and spiritual. The story also points out that the man in the story didn't do anything to deserve Jesus' healing. In fact, he didn't even ask Jesus to heal him or thank Jesus for that healing.

Commentaries tell us the water in the pool was supplied by streams or irrigation channels. It was used for public bathing and healing rituals. Some people at Jesus' time believed the waters of the pool had healing properties. (From "Primary Bible Lessons," *Our Life in Christ* (vol. 9, no.1), copyright © 1996 Concordia Publishing House)

When Jesus came to the pool, He saw many lying around the edge, waiting. Jesus approached a man who was

paralyzed and had been unable to walk for 38 years. Jesus demonstrated His love and compassion. He asked him if he wanted to be healed. Instead of answering Jesus' question, the man complained that he was unable to get into the pool by himself and had no one to help him.

Immediately, Jesus told him to get up, pick up his mat and walk. As he walked away, carrying the rolled-up bed mat, some church leaders told him he shouldn't be carrying the bed mat on the Sabbath. The man told them the person who healed him told him to do it. When they asked who that was, he said he didn't know.

Later, Jesus saw the man at the temple and spoke words of spiritual healing. Again, the man did not respond to Jesus, but went to point Him out to the church leaders. They confronted Jesus with their concern that He asked the man to disobey the law about working on the Sabbath (day of rest for God's people). The rest of the Scripture reading talks about the dialogue between Jesus and the church leaders in regard to Sabbath rules.

Jesus went on to explain that He truly does have authority to heal and will reveal His true power when He dies and rises again, thus completing His work as the promised Messiah.

Jesus not only healed the man in the story, but He heals us too. He may heal with a miracle, or use medicines, doctors, nurses and others who help us. And, Jesus is God's Son, and our Savior, and has the power to heal us spiritually. He was hurt and died for us and came alive again so that all our wrong choices are taken away. When children are ill, pray for them, asking for healing and thanking God for answering your prayers. When children make wrong choices, pray again, asking and thanking God for His love and forgiveness. "Bless the Lord ... who forgives all your iniquity, who heals all your diseases" (PS. 103:1, 3).

Curricular Materials

Jesus' time – the focal point for each day

Getting Prepared:

■ **Prepare a Worship Center:** Place the altar covering (either cloth or laminated colored construction paper — color can change with the church season) on the altar. Add a cross and two candles (cardboard tubes covered with laminated paper and red tissue for flames)

■ **Prepare materials:** enlarge the four Bible story pictures from the reproducible; make copies on cardstock; color, cut apart and laminate the pictures. Cut apart again and tape together to make one long strip. Fold to make a “fold book.” Optional: make a cover from an additional piece of cardstock.

■ **Songbook:** *Little Ones Sing Praise (LOSP)*, Concordia Publishing House, 1989.

Invite the children:

Sing a song using the melody “Mary Had a Little Lamb.” Please come here and sit with me, sit with me, sit with me. Please come here and sit with me right here on the floor.

Wave and sing: Now it's time to say hello, say hello, say hello. Now it's time to say hello to you and you and you.

Show/point to a picture of Jesus. Sing: We will learn of Jesus' love, Jesus' love, Jesus' love. We will learn of Jesus' love for you and you and me.



Share God's Word:

Unfold the book to show picture #1: A long time ago, on a beautiful day Jesus went walking to where sick people lay — Next to a pool. When the water moved, one would get in — And thought he would be well again.

Unfold to show picture # 2: But, one poor man was sad as could be. He couldn't move fast and get in quickly. Jesus walked over to where he lay. “Do you want to get well this very day?” He looked at Jesus, as sad as could be. “I can't move fast and get in quickly.”

Unfold to show picture #3: Jesus said, “Here's what to do. Stand up, pick up your mat, then walk home too.” The man stood up, picked up his mat and then walked home — just like that.

Unfold to show picture #4: Jesus saw him later; He looked and smiled, “Your sins are forgiven; you can become God's child.” Jesus healed the man on that beautiful day. He made him well and took his sins away. Jesus loves and helps us, both me and you. He helps when we're sick and takes away sins too. *Leave the fold book at the worship center. Remove the altar covering and candles.*

Sing and Pray:

Sing: a piggyback version of “Jesus Loves Me, This I Know” (*LOSP*, P. 42).

Jesus loves me when I'm glad. Jesus helps me when I'm sad. When I'm sick, and cannot play, Jesus helps me every day. Sing refrain.

Pray: “It's time to fold our hands; it's time to bow our heads. It's time to talk to Jesus; and then we'll say Amen.

Dear Jesus, You love and help us each and every day. You heal us when we're sick and take our sins away. Amen.



Closing:

Using the tune of “Mary Had a Little Lamb.”

Jesus' Time is over now, over now, over now. Jesus' Time is over now; it's time to say goodbye.

Verse 2: Jesus loves you very much, very much, very much. Jesus loves you very much. And, He's your Healer too.

Curricular Materials

Integrating the Theme

Literacy Activities

■ Books to Read:

- *The Foot Book*, board book edition, by Dr. Seuss
- *Dancing Feet*, board book by Lindsey Craig and Marc Brown
- *Rain Feet*, board book by Angela Johnson

■ Poem:

- Enlarge the “feet pattern” from the reproducible; color, laminate and cut out again. Place a small piece of the hook half of Velcro and use on a felt board.
My feet, my feet; I love my feet. My feet, my feet; I think they’re neat. My feet can walk; my feet can run. My feet can help me to have fun.
- Especially for infants: action poem “This Little Piggie.”

Art and Music

- **Art:** Make shoe or foot prints. Mount the prints on a wall or bulletin board along with the poem (see above).

■ Music:

- Verse 2 of “I Have Hands” (LOSP, P. 29). Change the last phrase to “**Thank You, God, for feet.**” Sing the other verses to the song too.
- Sing about spiritual healing. Sing a piggyback song using the melody “This Old Man.” **I’m forgiven, I’m forgiven. Jesus lived and died for me. Now my sins are all forgiven. I’m as happy as can be.** (From *Sing-Along Praise: Piggyback Songs About God’s Love*, © 2000, CPH)

STEM

- **Science:** God gives us feet that can do many things. Show pictures of children using their feet in different ways; or take pictures of the children using their feet.
- **Technology:** Do an Internet search; find and make copies of the feet of various animals. Laminate. Share



with the children. Identify animal, count number of feet they have, use descriptive words, e.g., hooves, claws, toes, etc. Separate the foot pictures: which are people feet; which are animal feet.

- **Engineering:** Look around the room and find things on which children can walk, e.g., big blocks laid in a line, blankets placed on the floor, carpet squares, etc.
- **Math:** Enlarge and make five copies of the monkey pattern from the reproducible on cardstock. Color, laminate and cut out again. Place small pieces of the hook half of Velcro on the back of each one and use with the traditional rhyme, “Five Little Monkeys Jumping on the Bed.” *Note: call attention to jumping as another thing our feet can do.*

Social Studies

- Show figures of doctors, nurses, etc. God gives people and medicine to help us when we’re sick.
- People need two shoes, one for each foot. Set out shoes and invite toddlers to find a pair (two that are the same). Or, have different footwear, e.g., sneakers, snow boots, rain boots, sandals, etc. Identify and invite children to put them on and walk.

Nutrition and Large Motor Activities

As always, check for allergies, wash hands and take time to pray before eating.

- **Foods:** Since Jesus showed His great love for the man when He healed him, serve a heart-shape snack. This helps incorporate Valentine activities with the story.
- **Large Motor:**
 - use legs and feet to kick 6-inch gym balls around the play area; or play follow the leader, inviting the children walk, run, crawl, etc. Invite toddlers to get on the floor and move without using legs; move arms to pull body around.
 - Play music and dance.



Rattles & Prattles

Vol. 22 • No. 6 • February 2018

Rattles & Prattles is an LCMS School Ministry newsletter published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Judy Williams Designer: Lisa Moeller
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from *The Holy Bible, English Standard Version*, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.





Connecting with Families

Empower parents:

Make a copy of this letter for each family. Take time to personally sign it and add a personal comment.

Dear Caring Adults,

This month we shared another story which helps us understand Jesus' attributes. Jesus is our Healer. He heals us both physically and spiritually. The story, recorded in John 5:1–16, tells of a man who had been unable to walk for 38 years. Each day he was carried to the Pool of Bethesda. Some people of Jesus' time believed the waters in the pool had healing properties — and the first person who entered the pool after the water “moved” (probably because it was supplied by streams or irrigation channels) would be healed.

On this particular day, Jesus walked to the pool. When He saw the man, He had compassion on him and asked if he wanted to be healed. The man didn't really answer Jesus' question, but commented on how he couldn't get in the water and didn't have anyone who could help him. Jesus told the man to stand up, pick up his mat and walk. The man did so immediately. Later, Jesus saw the healed man at the temple and spoke words of spiritual healing.

Jesus is God. He has the power to heal both physically and spiritually. During His ministry Jesus healed many people of their physical illnesses. This was to fulfill the prophecies made many years before regarding the Savior God promised to send. Jesus showed His power over sin and the consequence of death when He suffered and died on the cross and rose again on Easter.

When you or your child is ill, pray and ask for healing. Make up your own prayer or pray: “Tender Jesus, meek and mild, look upon Your own dear child. And we pray it is Your will that I/he/she recover from all ill. Amen.” Remember, Jesus often uses the miracles available through today's modern medicine for healing.

Pray, too, for spiritual healing. Each day you and I and our children make wrong choices. Because of Jesus' saving work, we know we are forgiven, but let's remind each other of this. Before bedtime take time to pray. Make up your own prayer or use “Jesus, Savior, take away all that has been wrong today. Help me every day to be more like You in every way. Amen.” Having prayed, we can rest peacefully, assured of God's love, forgiveness and promise to watch over us.

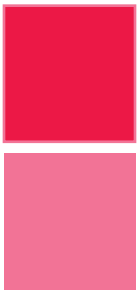
Your child's teacher

FEBRUARY 2018

Rattles & Prattles

Please use the reproducible included here as you share the Bible story during Jesus' Time and activities throughout the day.





School Shepherd



It's *Still* About SHARING JESUS With Families



“**A**s the head of the family should teach them in a simple way to his household”

*(Luther's Small Catechism with Explanation,
© 1986, 1991 Concordia Publishing House, P. 11).*

Luther emphasized the Biblical directive to the Christian family to nurture faith (EPH. 6:4). The “Prayer for Parents” included in the Baptism service states, “Enable them to be teachers and examples of righteousness for their children. Strengthen them in their own Baptism that they may share eternally with their children the salvation You have given them” (*Lutheran Service Book: Agenda*, copyright © 2006 Concordia Publishing House, P. 11). God gives the family the privilege and responsibility of sharing the truths of Scripture with children.

Lutheran schools are not meant to be the only or primary place of faith nurture. Lutheran schools support the Christian family in teaching the Christian faith in the home. Lutheran school ministry reaches beyond the classroom, the sanctuary, and into the living room. Lutheran school ministry is family ministry.

The School Shepherd has the privilege and responsibility of sharing Jesus with children and their families. Routine interactions with families provide many opportunities to share Jesus with families — the birth of another child, the death of a grandparent, a family health struggle, the pain of broken homes or the celebration of significant family events. Some ministry settings are able to provide assistance to the pastor in this ministry through a Director of Christian Education, a family ministry professional or a teacher who may be given some time and resources to focus on family ministry. Family ministry is always team ministry.

Family Ministry

- Parents assume that they “pay the school” to teach the faith.
- Many families have not been connected to a church and do not worship regularly.
- Many parents did not experience family devotions in their childhood.
- Teachers focus on the children and have limited time, energy and experience with the family.
- The many responsibilities of the pastoral ministry make it challenging for the shepherd to know the families of the school and to have opportunities to interact with them.
- Contacts with many families are minimal and incidental.

Suggestions for Family Ministry

- Emphasize that the school enrolls the FAMILY.
- Provide resources for family devotions and faith conversations, and training in how to use these resources.

- Encourage staff to share family situations, concerns and joys with the pastoral staff.
- Pray specifically for families in staff meetings, classrooms, school chapel services and in the congregational worship services.
- Build a family ministry team (pastors, teachers, parents, grandparents, etc.).
- Offer parenting, financial management and other learning opportunities to support families.
- Attend as many events as possible where families might be present (grandparents' day, parent-teacher conferences, etc.).
- Connect with community resources and Christian counseling agencies that support families with special needs.
- Host family events at the school. Make sure to also invite families from the congregation and community.
- Explore demographic information on family types and needs in the community.
- Ask families, "How can we help you nurture the faith of your children? How can we support you in your role as Christian parents?"

The School Shepherd and Family Ministry

Ministry to families does not begin with preschool or kindergarten enrollment. Ministry to families begins at the baptismal font. In Baptism the child and family are welcomed into the church and the promise is made, "We receive you in Jesus' name as our brother(s)/sister(s) in Christ, that together we might hear His Word, receive His gifts, and proclaim the praises of Him who called us out of darkness into His marvelous light" ("Holy Baptism," *Lutheran Service Book*, copyright © 2006 Concordia Publishing House, P. 271). Regular ministry to and with the family from Baptism leads to a continuing relationship

PRAYER

"Oh, blest that house where faith is found
And all in hope and love abound;
They trust their God and serve Him still
And do in all His holy will!"

"Oh, blest the parents who give heed
Unto their children's foremost need
And weary not of care or cost. May none to them
and heav'n be lost!"

(LSB 862:2-3)

in the Lutheran school. The school and church will want to keep accurate records of Baptisms and other interactions with families with young children to assure them of their ongoing support and to continue to update them on the family ministry of the school.

Continuing the Dialog About Sharing Jesus With Families

How are contacts with families made in your school setting? How could those contacts be more intentional and more pastoral? What are some of the challenges families in your church, school and community are facing? What blessings have you witnessed as you minister to families?



School Shepherd

Vol. 15, No. 6 • February 2018

School Shepherd is an LCMS School Ministry newsletter published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org
Writer: Rev. Robert Riggert Designer: Lisa Moeller
© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line "Reprinted with permission of LCMS School Ministry."

Scripture quotations are from *The Holy Bible, English Standard Version*, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.

Quotations marked "LC" are from the *Large Catechism in Concordia: The Lutheran Confessions, second edition*; edited by Paul McCain et al., copyright © 2006 Concordia Publishing House. All rights reserved.





Time Out for Directors



LEADERSHIP DEVELOPMENT TIPS FOR EARLY CHILDHOOD CENTER ADMINISTRATORS

Wear Love

As you wander the aisles of your local stores during February, you likely see chocolate and other sugary treats lining their shelves. Flowers, balloons and things that say “love” are all around. You may be pondering a Valentine party with your class, or perhaps a special evening with your spouse. February is full of ways that encourage others to say, “I love you.” However, God doesn’t use just one month, or even just one day, to share this message and love with His people. Thankfully, God shares His love with you every second of every day. “For the Lord is good; his steadfast love endures forever, and his faithfulness to all generations” (Ps. 100:5).

Unfortunately, as soon as Feb. 14, Valentine’s Day, ends, the shelves are cleared and new items are placed where flowers, cards and candy once were. Does this mean the opportunity to love ends? Does this mean being kind to others is just a temporary act? Certainly not! As a Christian, love and kindness should be exhibited in everything you do. Through your words and actions, others are able to experience the love Christ shares. Through your interactions with others, they may be better able to see what being a Lutheran Christian really means.

Shoes. Shirt. Jeans. Socks. These are important things people wear. There are many different articles of clothing, as well as accessories, that people wear. But, have you ever considered what it

**WHEN YOU
“WEAR LOVE”
and shine
Christ’s light,
you are making
a statement.
You are making
a statement
that there is
something
different
about you.”**



means to “wear love”? What does “wearing love” look like, and how can you infuse your school (staff, students and families) to do so? As Jesus shared in John 13:34, Christians are to love one another. God so lavishly shares His love with others in many ways, but most importantly by sending His Son, Jesus, to die on the cross and rise again on Easter. Love is certainly the most important garment of “clothing” that you wear.

There is much hurt and brokenness in the world. A simple glance at a newspaper, the television or your Facebook feed will likely provide you with enough sadness to make your stomach lurch. It’s too easy to see the dark side of life when such negativity is surrounding you. However, for Christians, there is much light to remember — a light that is shining brightly for all to see. Jesus says in John 8:12 that He is the light of the world. Christians should not forget to reflect this light daily! The light you share may be the only positive part in someone’s day.

When you “wear love” and shine Christ’s light, you are making a statement. You are making a statement that there is something different about you. Hopefully, others will see this difference and ask why. What a wonderful opportunity this becomes — an opportunity to share the Gospel message of Jesus Christ! Yes, there are many virtues that Christians



need to model for the world. In Col. 3:12–14, Paul writes to put on love: “Put on then, as God’s chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony.” Simply put, Paul says to “wear love.”

Not only is it important for Lutheran school educators and leaders to exhibit love, but also to teach it. Showing children the importance of kindness, love, respect and other virtues is important to their social development. Most children love to interact with others, so opportunities to “wear love” exist in many places. What do you do as a classroom community that makes a statement about “wearing love”? What do you encourage students to do at home that helps them understand the importance of “wearing love”?

The opportunity to “wear love” is really a component of service learning. Being of service to another is a tremendous learning adventure. During His ministry on earth, Jesus built relationships with many people,

“
**Not only is it
important for
Lutheran school
educators and
leaders to exhibit
love, but also to
teach it.**

sometimes at the displeasure of others. Jesus ate with sinners, washed feet and spent time with the sick. Consider different ways you can instill the desire to serve others in your students. What could individual classes, or groups of classes together, do in a service learning project that provides an opportunity to “wear love”? Below are some ideas that could perhaps get you started:

Does your school have a large outdoor space? If so, a simple walk to collect trash is an easy way to encourage students in service learning. Provide each student with set of rubber/plastic gloves and collect trash that is present.

Draw pictures for others! Children love to draw, so using their gifts and talents of art to bring a smile to others is a fantastic way to wear love. Be creative in your use of these special drawings. Can they be given to senior citizens of your church or community? Could students decorate the outside of the weekly church bulletin on occasion?

Children love singing, so using the voices God gave them is another way to “wear love”! Record the children singing in a video and share it with family and friends who live a distance away. Provide your pastor with the video



so he can share it with shut-ins and others he visits. The delightful voice and joy of a young child can easily bring a smile to others.

Complete a class baking project and share the treats with those in your church and school. The delivery of tasty cookies is a great way to build community and relationships between a church and school ministry.

When thinking of ideas that provide an opportunity for students to “wear love,” be sure to include acts that children actually do. While collecting canned food items or toiletry items is certainly worthwhile, it’s not something young children participate in at the highest level for learning. Active, hands-on learning is the best learning for young children. No matter what you choose to do, know that anything done to the glory of God is good!

**Serve one
another in love”**

(GAL. 5:13)

PRAYER

Dear Heavenly Father,

I enter Your holy presence asking that You would instill within our hearts a greater understanding of what it truly means to love one another. Lord, give us the ability to recognize the hurt and brokenness in the hearts of the people around us and the capacity to love them according to Your standard, not ours. Lord, today and every day, help us to not only love with words, but through our actions and deeds as well. Lord, through the love that You have given us and through Your presence in our lives, let our hearts beat with a love that honors You. May we truly wear Your love everywhere we go. In the name of Jesus Christ, Your precious Son, and our Lord and Savior, Amen.

PHOTO: ICMS/ERIK M. LUNSFORD

Time Out for Directors

Vol. 22, No. 6 • February 2018

Time Out for Directors is an LCMS School Ministry newsletter published by The Lutheran Church—Missouri Synod
1333 S. Kirkwood Road, St. Louis, MO 63122-7295
314-965-9000 • lcms.org

Writer: Drew Gerdes Designer: Lisa Moeller

© 2018 LCMS

TO REPRINT: Permission is granted to reprint articles from this newsletter with the credit line “Reprinted with permission of LCMS School Ministry.”

Scripture quotations are from *The Holy Bible, English Standard Version*, copyright © 2001 by Crossway Bibles, a division of Good News Publishers. Used by permission. All rights reserved.

