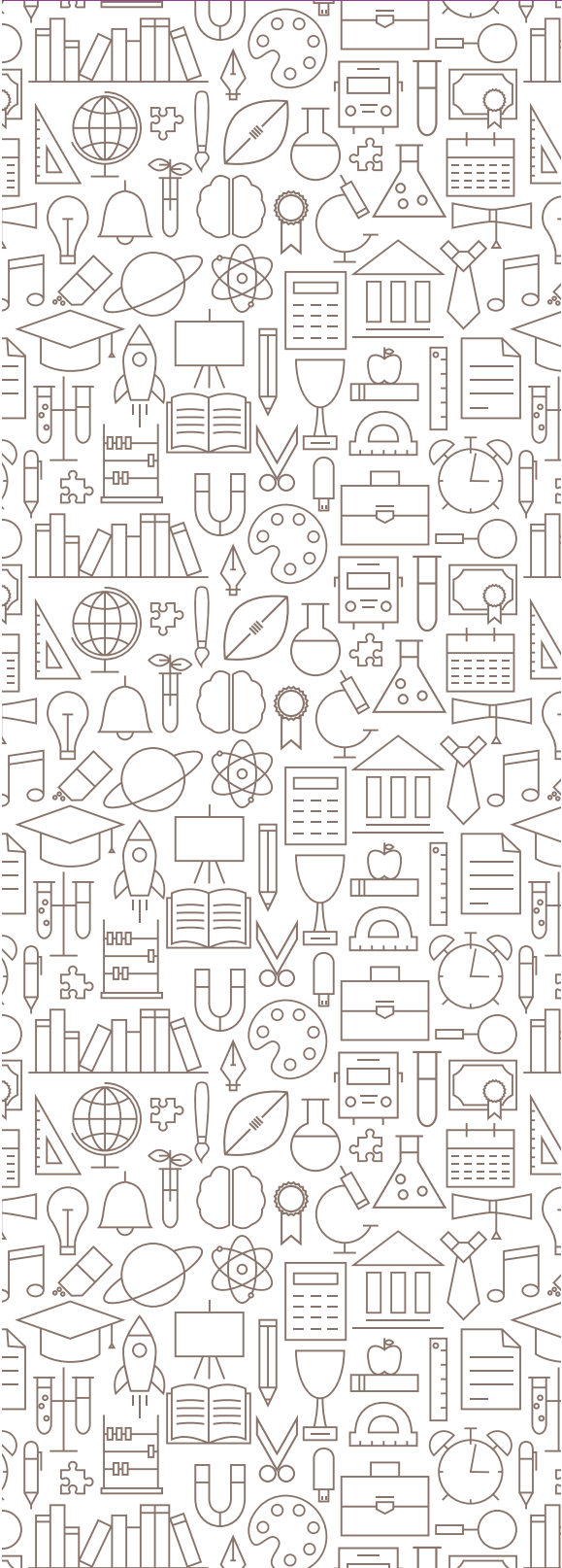




APRIL 2019

SCHOOL MINISTRY

Mailing





APRIL 2019

SCHOOL MINISTRY MAILING

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Alight

FOR LUTHERAN SCHOOL ADMINISTRATORS AND EDUCATORS



Were You There?

“And you, who were dead in your trespasses and the uncircumcision of your flesh, God made alive together with him, having forgiven us all our trespasses, by canceling the record of debt that stood against us with its legal demands. This he set aside, nailing it to the cross” (COL. 2:13-14).

It is quiet in our house, while I sort through a box of artwork and essays that have been saved from my daughters’ years in Lutheran schools. The crosses are my favorite, each one lovingly created as a part of their Christian education. In our family, this is a part of preparing our hearts during Lent for what is to come.

Just as my daughters experienced the season of Lent in their classrooms, students today continue to be blessed with this experience in schools across the nation. Through the study of God’s Word, they learn and experience that Lent is a time to meditate on the suffering that Jesus endured on their behalf while taking time to reflect on their own baptisms and on what it means to live as a child of God.

Often hymns provided a foundation in the classroom. One of our most dearly loved spirituals asks, “Were you there when they crucified my Lord?”



(Lutheran Service Book, 456:1). The response of children to the question posed in the hymn is likely to simply be, “No, I wasn’t there.” Children remember worshiping in church, singing the hymns and listening to homilies, and yet to be “there when Christ was crucified” is nearly impossible for the young to comprehend.

Growing in understanding, believers can answer this question with a resounding, “Yes, I was there when Christ was crucified.” We know that Jesus died on the cross over two thousand years ago and that the crucifixion took place thousands of miles from where we live.

Yet, we say we were there. We aren’t implying that we were physically standing under the cross on the first Good Friday. We are saying that we were there in that Jesus took our sins upon Himself and was crucified because of them.

We are the ones who deserve to be crucified because of our sins. Jesus took our place and carried our sins with Him to Golgotha. He did this because He loves us and gave Himself for us. Yes, we live! That’s why we, as believers, can answer the question, “Were you there when God raised Him from the tomb?” (LSB 456:4). The answer is yes, for as we were crucified with Christ, we also rise with Christ. This is the Good News. And it is true! We thank God that He did not spare His Son, Jesus, but delivered Him to death on the cross for each of us.

April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	April Fools Day 1	International Children's Book Day 2	Inauguration of Pony Express anniversary, 1860 3	Flag Act of 1818 anniversary 4	Gold Star Spouses Day 5	First Modern Olympics anniversary, 1896 6
National Library Week 7	Home Run Record Set by Hank Aaron: 45th Anniversary 8	Civil War Ending anniversary, 1865 9	National Siblings Day 10	Civil Rights Act of 1968 anniversary 11	National D.E.A.R. Day – National Drop Everything and Read Day 12	Thomas Jefferson born, 1743 13
Palm Sunday/ Passion Sunday 14	Sinking of the <i>Titanic</i> anniversary, 1912 15	National Stress Awareness Day 16	International Haiku Poetry Day 17	Maundy Thursday 18	Good Friday 19	Holy Saturday 20
Easter 21	National Jelly Bean Day 22	National English Muffin Day 23	Library of Congress anniversary, 1800 24	St. Mark, Evangelist 25	National Arbor Day 26	National Dance Day 27
James Monroe born, 1758 28	Zipper patented anniversary, 1913 29	International Jazz Day 30				

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



Early Childhood Devotions

FOR CHILDREN AGES 3 TO 7

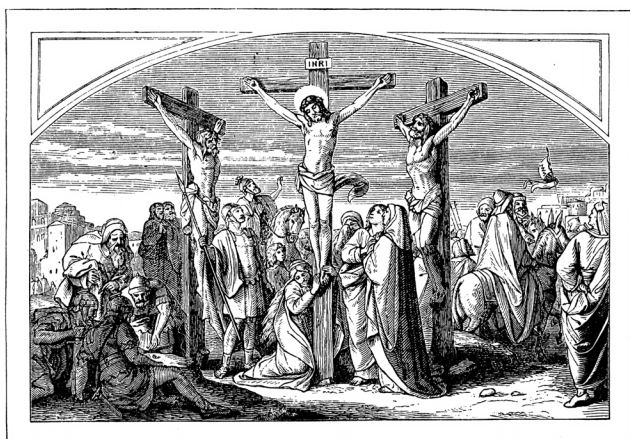


REAL. PRESENT. GOD.

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

Jesus' Death and Resurrection

MARK 14:43–16:15; MATT. 26:47–28:9



Before You Teach

The death and resurrection of Jesus is the crown of the Christian year — an annual celebration of the death-deströying power of God. The Scriptures testify that the risen Christ makes Himself present to the disciples, and they continue to tell the story for themselves and future believers. Now it is our privilege to help children know, celebrate and trust this narrative year after year. Good Friday sorrow and Easter joy are the core of our life together as followers of Christ.

Greeting

Establish a positive outlook for the day. Welcome each child upon entry. *Good morning/afternoon, child of God. Jesus loves you!*

Gathering

Signal children to gather together. *Jesus loves us so much that He gave His life us. Jesus is God. He died for us but lives again. Our sins are forgiven. Someday we will live with Him forever in heaven.* Sing: “Do You Know Who Died for Me” (LOSP, p. 93).

Tell the Story

YOU WILL NEED: Tongue depressors or craft sticks; two precut circles for each child. Draw a smile face on one circle, a sad face on the other. Glue circles back-to-back with a tongue depressor between. Guide children to show sad and happy faces at the appropriate times, as the narrative is told.

Jesus had done nothing wrong, but His enemies captured Him and told many lies about Him. The high priest asked, “**Are You the Christ, the Son of God?**” Jesus answered, “**I am.**” Angrily the high priest accused Jesus of lying, saying to the people, “**You have heard His lies; what do you think?**” The people wanted to put Him to death. They blindfolded Him, spit on Him and hit Him. The chief priests along with the teachers of the law took Jesus to Pilate, the governor of the country. Pilate asked Jesus, “**Are You the king of the Jews?**” Jesus replied, “**Yes, it is as you say.**” Then Pilate asked the large crowd of people what to do with Jesus. They shouted, “**Crucify Him! Crucify Him!**” Soldiers led Jesus out. Later, when Jesus was on the cross, darkness came over the whole land and Jesus cried out in a loud voice “**My God, My God, why have You forsaken Me?**”



Then Jesus died. A Roman soldier who was standing nearby said, **“Surely this man was the Son of God.”** Jesus was then buried in a cave and a heavy rock was rolled in front of the entrance. Early in the morning on the third day after Jesus died, two women went to the place where Jesus was buried. When they got there, they discovered that the heavy stone had been rolled away. Walking into the cave where Jesus had been buried, they met a young man dressed in a white robe. **“Don’t be afraid,”** he said. **“Jesus is not here. He has risen! Go! Tell others, ‘Jesus is alive!’”** The women left in a hurry, afraid but filled with joy. They ran to tell the disciples what they had heard and seen. On the day we call Easter, Jesus rose from death to life, just as He had promised. Jesus is real. Jesus is with us. Jesus is God.

PRAY TOGETHER

Jesus, You came, a price to pay;
 You died to take my sins away.
 You came down from heaven above.
 Thank You, Jesus, for Your great love. Amen.

Remember the Story

BIBLE WORDS TO REMEMBER

Pre-K & K: “For I know that my Redeemer lives” (JOB 19:25A).

Gr. 1 & 2: “For I know that my Redeemer lives, and at the last he will stand upon the earth” (JOB 19:25).

ACTIVITIES

Create: Easter cards. Enlist volunteer assistance. Fold an 8 ½-by-11-inch paper in half to make a card. Cut an oval into the front of the card, leaving part of the left side attached to create a flap. Open and close the flap, creasing the fold. On the exterior of the oval, print the words, “Jesus is not here.” On the inside, opposite the oval flap, print the words, “He has risen!” Children decorate and send or give the card to someone.

Do: “Jesus Is Alive” chant. Clap, clap, stamp (repeat). *Jesus lives, our sins forgives.* Clap, clap, stamp (repeat). *We are His and He is ours.* Clap, clap, stamp (repeat). *Alleluia! Praise His name!* Clap, clap, stamp (repeat). *Raise your hands and shout, “Hurray!”* Shout *“hurray!”*

Sing: “Do You Know Who Died for Me” (LOSP, p. 93); “Christ the Lord Is Risen Today” (LOSP, p. 96).

Live the Story

We are resurrection people! “Alleluia!” is our song. Share the joy of our salvation in Jesus with the children you teach and the families you serve. Periodically send “Joy Notes” home. Write about observed acts of kindness or share humorous anecdotes.

Sending

Gather children in a “Sending Circle.” Pass a small cross. Guide each child to in turn offer a brief prayer, or to silently pass the cross along. As children depart say to each, *Jesus lives! Our sins forgives! Tell someone that good news!*





Family Matters

A CHRIST-CENTERED RESOURCE FOR FAMILIES AND TEACHERS



REAL. PRESENT. GOD. Really Alive

The idea of death frightens people.

This should come as no surprise to healthy, well-balanced individuals. We are wired for life! We celebrate life as we readily welcome new life into the world, and do all we can to preserve life.

Stories abound about people who do extraordinary things to rescue people in peril and save lives. These stories fixate us. They are reported on the news, they become books and articles and some of them are even made into movies. We are fascinated that they are not works of fiction — but are indeed true. These experiences become inspirational to others. Some of these survivors even gain celebrity status.

As we celebrate Easter we focus on the true story of how God the Father, Creator of all, sent His only Son, Jesus, to earth to save lost people. Jesus was sent on a rescue mission to overcome the three-fold enemy of sin, death and the power of the devil. Jesus began His mission, not with a great and showy entry to the land — he came as a child, a baby born in a humble manner to very ordinary people.

He then took thirty years to grow up, learning and preparing for His ultimate work. Jesus spent

three short years teaching and sharing the purpose of His presence in this world. While He did gather large crowds and attract impassioned followers — that was not to be his work. His rescue action would be to die on behalf of people, which He did in a very sacrificial way. He was wrongly convicted, put to death as a lowly criminal, hung bleeding to die on a cross. Hardly the image of a strong, conquering hero that we see depicted in books and movies today.

Death frightened Jesus. He had a quiet conversation with the Heavenly Father, sincerely requesting another plan. The plan remained the same — He was to die.

To admit fear is not a sign of weakness; it is a sign of understanding reality. It was His choice to follow through on the mission of dying for us, a mission that gave life through death.

The death of Jesus defeated sin. But the story didn't end with death. The story ends with life — the resurrection of Jesus from the dead! In His rising from the dead, Jesus defeats death. He conquers the grave. The combination — the “one-two punch” of the death and resurrection of Jesus — fully defeats the devil.

Jesus is now fully alive as we will be for all eternity!



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

Shared by the family member who has a birthday the closest to Easter.

OPENER

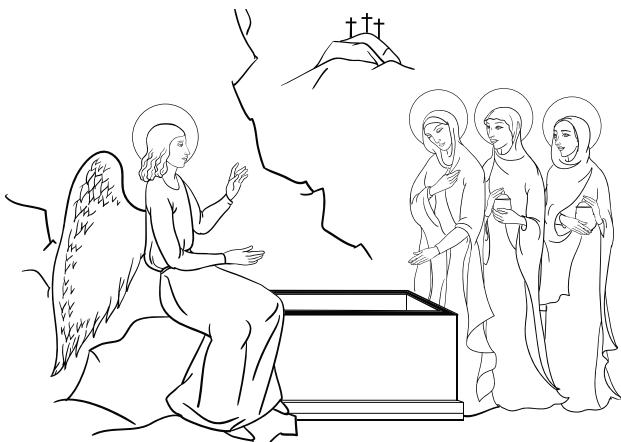
Ask the following question to family members:

When do you feel truly alive?" (When do you feel your best, and why?)

FAMILY STUDY TIME

Have someone in your family read Mark 16:1-7. Then discuss the following questions.

- 1 When the women went to the tomb, what were they going to do? (*anoint the dead body of Jesus*)
- 2 What were they concerned about? (*who would roll away the stone from the entrance of the tomb*)
- 3 When they got to the tomb, what did they see? (*the stone was already rolled away*)
- 4 Who did they see when they entered the tomb? (*an angel dressed in white*)
- 5 What was their reaction? (*they were frightened*)
- 6 Why do you think they were afraid? (*answers will vary*)
- 7 What was the message of the angel? (*Jesus is not here, He has risen!*)
- 8 What did the angel tell them to do? (*go tell His disciples, go to Galilee where they will see Him*)



TELLING THE GOOD NEWS

If these things happened to you, who would you tell? Share your responses as a family.

If you...

- › got an A on a test?
- › got a new pet?
- › won a soccer game or other sports competition?
- › got a promotion in your job?
- › made a new friend?
- › taught the dog to do a new trick?
- › found out you were sick with a rare disease?
- › got a new outfit?
- › found something valuable?
- › got into trouble?
- › got into BIG trouble with the law?



MESSAGE TO THE FAMILY

(*have someone read the following*)

Hopefully, we get good news nearly every day in our lives. We are blessed in so many ways as God's people. The best news ever is that Jesus has risen from the dead to save us from sin and eternal death!

Who in your life needs to hear this good news? (share names of people whom you want to tell that Jesus is risen — that He is risen indeed!)

CLOSING ECHO PRAYER

Have an older sibling or adult read the following prayer with everyone else in the family repeating the words, phrase by phrase.

Dear God. Thank You for sending us Jesus. To be our Savior. To die on the cross for our sins. To rise again to new life. To give us the gift of new life. Help us to share this good news with others. In Jesus' Name we pray. Amen.



Fearfully and Wonderfully Made

SPECIAL EDUCATION IN LUTHERAN SCHOOLS



Students who are Gifted and Talented, Part 1



At first glance, students who are gifted and talented may not seem to fit with our series on helping students with common disabilities in the classroom. **However, gifted and talented students are also a very unique population with specific educational needs that should not be overlooked.** Since this learning need is prevalent in schools and classrooms as well, it is worth looking at the signs and strengths of these students this month, and, next month, the struggles (yes, there are some!) and strategies for these learners will be addressed.

There are many signs that a student may be gifted, and these signs occur not only in the academic and intellectual areas, but in emotional areas as well. While many teachers realize these students may be ahead academically, keep in mind that not every child who is gifted is gifted in all academic areas. Also remember that students with other learning disabilities may be gifted as well and be considered a student with dual exceptionalities. Not all gifted students perform academically at or above grade level. Some of these students are underachievers even though they possess above average ability, so it is important to recognize other signs of giftedness as well.

Gifted students may have extraordinary processing speed and be able to quickly process and retain large amounts of information. They are also strong at abstract thinking and can make connections among ideas and concepts easily. Their observation skills may be especially keen, and they typically can come up with unconventional and original solutions to problems. Some additional cognitive characteristics of gifted and talented students are that they may prefer to work independently and shy away from group work, and they prefer more complex work as a challenge. In an area of interest, they may have very long attention spans, but also high levels of energy. These students can transfer knowledge and apply it to new situations easily.

Students who are gifted and talented also share some lesser-known emotional and affective characteristics. These students often have very intense feelings and

deep empathy for others, and they are very sensitive. They also frequently experience loneliness and anxiety, and have strong senses of justice/fairness and advanced levels of moral judgment. This sense of idealism and justice often appears at a much earlier age than in their peers. A student who is gifted may also have a keen or subtle sense of humor and a heightened sense of self-awareness. Not surprisingly, these students have high expectations of themselves and of others, and also have a need for consistency in themselves and others. They are often perfectionists as well.



Students with dual exceptionalities include students who are gifted and talented and also have a learning disability, such as ADHD, or autism, etc. This unique group of learners has characteristics that are slightly atypical of students with that particular disability and also slightly atypical of students who are gifted. Students with dual exceptionalities frequently have outstanding ability in verbal and visual-spatial skills. They are also good problem solvers and critical thinkers but have more difficulty with the production aspects of learning, such as writing, organization and memory. Academic achievement in specific areas is often not commensurate with their overall ability, and they may be underachievers and so appear to be “average” students. Processing difficulties may make it harder for these students to learn basic skills even though higher-level thinking skills are present. They are often more willing to take risks in non-academic areas, but are very reluctant to take risks academically. These students show signs of needing frequent teacher feedback and guidance in areas affected by their disability but are independent learners in other areas.

While the strengths of students who are gifted and talented will vary, just as they do for other learning needs, it is important to pinpoint the specific areas of strength in the classroom and educational setting. Making the assumption that a gifted child will excel in all areas sets false expectations for both teachers and the student. Also, students may show giftedness in non-academic

areas such as the arts and leadership abilities. While this may be in addition to academic talents, students may be gifted in these non-academic areas only. The characteristics and common strengths of students who are gifted previously mentioned should be taken into consideration for each academic area separately, and also considered for non-academic areas.



While we know that each child is fearfully and wonderfully made with unique strengths and weaknesses, we also know that the needs of students who are gifted and talented should not be overlooked in the classroom. For any questions about students who are gifted and talented or students with other learning needs, please contact Lutheran Special Education Ministries. Visit luthsped.org or contact us at lsem@luthsped.org.

Fearfully and Wonderfully Made VOL. 2, NO. 8 // APRIL 2019

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Kara Bratton Designer: Frank Kohn

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Growing in Governing

GROWTH TOPICS AND DISCUSSIONS FOR LUTHERAN SCHOOL GOVERNING BOARDS



Four Funding Ideas for a Visionary Board

In a past *Growing in Governing*, third-source funding was mentioned as a very important model of funding for our Lutheran schools.

This supports the budget but does not add dollars to it. Instead, funding in this way supplements it in a way that adds value and opportunity where there might not otherwise have been. Everything we have belongs to God. We teach and preach this, and we know that the Holy Spirit is at work in our hearts. Giving cheerfully is such a privilege!

“The point is this: whoever sows sparingly will also reap sparingly, and whoever sows bountifully will also reap bountifully. Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver”
(2 COR. 9:6-7).

The remainder of this article is a how-to for creating methods to market stewardship opportunities. Design a simple flier that outlines how a school ministry board or support committee can successfully make a third-source funding project work. This model is a proven way to generate funding. Each piece, though, must make sense in the context of the respective school.

First Things First

Research to determine what options might work best in the culture of the ministry. Usually the school leader will be able to verbalize which ones would be the most meaningful and effective. After brainstorming and looking at the details, choose those items that support the mission and vision. Each one must be meaningful. Each must be explained properly. Make sure each one can be

simply explained and marketed. Here is an example of what it might look like:

Opportunities for Stewardship

Zion Lutheran School Ministry

Interested donors have the opportunity to give to their choice of funds to support the mission and ministry of ZLS.

Learning Legacy Endowment Fund

This visionary funding model, originally established by an estate gift, is for long-term viability and mission sustainability. It is managed by *Legacy Deo*, yielding a guaranteed 5 percent annual return rate. The principal will be permanently invested, and when it reaches \$100,000, the interest returned will benefit the children of the school for generations.

Annual Fund

This newly established opportunity is designed to uphold and move forward the mission of Zion Lutheran School through operational and instructional gifts to be used where most needed. Included is an annual appeal to alumni, friends of Zion and those interested in supporting Christian education within our school ministry.

Pamela J. Hight Scholarship Fund

Teacher Hight went to heaven to be with Jesus in July 2017. In her honor and memory, and to celebrate her

30+ years of service to Zion, this dedicated fund was established to ensure scholarship dollars will always be available for any child with a demonstrated financial need who desires to attend our parochial school.

Adopt-a-Child

For those donors who desire to support a specific child, they can “adopt” any student, paying the annual tuition rate, or any part of the cost of tuition. A connection can be made between the donor and family, if mutually agreed upon, or it can remain anonymous.

For more information on any stewardship opportunity, please contact the principal at 555-123-4567.

The Communication Piece

Marketing the third-source funding plan needs to be communicated properly and powerfully for maximum effectiveness. A one-page, nicely designed paper or a colorful tri-fold can be sent out from the ministry in many ways. This includes the website, Facebook page, other social media, paper copies, literature racks and more. Consider moving each of these to online giving that makes it easy



for a contributor. Get the word out to interested donors, with explanations that make sense.

► Endowment

Talk it up at congregational and school meetings. Place this on the Funding page of the website, with a full explanation. Give quarterly reports and share opportunities to understand how this financial instrument is very visionary. Include this option in the Annual Fund.

► Annual Fund

Get a committee together to carefully plan out an annual campaign. Launch it just before Thanksgiving. Create and continually update a database of alumni, friends and donors. Make the mailing meaningful. Ask for lead gifts. Put a goal out there that causes a reach and a sense of excitement.

► Scholarship Fund

As general donations come in, consider this as a most important place to use them. Include this option in the Annual Fund. Naming it meaningfully can potentially create more interest and generate more funding.

► Adopt-a-Child

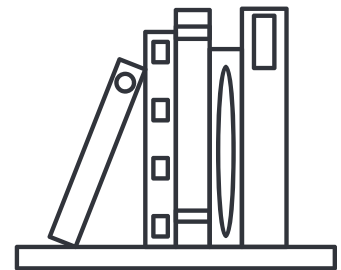
Talk it up at congregational meetings. Make sure any families who can participate in this option will write a thank-you note to the donor. Include this option in the Annual Fund.

Let's be thankful for those donors who truly understand the joy of giving. They are spiritual giants among us. Let's teach this to our children in our schools, to our families and to our congregations. Let's use these gifts to extend the Kingdom, through our Lutheran schools.

Resources

- Opportunities for Stewardship template
- Legacy Deo legacydeo.org

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



Growing in Governing

VOL. 31, NO. 8 // APRIL 2019

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Thomas Wrege Designer: Frank Kohn

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Insights & Ideas

FOR TEACHERS OF CHILDREN AGES 3 TO 7



Happy Anniversary *Insights & Ideas!*

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

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

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

1979 April

Recipes abound in the April 1979 issue of *Insights and Ideas*. Glop, play-do, mud dough, finger paint and salt paint are just a few of the hands-on recipes that Joanne Eisenberg recommended for the early childhood classroom. She rejoiced in the arts and included music appreciation with songs, fingerplays and homemade music makers. She encouraged educators to make up new words for familiar tunes. “Here We Go ‘Round the Mulberry Bush” became “Here We Go ‘Round God’s Wonderful World.” In this issue, Joanne advocated for a religiously integrated curriculum for children. A recent article from the National Association for the Education for Young Children (NAEYC) confirms what Joanne advised: “Integrated learning is not an extra or an add-on for early learning educators, but a valuable strategy to prepare young children for success in school.”¹ Just imagine children recreating the tomb of Jesus using the salt dough recipe and brown tempera paint. “Yes, Jesus loves me!”

¹ naeyc.org/resources/pubs/tyc/apr2016/integrating-music-drama-and-dance-helps-children

INSIGHTS AND IDEAS FOR EARLY YEARS



APRIL, 1979

JOANNE EISENBERG
BOARD OF PARISH EDUCATION
LUTHERAN CHURCH, MISSOURI SYNOD
3558 S. JEFFERSON, ST. LOUIS, MO. 63118

GOD, THE YOUNG CHILD, ART AND MUSIC

FOR WHOM DO YOU WORK? WHO IS YOUR EMPLOYER?

One of the joys of moving is changing credit cards, driver's license, banks, doctors, etc. It's always so much fun trying to fit all that vital information into those tiny blanks on application forms. It has become increasingly difficult for me to describe my occupation. "Teacher" was easily understood. "Director of Good Shepherd Preschool and Day Care Center" raised a few eyebrows and was harder to fit into the tiny blank. But trying to relate my present title of "Associate Secretary of Early Childhood Education for the Lutheran Church-Missouri Synod" got me blank stares and frustrated looks from the personnel filling out my forms.

Having made it through all these fun activities when I first moved to St. Louis, I now felt relieved. That is until I recently used one of my national department store credit cards and the clerk said: "This is an out of state card. You really should have it changed. Just take it up to the third floor. . ."

Although only two people were ahead of me in line, I waited nearly twenty minutes for my turn. The gal was obviously new and not very efficient at filling out application forms. We got through my first and last name, letter by letter, and then came to that dreaded question: "Who is your employer?" "What is your position?" Very slowly and distinctly I recited my position and employer. But I noted the most dumbfounded look I've ever seen. In order to lighten things up a bit, I whimsically said: "Just say I work for GOD." To my surprise, the gal behind the counter wrote G.O.D. in the tiny box. To this day, the credit file of one of our national department stores lists my employer as GOD! No one has ever questioned it.

FOR WHOM DO YOU WORK? WHO IS YOUR EMPLOYER?

Your students? parents? principal? pastor? school board? congregation? district? Synod? Sometimes it seems like we have so many employers, so many people we are trying to please, so many people we are trying to serve.

FOR WHOM DO YOU WORK? WHO IS YOUR EMPLOYER?

Maybe the three letter word in the tiny box says it all--GOD. Through the triumphant Easter victory, God has made us free--free to serve Him. And in so doing may the joy and glow rub off on everyone we serve.

Kid's Korner

Play-Do:

- 1/4 cup salt
- 1 cup flour
- 2 T. cream of tartar

1 T. oil
1 cup water

Cook 3-5 minutes. Add food color as desired. The above recipe is ideal for parents to make at home. Teachers can quadruple it for school use. It dries hard.

--Lois Runge, Orchard Park, NY

Glop:

- 2 cups salt
- 2/3 cup water

Stir in saucepan over low heat

- Add: 1 cup cornstarch
- 1/2 cup water

Cook until mixture becomes stiff and lumpy. Dump on work surface and knead until smooth and pliable. Store in plastic bags. Triple recipe for school use.

Favorite Art Recipes

Salt Dough:

- 2 cups all purpose flour
- 1 cup salt
- 1 cup water

Combine dry ingredients. Add water. Knead 7-10 minutes until dough has a smooth, but firm consistency. Place in plastic bag to prevent drying.

Mud Dough:

- 2 cups mud
- 2 cups sand
- 1/4 cup salt

Mix all ingredients. Add enough water to make pliable.

Soap Modeling:

Add water to 2 cups of soapflakes (Ivory, Dreft, Lux) to soften. Whip until consistency to mold. Mixture will have very slight flaky appearance when it is ready for modeling.

Salt Painting:

Mix salt and dry tempera paint. Put in salt shakers. Make designs with white glue on dark colored construction paper. Shake salt mixture on glue. Shake off excess salt. When dry, the paint has a sparkle to it.

--Marion Thomas, Plainsfield, NJ

Finger Paint:

Cover finger paint paper with liquid starch. Sprinkle dry tempera paint on top of starch. Mix and paint.

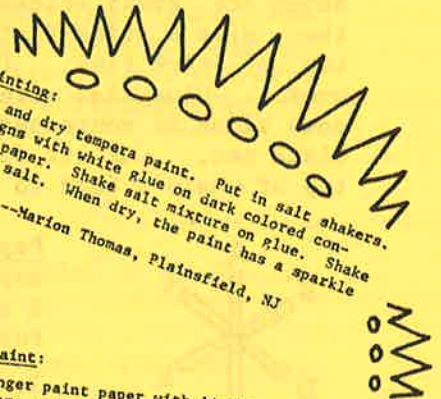
For a new experience, finger paint directly on a table top. The child's final picture can be lifted off the table by rubbing a sheet of construction paper over it.

--Pat Schus and Virginia Grat, Vernon, TX

Edible Peanut Butter:

- 1 jar peanut butter
- 2-3 cups nonfat dry milk
- 6 T. honey

Mix all the ingredients in a large bowl.



Art Artifacts

Rabbits, Rabbits, Rabbits. . .

-Glue two circles onto an inverted styrofoam cup to make an Easter bunny. Add triangles for ears and cotton tail to back of cup. The cup can be inverted, filled with grass and candy and used as an Easter basket.



-Make a rabbit from two 6" x 12" pieces of paper. Roll each into a cylinder and glue or staple. Staple the head to the body. Add ears, face, tail, etc.



Easter Butterflies:

-Put crayon shavings between two pieces of wax paper. Iron with low heat to seal the layers together. Cool. Cut out butterfly shapes. Hang from ceiling or display on windows.

-Cut butterflies out of white paper toweling. Dilute food coloring with water. Use 3 or 4 different colors. Using eyedroppers, make a multicolored butterfly by dropping coloring on the toweling.

Crazy Critters

Make the following critters out of plastic spray bottles. Be sure bottles have been thoroughly washed.

Little Rooster: Make from Grease Relief, Fantastik, Glass*Plus or Spray 'n Wash non-aerosol easy sprayer bottle. Cut eyes out of paper and glue onto sides of sprayer. Cut out leg shapes and glue onto lower sides of container. Cut out comb and tail shapes. Glue comb into groove on top of sprayer/head. Glue tail to curved back of bottle. Draw wings on sides of bottle, using black felt pen.



Swan: Make from Fantastik, Grease Relief, Glass*Plus or Spray 'n Wash non-aerosol easy sprayer bottle. Using paper punch, make eyes and glue onto sprayer head. Cut out wing shapes from felt or construction paper.

Whale Bank: Make from Grease Relief, Glass*Plus, Spray 'n Wash or Fantastik 32 oz. refill container. Cut slit 1 1/4 x 1/8" on curved side of container. Make a base using seven ice cream sticks; glue five sticks edge to edge; then, glue a stick flat on top of stick one and another on top of stick five. (This will keep bank from rolling over.) Glue flat side of container to base. Add eyes onto sides of container. Whale's mouth can be drawn with black pen. Cut off dispenser pull/push top and glue onto top of whale's head to make a spout.



Paper Strips Balls: Make ball from 3 strips of paper stacked on top of each other. Glue or fasten with brad in the middle. Join A and B, C and D, and E and F to form ball. These balls are basic for:



1. Christmas ornaments (single ball only)
2. Jack-O-Lantern (single ball and facial features)
3. Turkey (single ball: add tail feathers and head)
4. Snowman (two balls: add hat and facial features)
5. Easter rabbit (two balls: add ears, tail and facial features)
6. Baby chick (two balls: add eyes, beak, tail and feet)



Dry Paint Rubbing:

Allow children to cut their own stencils by folding paper and cutting out shapes from folded sides. Place stencils on manila paper. Dip puffs of cotton or Kleenex into dry tempera and rub over stencil, being sure to hold stencil firmly. The shape of the stencil is retained to form a picture or interesting design. Move stencils and repeat procedure. Overlapping designs add even more interest to the color and design.

Crosses:

Make crosses with popsicle sticks. Cut the cross bar smaller than the vertical stick. Fasten together with staple. Have the children cover the cross with glue and sprinkle fine, multicolored aquarium stones on the cross.

--Jeanette Robinson, Toledo, OH

The Easter Tomb:

Dough mixture: 1 cup flour, 1 cup salt, 1 cup water, brown tempera paint.

Children knead and work dough till completely mixed. Pinch off 1/4 piece, roll into ball and flatten to form stone for front of tomb. Roll rest of dough into ball for tomb. Form an indentation with finger for tomb opening. Place tomb on end of 8" x 4" plastic meat tray. Let dry for 1 or 2 days. Draw a path on the tray. Paint the path and surrounding garden. Make flowers, trees, etc., for the garden. Add appropriate figures from Sunday School leaflets.



--Genie Trigtsted, Lewiston, ID

Teacher's Corner

JESUS LIVES
HOORAY!
HOORAY!

Books:

The END BEGINNING, Margaret Herder, Chorister Guild, P. O. Box 38188, Dallas, TX 73238. Price \$1.85. A well written little book which deals simply with death and resurrection. Clarence Moses, principal of Bethany Lutheran School in Parma, OH keeps copies on hand to give to children in his school when there is a death in the family.

Easy to Make Puppets and How to Use Them, Fran Rottman, G/L Publications, 110 West Broadway, Glendale, CA 91206. Includes ideas for Biblical puppet characters.

38 Recipes for Bulletin Boards and Art Projects that Christian Kids Can Make, Jean Staffeld, Carol Ball, and JoAnne Klemp, Concordia Publishing House, 3558 South Jefferson, St. Louis, MO 63118. "The projects are inspired by Bible stories, Bible history, or church year festivals. A bit advance for preschoolers, but good religious ideas."

Records:

Story Songs, Omni Sound Inc., Delaware, Water Gap, PA 18327.

Dance, Sing and Listen with Miss Nelson and Bruce, Dimension, a division of AM Records of America, Box 62263, Virginia Beach, VA 23462.

Sing A Song of People by Roberta McLaughlin and Lucille Wood, Bowmar, 4563 Colorado Blvd., Los Angeles, CA 90039.

Fun Songs of Participation by Floyd Robinson, Singspiration Music of the Zondervan Corporation, Grand Rapids, MI 49506.

LET'S SING PRAISES TO JESUS 

Musical Medleys

Leitmotif:

The use of leitmotif means that a particular melody or sequence of notes stands for a particular feeling, character or object. (Peter and the Wolf is a prime example of leitmotif.) Apply this technique to Bible stories: Daniel and the Lion's Den, Stilling the Storm, Noah and the Ark.

Made-up Songs:

♪ ♪ LOVE SONGS AND GRACE NOTES ♪ ♪

Let the children help make up new words and actions to known songs. Transform "Here We Go 'Round the Mulberry Bush" to "Here We Go 'Round God's Wonderful World." A little prompting will help. "This is the way we. . ." (what are some things God's children do?) "This is the way we pray to God, help our friends, obey our parents, etc."

--Carol Greene, St. Louis, MO

Be sure to try the two YEAR OF THE CHILD songs with your little folks. SOMEONE SPECIAL was included in the January school mailing. HALLELUJAH, JESUS LIVES, is included in this month's packet.

HOMEMADE MUSIC MAKERS

Drums:

Needed: tin cans, round cardboard containers, bits of inner tubing, tacks, colored paper for decorating.

Decorate the containers. Stretch pieces of tubing across tops of lidless containers. Secure with tacks. Use clothespins, pencils or sticks for the drumsticks.

Rattles:

Needed: small jars, plastic containers, paper bags, dried peas, beans, macaroni, rice.

Fill containers with various materials. Secure lids. Or decorate bags, blow them up and drop in "rattles." Twist tops tightly and tie.

Wood Blocks:

Needed: small blocks of wood, sandpaper (of varying coarseness), tacks or glue, small thread spools.

Stretch sandpaper on three sides of block. Add spool to center of fourth side for handle.

String Instruments:

Needed: shallow cardboard boxes, rubber bands.

Cut slits on opposite sides of box at regular intervals. Stretch rubber bands across box and secure in slits. Pluck or strum.

Kazoos:

Needed: cardboard tubes, waxpaper, rubber bands, felt pens or colored paper for decorating.

Punch holes down one side of tube. Cover both ends with wax paper and secure with rubber bands. Hum or "toot" into one end of tube.

Chimes:

Needed: 8 glasses or bottles of uniform size, wooden spoons.

Line up glasses and fill with varying amounts of water. Each one produces a different tone when struck with the wooden spoon. Color code the glasses. Play a melody using a color coded zylophone booklet.

♪ ♪ Sing to the LORD a New Song ♪ ♪ ♪ ♪



NLSA Powerful Practices



Sioux Falls Lutheran School, Sioux Falls, S.D.

A Vision for Recess Revolution

As students head outside for recess at Sioux Falls Lutheran School (SFLS), the unanimous chant of “ga-ga” to the beat of a bouncing ball signals the start of another game of gaga ball. The two-syllable word may be the most popular cry on the SFLS playground. Or should I say, in the SFLS parking lot?

For a school nestled in the center of a growing city that feels more like a small town, SFLS and its playground look a lot like an inner-city school. With the help of *SchoolsAlive!* Active Recess Consultants, SFLS transformed the drab parking lot into an engaging, safe Zoned Recess space during the 2016–17 school year.

The vision for a recess revolution began when administrator Tia Esser grew tired of seeing students with scrapes, bumps and bruises cruise through the school office during recess time. Her desire to make the school’s outdoor play space safer, combined with research that supports the positive impact movement has on a child’s health, behavior, academic performance and ability to serve others, prompted SFLS to partner with Dr. Jenny Linker from North Dakota State University and Dr. Kristen Ford from Concordia College in Moorhead, Minn. for a solution.

Linker and Ford used Title Funds to implement Zoned Recess and a classroom movement integration program at SFLS. After observing recess practices at the school, the active recess consultants helped SFLS divide the parking lot into several mapped *zones*. Each zone, aside from the playground, can host a variety of different recess activities, which rotate on a weekly basis.



Kindergarten students play a game of gaga ball during Zoned Recess at SFLS.

Following the observation and zone design, SFLS repainted the parking lot, which now includes a walking track, a kickball field, four-square courts, a hopscotch course, parking spaces and lines to guide one-way traffic safely through the lot before and after school. The school also formed an Active Recess Committee, comprised of staff and students, which selects the activities that rotate through the zones each week. The fourth-grade class serves as “Recess Rangers,” a term used by *SchoolsAlive!* to identify a group of leaders who help set up and dismantle equipment for Zoned Recess activities each day.

An extension of the Zoned Recess program, classroom teachers at SFLS also added “brain boosts” into the school day every 20 minutes during the 2016–17 school year. The boosts are designed to increase brain activity and help students get 30–60 minutes of daily physical



Left: Preschool students play on a seesaw during Zoned Recess at SFLS. **Right:** Students play a game of four square during Zoned Recess at SFLS.

activity, to help improve academic performance and overall wellbeing. As a Lutheran school in a world where Christianity is increasingly challenged, SFLS recognizes that adding movement integration activities during the school day also helps raise future leaders who are healthy in body, mind and spirit, and are able to spread the Gospel of Jesus Christ.

During the 2017–18 school year, SFLS took the Zoned Recess program one step further and launched The Learn-Move-Grow Project. Driven by research-based evidence that supports the profound impact nutrition and movement have on a child’s learning, concentration, sleep, behavior and overall health, the program is all about promoting healthy brains.

During its first year, the bulk of in-class Learn-Move-Grow instruction took place in Katie Mlnarik’s third-grade classroom. Her students hosted local physicians for a series of “doc talks.” They also went on monthly field trips to Hy-Vee, where they worked with the in-house dietitian to explore how the foods they eat impact their bodies and brains.

Learn-Move-Grow activities were incorporated school-wide throughout the course of the year as well. SFLS encouraged all parents to get involved by inviting them to free cooking classes at Hy-Vee each month. During

the classes, parents discovered what their students were learning about nutrition and movement, and they identified tips and tricks for incorporating healthy foods into their daily meals. As a school, students in preschool through eighth grade built and planted teaching gardens with guidance from a local organization called Ground Works. The gardens provide all SFLS students with an opportunity to learn where food comes from, as well as the science behind how it grows.

The ultimate goal of The Learn-Move-Grow Project is to promote, model and build a culture of health that results in enhanced academic achievement, improved lifetime physical and emotional wellness and better overall effectiveness in our mission to develop students into capable Christian servant-leaders.

As SFLS prepares to move into a new facility on a campus with ample outdoor play space during the 2019–20 school year, stakeholders intend to keep Zoned Recess concepts, classroom brain boosts, and The Learn-Move-Grow Project alive at the new location. Some of the practices — Zoned Recess, in particular — may look a little different on a 30-acre campus. However, the foundational goals of keeping kids safe and engaged in movement and play during recess will remain a priority.

NLSA Powerful Practices VOL. 9, NO. 7 // APRIL 2019

Designer: Chrissy Thomas

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PHOTOS: SIOUX FALLS LUTHERAN SCHOOL



Parent Pages

RESOURCES FOR CHRISTIAN PARENTS IN THE 21ST CENTURY



When Children Defy Us

“There are those who rebel against the light, who are not acquainted with its ways, and do not stay in its paths” (Job 24:13).

How often does this verse describe your child? How often does it describe you and your relationship with God? Children of each age rebel, turning away from parents in defiance. The battle against defiance is a marathon, not a sprint. Your child’s defiant behavior needs a careful, calculated response that assures learning at each stage of development.

Teaching and discipline with children is best defined by the term “serve and return.” Certainly, children learn from watching us, but that learning is reinforced by interacting with us. In defiant behaviors, the child is typically pushing the limits in order to see your response. Sometimes they are pushing buttons, other times performing an experiment of sorts. For a young child, one of the best ways to understand a concept (“No!”) is to find out what is not included (“Is this activity on the ‘no’ list?”). When they are testing you, they are learning more about what is “no” and what is “yes.” They also need to know that you are consistent. It is an effective, albeit aggravating, way to learn. Let’s peek into the brains of defiance at each age group:

Toddlers

Children who have just learned to walk have fully discovered their curiosity and are working on self-regulation. This means they are training their bodies, emotions and attention. When they are defiant it is usually because they are testing the rules to see where the boundaries are. The best response is to be both verbal and physical. Remain calm, repeat the rule and



move the child away from the “no” when necessary. Even though your child may have that sly toddler smile, it doesn’t mean he is trying to aggravate you. He simply enjoys this interactive process of learning.

Early School Age

Early childhood age children are looking to understand others. As they learn social skills, they often try things to see the reaction. They still need you to calmly repeat your request and not give in. Another technique that will work with this age group is humor. This is especially good if their defiance is a bit ridiculous already:

“What? You won’t put away your bike? Well, I guess it’s now my bike! Let’s see if I can ride it.”

A bit of humor has the same effect as moving a toddler away from what is forbidden. It simply resets the situation and helps your child to see a better way to respond than to turn a request into an unwinnable argument.



Elementary

Once children have reached about second or third grade, they have moved to a new stage of moral development. They are constructing their own senses of how to determine right from wrong. They have a new understanding of rules and need to test them all over again. Patience, calm and persistence are still the best teachers. However, now you can discuss the reasoning behind the rules and question your children's understanding. They are now better able to understand the natural consequences of not following rules. In fact, the discussion that happens after the discipline is just as important as any consequence you might give. This is an important time to be clear about God's guidance on what is right and wrong.

Adolescence

This is a particularly challenging time in regard to rebellion and defiance. As a part of identity development, adolescents examine the values of their families and decide what to carry with them into their adult life. It is especially difficult to watch a teen be defiant with a value that we as parents hold dear. Teenagers do things that make us cringe or embarrass us. They are testing the boundaries of values. The best way to push back is to do so with the same patient, calm persistence that you use with children of any age. Praying *for* your teen and *with* your teen will do much to bring God's peace to the situation. Keep things in perspective when responding to defiance. Piercings, tattoos and clothing choices are cringe-worthy but probably not battle-worthy. On the other hand, harmful and/or addictive behaviors need an immediate, firm and loving response. God has provided us with experts to help in these situations.

When we read in the Old Testament about God's relationship with His rebellious children, we quickly see that there is no easy fix for this type of behavior. We must find that perfect mix of law (rules and consequences) and grace (forgiveness and unconditional love) to patiently teach our children how God loves and protects us from our own sin. We don't just love our children in spite of their defiance — we love them right through it. This is what God models for us.



Professionally Speaking



Waiting for the Lord

“Refrain from anger, and forsake wrath!
Fret not yourself; it tends only to evil.

For the evildoers shall be cut off,
but those who wait for the Lord shall
inherit the land” (Ps. 37:8–9).

Refrain from anger — guilty. It’s easy to be angry over the state of our world today. Morality based on personal reason rather than the Bible is the way of the world. Christianity is seen as intolerance and is in constant strife with our world.

It’s also easy to be angry with oneself for being angry. Over and over we’re told NOT to be angry, knowing full well that it “tends only to evil.” Yet angry words and actions fill Twitter feeds and mainline news agencies.

Forsake wrath — guilty. Sure, anger and wrath are synonyms, but wrath has more intensity to it. Wrath toward those who wrong the teachers? The students?

Fret not yourself — guilty. Worried about the voters’ meeting? Worried about all the personal debt? Anxious to the point of illness? Worried about the future of Lutheran schools let alone MY school?

Wait for the Lord — trying ... but not doing very well on that. Worship — check. Prayer — check. Devotional life — check. But confidently waiting? It’s a challenge.

Waiting on the Lord is an active wait. It is NOT the kind of active waiting that Abram’s Sarai performed. Her waiting took matters into her own hands. Even as she herself was promised a son to fulfill Yahweh’s promise,



THE LORD’S COVENANT WITH ABRAM

she concluded that God needed help and allowed her “mistress” to be the surrogate of sorts. And while she even thought she was successful in helping God, she soon found out she was wrong. Her continued waiting on the Lord turned a bit snarky as some special friends showed up at the home front one day. Told by these holy

friends that Abram and she would have that promised son, she laughed. Yes, she laughed at God.

And Zechariah ... how was his waiting game? He and Elizabeth were “righteous before God, walking blamelessly in all the commandments and statutes of the Lord” (LUKE 1:6). However, one gets the idea that their waiting had turned into giving up. Though they were righteous and blameless, any hope of a child was more of a wish than a prayer. So Zechariah’s doubtful response to Gabriel was not as much a question as it was a dismissal.

What does waiting look like for you? Is waiting just plain bad leadership? The vision is set (in your eyes) and the future is carefully planned (in your eyes). Waiting seems to be avoiding addressing the needs of your school.

Personally, your plans for retirement are carefully constructed with planners and consultants. The dollars make sense. But why is there an angst, an irritant that is moving you toward a new endeavor ... at least retirement isn’t feeling like a “walkaway” endeavor.

Moses showed us that even faithful waiting can be challenged by those being led. He knew that God was in charge. He said it good and loud. The Israelites heard it; the Egyptians heard it. The Israelites knew God’s promises; they didn’t believe them however. They were experiencing slavery; they were experiencing major trials in their lives. Moses’ words and the remarkable plagues were not enough for them or for Pharaoh to change. Moses’ patience, his faithful waiting, were under constant testing. But his testing was found to be good. God’s goodness prevailed, on His time, on His will.

Waiting gets us in line with God’s will. In his book, *Therefore I Have Hope* (Crossway, 2018), Cameron Cole writes about the death of his young son. The following is an excerpt from the book and describes what he

determined was the only way he and his wife could heal from their loss:

God says in Psalm 119: 105 that “[his] word is a lamp to [our] feet.” Notice, this is not a flashlight or a spotlight; it is simply a lamp for our feet. Just enough light for what is immediately before us. This means that He intends for His Word to guide us for the next step. Not for the month or the year. Just the next step.

What does it mean to “wait for the Lord?” In the Scriptures, the word *wait* means to hope, to anticipate and to trust. To hope and trust in the Lord requires faith and teaches patience, humility, meekness, long-suffering, keeping the commandments and endurance.

Teaching waiting is a very important discipline as it relates to life, but more importantly as it relates to life in Christ. In a time when waiting is more about seconds than weeks, teaching waiting supports the faith that God graciously provides. When microwaves, Google and Amazon give us what we want quickly, it’s important to teach waiting because waiting strengthens faith.

We can (and do) teach waiting in our schools by the following:

- › **Teaching patience** — Teach time and goals (rather than now, immediate response; let’s see what happens — science).
- › **Teaching humility** — Teach service, chores, responsibilities, and care for others (elderly).
- › **Teaching endurance** — Assign long-term projects, including health and fitness as daily parts of the curriculum.
- › **Teaching the commandments** — Know them (memorize and study them), talk about the issues within the commandments and demonstrate consequences of disobeying the commandments.

Professionally Speaking // APRIL 2019

A RESOURCE OF LCMS SCHOOL MINISTRY

Writer: Mark Muehl Designer: Chrissy Thomas

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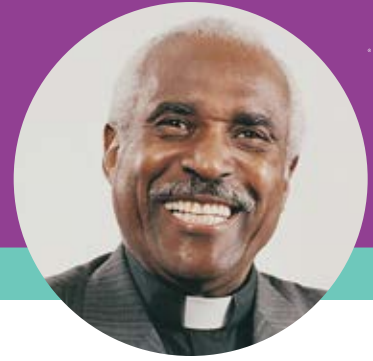
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School Shepherd

TIPS AND SUPPORT FOR PASTORS OF CONGREGATIONS WITH SCHOOLS



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

“You will be my witnesses in Jerusalem and in all Judea and Samaria, and to the end of the earth” (ACTS 1:8).

A familiar sign near the exit from the church and school parking lot reads, “You are now entering the mission field.”

This sign could also greet those who enter the church and school parking lot. The Lutheran school is a mission field. School statistics indicate that an increasing percentage of school children and families do not identify a church home and do not confess the Christian faith. Increasingly, community families choose the Lutheran school for the academic excellence, caring professionals, safe setting and other features. Every school day, the mission fields drives onto the school parking lot and enters the classrooms. This dynamic excites and challenges the school shepherd and ministry partners. God is bringing children to us so that we might not only give them an education for service in their lifetimes, but most importantly also give them the Truth that lasts through eternity.

In witness to the mission field in the Lutheran school setting, the Light that is Jesus must shine on every aspect of the school ministry. The school shepherd becomes the missionary leader for the school. Teachers are equipped to clearly share the Gospel in their classroom instruction and in their personal conversations with children and families. The necessity and wonders of Baptism are shared with children and families. Families are introduced to the confession of the church and school and welcomed into their fellowship.



The school shepherd is also comfortable leaving the mission field of the school premises and entering the mission field of the community. It is God’s plan that the Lutheran school is located in its unique community. It is important to learn the demographics of the community. Lutheran Church Extension Fund (LCEF) has excellent demographic resources. Contact your District LCEF vice-president for information on a demographic presentation to the church and school staff and lay leaders.

Conversations with community leaders (mayor, council, police chief, Chamber of Commerce, etc.) can also provide insight into the blessings and resources of the community. Conversations with leaders might include the question, “How can our Lutheran church and school make a difference in this community?”

The “Real. Present. God.” theme provides guidance to the school shepherd in community engagement.

GOD: The school shepherd is God’s representative on behalf of the school and church ministry. While we may engage in the community in many civic and humanitarian efforts, our primary mission is to share the Good News of Jesus. The Lutheran school is a place where Jesus as the only way to salvation is taught and lived. All conversations and connections give God glory and seek to grow His kingdom.

REAL: The school shepherd always serves as a “called and ordained servant of Christ” in the contexts of church and community. However, community connections also emphasize his vocations as spouse, father, neighbor, coach, volunteer and friend. Community members welcome the “real” pastor who greets them in the everyday contexts of their lives and relates to their experiences and struggles. While relationships have always been important, sociologists emphasize their importance to millennials. Relationships thrive when the shepherd is known to be approachable and vulnerable — real! The familiar adage is true: “People don’t care how much you know, until they know how much you care.”

PRESENT: While God is present everywhere, the school shepherd is not. It is impossible to be present for all family happenings, church obligations, school activities and community connections. God calls and equips us to be wise stewards of our time. Church elders and school boards make a wise and important decision when they free the pastor from parish and school obligations to be involved in the community. The pastor’s presence at community events and functions brings a “face” of the church and school into the community. Often the community presence is informal through casual connections at the local coffee shop or café.

The school shepherd was enjoying a meal with his family at a local fast-food restaurant. A child’s voice in a neighboring booth shared, “I didn’t know God ate at McDonald’s.” All who have any regular contacts with the pastor know he is not God. However, to the children of the Lutheran school, he is their connection with the school and God’s representative.

“ Lord, gather all Your children,
Wherever they may be, And lead
them on to heaven To live eter-
nally With You, our loving Father,
And Christ, our brother dear,
Whose Spirit guards and gives
us The joy to persevere.”
(LSB 835:6)

May God bless our mission presence in the community.

Reflections:

- ▶ What’s unique about the community in which your Lutheran school is located?
- ▶ What are the present community connections between the ministry of the church and school and their community?
- ▶ How is the school shepherd real and present in the community?
- ▶ How could the church and school be more vitally connected with the community?





Time Out for Directors

LEADERSHIP DEVELOPMENT TIPS FOR EARLY CHILDHOOD CENTER ADMINISTRATORS



Rise and Shine! Give God the Glory!

No matter what name you have for it, whether it be “Rise & Shine” or “Arky Arky,” the lyrics to the popular children’s song, “Rise and Shine” (“and give God the glory”) (*Little Ones Sing Praise*, p. 66) certainly tell of a great story. In all that you do, give God the glory! The song actually shares the story of Noah and how he listened to God’s word, despite being ridiculed by others and being unsure of exactly what he was doing. In spite of these things, Noah held firm to the directive God had shared. Noah put his trust in God and did not waver. Although it took time in torrential rain and weeks floating on a water-covered earth, Noah saw God’s rainbow — God’s sign of promise. Noah did accomplish a big feat, but he didn’t take credit for it; Noah gave credit to God! To God be the glory!

Consider for a moment the times of celebration you have had in the past week regarding your ministry. Were there moments of celebration for children who achieved specific milestones, or perhaps celebrations with parents when a particular obstacle in their lives was overcome? Perhaps you have reason to celebrate with a staff member when prayers for healing have been answered, or perhaps you celebrate with your congregation for the outreach your early childhood ministry brings to the community. You may even celebrate something for yourself — perhaps you’ve enjoyed healthy eating recently or even

lost a few pounds. Remember there is always a reason to celebrate — there is always a reason to “rise and shine, and give God the glory!”

Unfortunately, Satan likes to weave his hands into your life and create moments when you may not want to celebrate — moments when you may want to give up. Do not let Satan take power in your life or ministry. When moments come that are difficult, and they will, be sure to look to Jesus for comfort and direction. These moments are perfect times to reflect on the times when Noah overcame temptation to stop building the ark. Noah disregarded those who mocked him, rallied his family around for support and trusted God in providing. It took Noah quite some time to see God’s plan actually occur, but when the rains came down, Noah knew God was looking out for him and his family. Noah continued to give God the glory!

In early childhood education, you are likely cheerleading students quite often. “You can do it!” or “Give it another try” are common phrases heard in early childhood classrooms. Just as the Holy Spirit guides and protects

you, so you, too, must guide and protect those in your care. God stands right alongside you in your ministry to children and families. Seek moments to celebrate with children whenever possible, and be certain to mention God’s provision in the success too.

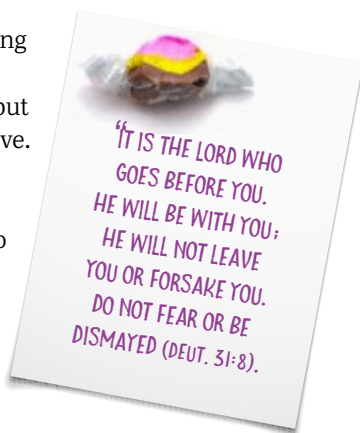


All people need encouragement.

Encouragement can serve as just the right fuel for a person to persevere and keep moving forward. God provides spiritual encouragement to His people in many ways, such as through Scripture, fellowship with other Christians and the guidance of the Holy Spirit. Be sure to make good use of these tools when you need encouragement or see that need in another. Jesus knew the value of relationships. Jesus met with people and encouraged them, and so, today you do the same in your special ministry of early childhood education. Look for ways to reach out to others. These ways can be as simple as a smile or as complex as listening to someone cry when they are hurt. When you provide encouragement to someone else, you are letting your light shine — you are sharing the love of Christ, which God has called you to do.

Remember to give credit where credit is due. When you look to God for guidance, wisdom and peace, He shares His goodness with you. In prayer, give thanks to God for His mercies. Give God the glory, and shout His goodness from the mountain tops!

Scripture provides much encouragement. Consider using the following Bible verses to encourage not only yourself, but also those with whom you serve. Write a verse on a notecard and deliver it with a piece of candy to someone you want to encourage — by doing so, you will let your light shine and give God the glory!



“But they who wait for the LORD shall renew their strength; they shall mount up with wings like eagles; they shall run and not be weary; they shall walk and not faint” (IS. 40:31).

“Therefore encourage one another and build one another up, just as you are doing” (1 THESS. 5:11).

“Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the LORD your God is with you wherever you go” (JOSHUA 1:9).

“It is the LORD who goes before you. He will be with you; he will not leave you or forsake you. Do not fear or be dismayed” (DEUT. 31:8).

“Be strong, and let your heart take courage, all you who wait for the LORD” (PS. 31:24).

“Peace I leave with you; my peace I give to you. Not as the world gives do I give to you. Let not your hearts be troubled, neither let them be afraid” (JOHN 14:27).

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