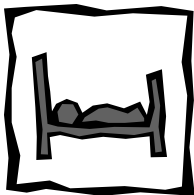


## “An Overview of Teacher Level Factors in Educational Ministries”

By John R. Kennedy



It is 7:30 a.m. on Sabbath morning. Though Tom is tired, he manages to roll out of bed and get ready for church. Tom wants to improve as his local church’s Sabbath school teacher, but he doesn’t know where to start. He

knows he needs to improve because he observes a few of his students’ dozing off during class; a few others talk among themselves as he lectures. Although the pastor always assures him that he is doing a “good job,” he wonders if his students are learning anything.

**“Every community that wants to last beyond a single generation must concern itself with education.”**  
 Walter Brueggemann

**Teaching is more than an art and a science in Christianity.** It is also a spiritual gift. And spiritual gifts are given by the Holy Spirit for the common good of the body (1 Corinthians 12:7). Just as sanctification is a life-long process, so, too, is the fine tuning of pedagogical practices. (*Ed. Note: “pedagogical definition: pertaining to or characteristic of teaching, the art of teaching.”*) Because all truth is God’s truth, teachers in educational ministries ought to embrace the findings of today’s educational research in order to impact their students’ learning. This, of course, takes nothing away from the Holy Spirit’s job of personally convicting and guiding us. Just as one who has received the gift of administration can take courses and read up on effective administrative practices, teachers in the church have an excellent opportunity to fine tune their pedagogical skills through personal study, taking educational courses,

and dialoging about educational practices with other teachers in the church.

In his seminal work *“What Works in Schools: Translating Research into Action”*, educational researcher Robert Marzano identifies three factors that affect student achievement: school level factors, teacher level factors, and student level factors. This article focuses on the importance of teacher level factors in Christian educational ministries. The three aspects of teacher level factors are instructional strategies, classroom management, and classroom curriculum design.



### Instructional Strategies

What we do or don’t do in the classroom impacts our students’ learning. It is important not to rely on only one method because “that’s what we’ve always done it,” but a well-rounded teacher must be inclusive of a variety of learning modalities. In other words, how people learn ought to determine how we teach them. Though we all have the potential to learn through any modality, most of us have a pre-

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## Personal Note

Hello Everyone,

Our lead article this issue is by John R. Kennedy, Editor of Acts Magazine. This is an excellent article for teachers of Sabbath School and the article points out several recommendations that might help teachers. The bottom line is that we need to know our students and work with them in teaching them God's Word. It's still the responsibility of the parents to instill in their children God's way of life and see that they set the proper example. Sabbath School is a supplement to the parent's teaching and training but an important factor in helping our children achieve the best God has for them. So teachers, your job is very important in supporting and teaching the children of the church, along with parental guidance and training.

In this issue we are also including a lesson on Daniel contributed by Diane Kleeschulte. This will be a continuing series of lessons about Daniel's life up to and including Lesson 6. Each issue of TODAY will continue the lessons from the previous issue. We hope you will enjoy these lessons and will look forward to each issue continuing Daniel's story.

Cynthia Saladin and Diane Kleeschulte are sharing with us a newer resource they are involved with called REACH which is available at Christian Education Ministries website [www.borntowin.org](http://www.borntowin.org). There you can download activities for five age groups with general material lists for each book and a more specific list for each lesson.

On pages 4 through 9 we have included activity sheets for the coming spring holy days and Pentecost. Feel free to copy and use these sheets for your home or school use. We wish all of you a very blessed spring holy day season including Pentecost.

Until next time,

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## Introducing YEA! Let's R.E.A.C.H.

By Cynthia Saladin and Diane Kleeschulte

Christian Education Ministries currently has REACH activities posted and available for all five YEA! (Youth Educational Adventures) age groups. The acronym REACH stands for "Reinforcing and Enriching At Church and at Home". **All of these activities are absolutely free!** They can be downloaded and used immediately for your convenience whether at home or at school.

We would like to explain the rationale behind the approach we took in deciding the format of the activities for each age group. Take a few minutes to check out the website, [www.borntowin.org](http://www.borntowin.org), and you will find the wonderful and appropriate books that correspond with the REACH activities. Here is a short summary of what the activities will include for each age group:

**Beginners:** Three to five year olds have a very short attention span. (We lovingly compare it to a gnat.) Taking that into consideration, we decided to offer a phonics-based approach to each REACH lesson activity. Each lesson will highlight a specific letter of the alphabet. For example, in Book 1-Lesson 1, we highlight the letter "B". We include a bubble letter, lesson-related sentence for letter recognition, as well as memory verse practice. We believe that these are the best type of activities to offer to pre-readers. They require very little sit time but a lot of pre-reading experience and retention of the YEA lesson. There will be an explanation of the phonics-based approach with each lesson book. All YEA books currently have REACH posted on the website for this age group.

**Primaries:** Six to eight year olds enjoy the opportunity for cut, color, and paste activities. They usually want to dance and sing, especially action songs. They are eager builders of models and dioramas. They definitely don't mind keeping their hands busy and dirty! This age group is also fascinated with non-fiction information and is just learning how to use reference materials. With all of that in mind we decided on the type of activities that you can currently view and download from the Born to Win website. We offer activities that involve more independent work than what you will find for the Beginners. Primaries attention span is about twenty minutes, depending on the maturity of the child and their interest of the topic. Each lesson provides a diverse choice for each student's learning style. We have also taken into consideration the availability of certain materials. Therefore we have provided general material lists for each book and a more specific list for each lesson. Currently you can download REACH for Dreams and Promises and Wonderful Words of Life. Year 1- The Life of Christ is currently completed and posted on the website.

**Juniors:** Nine to eleven year olds are ready for a bit more of a challenge than the Primaries. They enjoy some of the same types of activities but want to feel that they are more "grown up". For that reason the format we designed for Juniors is

(Continued on Page 12)

*("An Overall View - Continued from Page 1)*

ferred one or two. Here are some of the most common learning modalities that exist:

Visual (charts, diagrams)  
 Print (books, notes, study lessons)  
 Aural (hear the message)  
 Interactive (collaborative groups)  
 Haptic (touch)  
 Olfactory (smell and taste)  
 Kinesthetic (work with the hands)



Teachers can simply ask their students which modalities they prefer. Generally speaking, the broader the teaching methods are, the more likely all of your students will have opportunities to learn. Share your approaches with other teachers in educational ministries. Christ the Master Teacher used a number of pedagogical strategies in His ministry such as object lessons, parables, story telling, direct instruction, one-on-one mentoring, etc.

The following table represents Marzano's findings related to the categories of instructional strategies that affect student achievement in the public school setting. Of the following 9 essential instructional strategies, the skill of identifying similarities and differences had the most impact in terms of student achievement. An effective teacher uses a variety of instructional strategies for the benefit of all students.

### **Nine Effective Categories of Instructional Strategies that Affect Student Achievement**

Identifying Similarities and Differences  
 Summarizing and Note Taking  
 Reinforcing Effort and Providing Recognition  
 Homework and Practice  
 Nonlinguistic Representations  
 Cooperative Learning  
 Setting Objectives and Providing Feedback  
 Generating and Testing Hypotheses  
 Cues, Questions and Advance Organizers

### **Classroom Management**

Classroom management includes all of the procedures and practices that ensure quality instruction takes place and make learning more predictable. A well-managed class has several components. All students are involved and on task in an environment conducive to learning. Students know what is expected of them and how to meet their teacher's high expectations. Well-managed classes are not boring. Students are actively involved and engaged in the class and

*(Continued on Page 10)*



## **Book of Daniel**

### Chapter 1- Daniel's Life

#### Invitation to Integrity

*(Lesson by Diane Kleeschulte)*

### **Objectives**

1. Understand how and why Daniel and his friends held on to their beliefs in a foreign land and how they, too, can stand firm in their beliefs in our culture today.
2. Define: captive; temptation; resolve; integrity;
3. Explain the meaning of the original names of Daniel and his friends and the new ones given to them by King Nebuchadnezzar.
4. Describe situations of "integrity" that they have been faced with, or anticipate facing in the future.

### **Class Lesson**

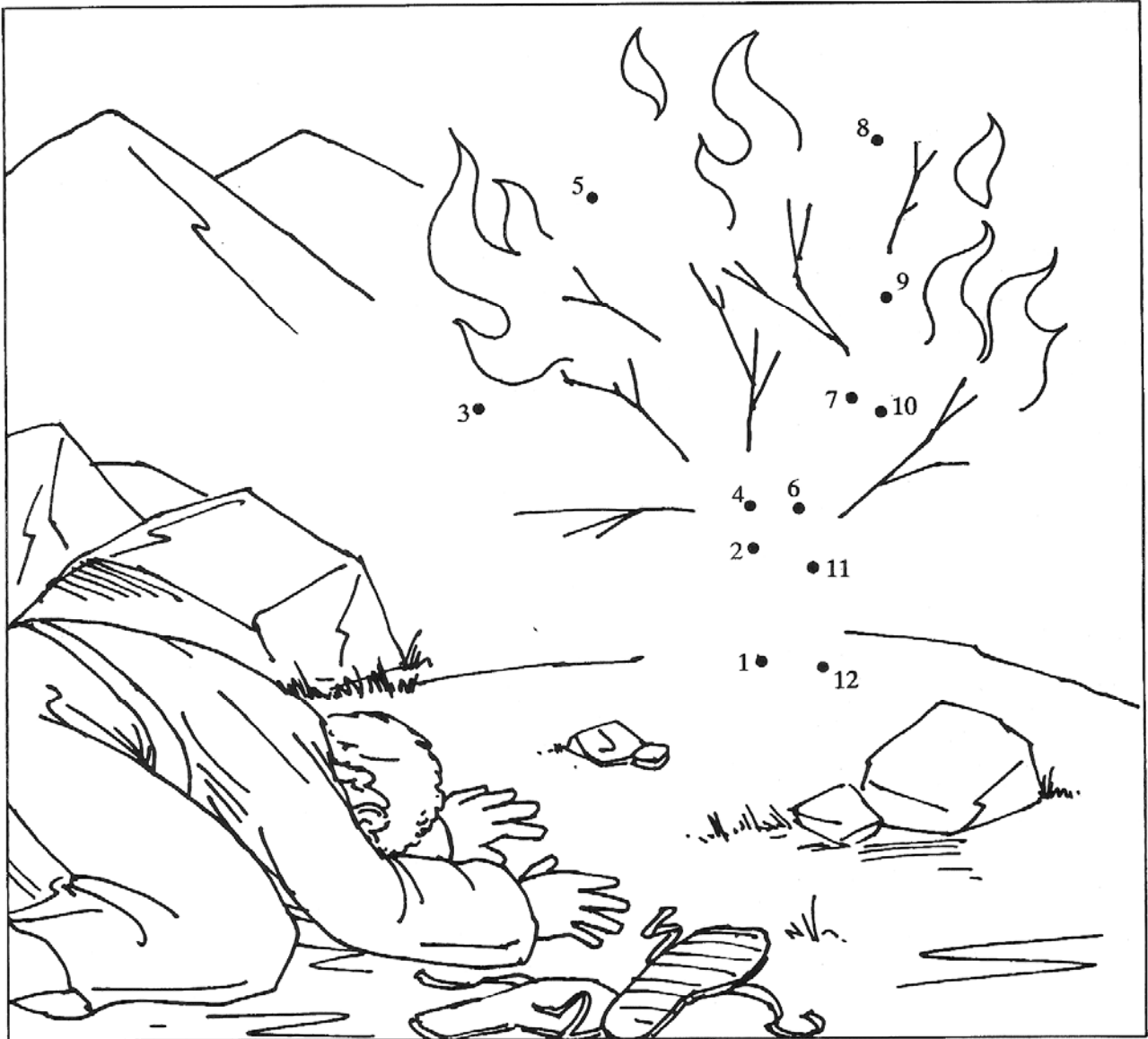
1. Before teaching the lesson, ask: What do you know about Daniel? Share information about Daniel.
2. Read Daniel 1:1-10 and compare it with what was previously shared.
3. What orders were given to Ashpenaz by the king? Why do you think these were important traits that the men must have to serve the king?
4. What does it mean to be taken captive? Have you ever felt "captive" by today's society and pressures? How do you handle the "temptation" of giving in to the pressure from society and your peers? Do we have any ideas yet on how Daniel and his friends will handle the pressures and temptations of Babylon?
5. Daniel knew that God said certain foods were "unclean". Even though he knew what may happen as a result, Daniel was not going to give in to the king above his own God. What was the chief official's response to Daniel's request?
6. Read Daniel 1:10-14. Who did Daniel speak to about the food he and his friends wanted to eat? How did the guard respond to their request? Why do you think he responded differently than the chief official?
7. Read Daniel 1:15. Why do you think Daniel and his friends looked so healthy after ten days?
8. Define resolve and integrity. How did Daniel and his friends show "resolve" and "integrity" in a very difficult

*(Continued on Page 11)*

# AGES 5-8

**G**od appeared to Moses and told him to lead his people out of Egypt.

Connect the dots.  
1 2 3 4 5 6 7 8 9 10 11 12



AGES 9-12

THE CALL OF MOSES

EXODUS 2:15b-3:18



When Moses was an adult he fled to Midian. There he married one of the daughters of Reuel.

Add and subtract words or letters to find the name of his wife and their son.

-er + -nge + - and =

-at + -oe + -use + -ouse =



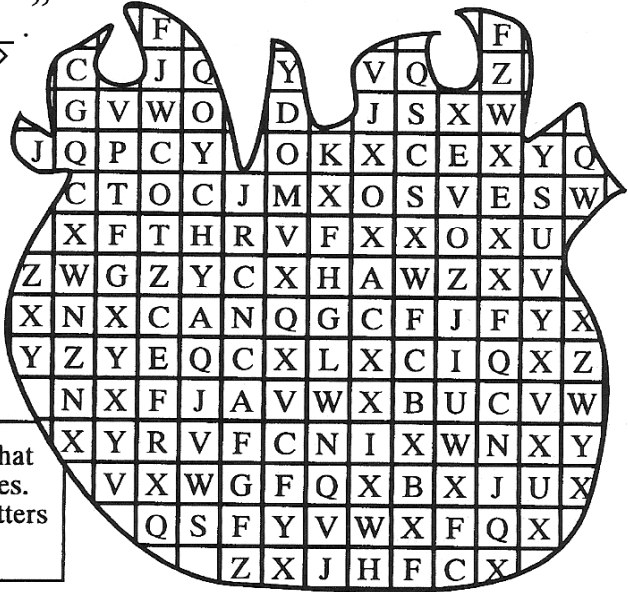
What did God say to Moses?

“
↓ ↻ ↷ ↶ ↷ ↶ ↷
↷ ↶ ↻ ↷ ↶ ↷ ↶ ↷
↷ ↶ ↷ ↶ ↷
↻ ↷ ↶ ↷ ↶
↻ ↷ ↶ ↷ ↶
”

CODE:
A=↑ H=← R=↻
B=↓ I=↔ S=↷
E=↻ L=↓ T=↷
F=↔ N=↑ U=↓
G=↻ O=↷ Y=↷

Moses was tending his father-in-law's flocks in the desert near Mount Horeb. Something happened there! What was it?

Cross out the letters that appear 6 or more times. Write the remaining letters below in order.



-----
-----

Name \_\_\_\_\_

# Spring Holy Day Secret Code Puzzle

(Ages 7-12)

The scripture below is written in secret code. See if you can find the correct letters listed in the code box below and write them on the dotted lines:

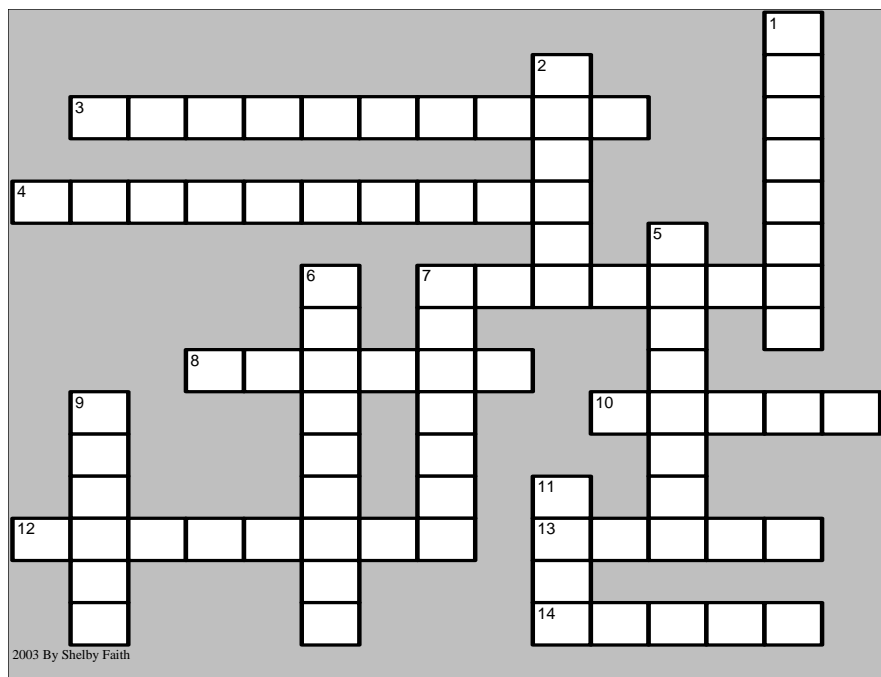
" \_ \_ \_ \_ \_  
 ↓ ⇨⇩ ◀ ↑ ⇨ ⇨ △ ⇨ ⇨ ⇨

\_ \_ \_ \_ \_" (John 6:48)  
 ⇨ ⇨ ⇨ ⇨ ⇨

### Code Box

a	b	c	d	e	f	g	h	i	j	k
⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨
l	m	n	o	p	q	r	s	t	u	
⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨
v	w	x	y	z						
⇨	⇨	⇨	⇨	⇨						

# Passover Crossword Puzzle



2003 By Shelby Faith

## Across

- 3 Does not have any leaven  
 4 Place where Moses took Israel  
 7 King of Egypt  
 8 Sister of Aaron  
 10 Leader of Israel  
 12 Used by Egypt to pursue Israel  
 13 Brother of Moses  
 14 Spread around doorposts and over door

## Down

- 1 Time the Lord passed over  
 2 Dried up to allow Israel to pass through  
 5 The Lord passed over this night  
 6 All the \_\_\_\_\_ children of Egypt were killed  
 7 Egypt was smitten with these  
 9 Name of area where Israel lived while in slavery  
 11 This animal was killed on Passover

(Read Exodus 11—Exodus 15)

## Word Pool

Red Sea  
 Miriam  
 Pharaoh  
 Blood  
 Midnight  
 Passover  
 Plagues  
 Lamb  
 Unleavened  
 Aaron  
 Firstborn  
 Goshen  
 Wilderness  
 Moses  
 Chariots

# PENTECOST WORD PUZZLE

Find the words in the grid. Words can go horizontally, vertically and diagonally in all eight directions.

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

2003 Shelby Faith

BAPTIZED

PENTECOST

FEAST

REPENT

FIFTY

SABBATHS

FIRSTFRUITS

SEVEN

HOLY

SPIRIT

LANGUAGES

WEEKS



# PENTECOST



(Ages 5-8)

1. How many Sabbaths were the people to count to get to the Day of Pentecost? Circle the number below:

3

5

7

2. This feast day was called by two names in the Old Testament. Feast of First fruits and Feast of \_\_\_\_\_. Choose one of the words below and fill in the blank:

**Weeks**

**Months**

3. In Acts 2:1 this day is called Pentecost. Suddenly there came a mighty rushing sound. Circle the picture below that shows what the sound was like.



HORN



WIND



DRUM

4. Upon the heads of the disciples there appeared tongues of \_\_\_\_\_. Fill in the blank from the pictures below.



FLOWER



FIRE

*("An Overall View" - Continued from Page 3)*

remain on task during independent work time. Little time is wasted because these classes are very well prepared.

Well-managed teachers treat their students as subjects, not objects. Students should never be humiliated, regardless of their age. Because students have feelings, it is important not to give too much praise to any one of them. Showing favoritism alienates others. James wrote, "My brothers, as believers in our glorious Lord Jesus Christ, don't show favoritism" (James 2:1 NIV). However, it is important to recognize and celebrate milestones in spiritual growth. After all, the purpose of educational ministries is to equip the saints for service and to facilitate spiritual growth through the indwelling work of the Holy Spirit (See Ephesians 4:11-13; Romans 8:9-11).

The bottom line is that teachers need to know their students. It is important to know what they like, what they don't like, where they live, their family situation, and special dates of the year like birthdays and anniversaries. In *"Teaching to Change Lives"* Howard Hendricks, longtime professor at Dallas Theological Seminary, reminds teachers not to confuse what adult students do for a living with who they are as people. Overall, a well-managed class holds students accountable for what they do or don't do and maintains high expectations while providing an opportunity for growth and fellowship.

### Classroom Curriculum Design

Just as sermon preparation is essential for a preacher, so is class preparation for the teacher. Teachers in the church should not blame the Holy Spirit when a class goes awry when, in fact, it was poorly prepared, resulting in an undesired delivery. Unfortunately, many teachers in educational ministries are still asking a basic question, "How to prepare a class?" The following is not meant to be an exhaustive list of all instructional components, but it does include some essential parts.

**Objective:** A well-written objective is not too broad or too specific but is measurable and "just right." It states what the students should know (declarative knowledge) and/or be able to do (procedural knowledge) after the class. One example of a lower level objective is: Students will be able to know the names of Jesus' 12 apostles by telling the story of how He selected them. A higher order objective for an adult class is: Students will be able to compare and contrast the Ten Commandments in Exodus 20 and Deuteronomy 5 by using a Venn diagram. Notice the word "by" in each objective links declarative knowledge with proce-

dural.

**Anticipatory Set:** The principle of the anticipatory set works the same as the warm-up exercises a runner does before he runs the race. An anticipatory set allows students to focus on the objective(s) of the class by capturing and holding their attention. It can take many forms like an anecdote, a joke, a video, a song, a specific prayer, a demonstration, or an essential (guiding) question. Once a teacher has his student's attention, the next key is to determine how much they already know about the topic.

**Check for Prior Knowledge:** Because it would be a shame to teach a lesson that students have already mastered, it is important to check students learning and progress continuously throughout the class. One opportune time to check what they already know about a given topic is at the beginning the lesson. This could be done simply by asking a question, "Raise your hands if you can tell me the significance of the word atonement," or by asking them to write a one-minute paper on the meaning of atonement. Plus, by checking for prior knowledge, teachers can assess how much was learned from the previous class and can link the previous class with current class to build a sense of continuity.

### Covert and Overt Active Participation:

Talking is not teaching. Although there are many benefits from a strong lecture, not all teachers are strong lecturers. Furthermore, plenty of research suggests that students should be engaged in meaningful activities. One Chinese proverb captures this: "I hear, and I forget. I see, and I remember. I do, and I understand." Covert active participation is not observable. An example of this includes "think about how Joseph felt when his brothers sold him into slavery." Overt active participation, on the other hand, is observable and would include "think about how Joseph felt when his brothers sold him into slavery and write a song or poem that captures this." The most powerful combination of active participation is to begin with covert and then couple it with overt participation.

**Taxonomy of Questions and Wait Time:** Not all questions are equal. Teachers must be aware of both the kinds of questions they ask their students in large group discussions and the amount of wait time given, that is, the time a teacher allows his students to process the meaning of the question and come up with an answer. A general rule of thumb is that the more difficult the question, the longer the wait time. Remember that our classes are not versions of Jeopardy! The more time a teacher gives his students, the

*(Continued on Page 12)*



*(Book of Daniel Continued from Page 3)*

and potentially life-threatening situation? What did God give them? Explain that “integrity” is the focus for the study of Daniel 1-6.

9. Read Daniel 1: 16-21. Discuss the training the four young men went through and what God gave them. Why did God give them knowledge and understanding? Why did God want Daniel to be able to understand visions and dreams?

10. Describe how the king felt about the service Daniel and his friends gave him. How did it compare to the work or service of others to the king?



11. Nebuchadnezzar, the king, gave Daniel and his friend's new names when they arrived as captives from Judah. What were the meanings of their old names? What were their new names and the meanings for each? How do the meanings tie in to Daniel 1?

**Unit Materials:** bible, bible reference books (dictionary, encyclopedia, maps, concordance), pen/pencil, color tools (markers, paint, color pencils), index cards, 3-ring binder, dividers, notebook paper, plain white paper, construction paper (8 1/2x11 and 11x17), three-hole punch, optional. **Note:** Throughout the unit on Daniel 1-6, the students should have a journal to keep their activities together and organized. The binder, notebook paper, and dividers should be assembled before lesson one. The dividers should be labeled: chapter notes/activities, maps, and biographies. Add to the notebook any other dividers as you need them. Some dividers have pockets. For those that do not, a three-hole punch will be handy to file map work.

**Daniel 1: Lesson Activities-** File all activities after they have been completed and shared with family or class.

- Using a bible dictionary or encyclopedia, find out more about King Nebuchadnezzar. Write a short biography. File in journal.
- Use a bible map to locate Jerusalem and Babylon. Draw a map and label each city. What is the distance between the two cities? Trace the route that Daniel and his friends traveled from Jerusalem to Babylon. File the map.
- In a bible encyclopedia, find out the history of each city. Write a comparison of each city today with their past history. File in journal.
- In your bible journal write the meaning of each word: captive; temptation; resolve; integrity. If a word has more than one meaning write the one that you feel relates the

most to the lesson on Daniel. As the lesson continues, make changes or corrections as needed.

5. Expand on the lesson: Daniel and his friends had names given to them after they arrived in Babylon. Complete the following if it was not done in class: List their original, Hebrew names and meanings in one column and their Babylonian names in a second column. Compare and contrast the meanings. Discuss with family or small class group. What is the meaning of your name? Use a baby name book or other resource to find out. Ask your parents how they chose your name. Write this information in your bible notebook.



6. Form small groups and make a list of what the world, today's society and culture, believes is important. The list may include looks, material items, etc. After the list is complete, each student should write in their bible notebook how important each item is to them and why. Students do not have to share their journal entry, but should be ready to participate in the following discussion and able to support their views.

7. Come back together and discuss the lists each group created in activity #5. After sharing, discuss how important these things are to God. As a group, find scriptures to support the Godly view vs. worldview. Students should write how they felt about both activities in their bible notebook.

8. Where are the scriptures that explain clean and unclean foods? Use a bible and concordance to locate the scriptures and write them in your bible notebook. Search for current and updated health news regarding each food that is listed as clean and unclean and how it affects the human body. What did you find out? Write your information in your bible notebook. Consider presenting a report to the class or your family.

9. Have you been trained in the knowledge and understanding of God? Why or why not? Make a plan and write it in your bible notebook. Your plan can include a time to study and pray, or to meet with others, including family, to read and study the bible.

10. The title of the lesson on Daniel 1 is “Invitation to Integrity”. Discuss the title and how it relates to Daniel and his friends. How does it relate to you? Are you being invited to live a life of integrity? Why or why not? Write down your thoughts and ideas in your bible notebook.

11. Use a bible and concordance to list at least three scriptures of encouragement for you to live a life according to God's ways. Write them in your bible notebook. Create a bookmark for each scripture. Keep them or give them to someone that you feel will be encouraged by the scripture.

(An Overall View Continued from Page 10)

more detailed the answer. Even extending wait time from 2 to 5 seconds can produce richer responses from students. A classic resource to consult concerning the taxonomy of questions is Benjamin Bloom's taxonomy of question based on his 1956 study.

**Level of Concern:** One way to keep students interested in the class is to raise their level of concern. For example, how do most students feel when a teacher calls on them in front of their peers? Their level of concern raises and it is usually quite noticeable (perhaps the student's face turns red). Thus, it is important to call on students, giving them ample wait time, to make them concerned and ready. Or ask one student to call on another student. That usually adds some intrigue! A teacher who uses different modalities and activities tends to have more concerned students than one whose style is predictable. Be creative and surprise them! An appropriate level of concern keeps students engaged but not afraid of the class or teacher.

**Closure:** Although many teachers in the church rarely feel they have enough time to do this step, it too important to leave out. Effective planning and classroom management ensure time for a proper closure. Closure allows the teacher to reiterate the objective(s) of the class, clarify any doubts, summarize the most important point(s), check for understanding, preview the next lesson, and engage in corporate prayer. Some type of short reflective activity works well by allowing students to think about their new declarative and/or procedural knowledge and determine how it will affect their spiritual lives.

As the beginning quote by Old Testament scholar Walter Brueggemann correctly points out, education is integral for the existence of a faith community. Karen Tye of Eden Theological Seminary agrees by making this observation in *Basics of Christian Education*: "The gospel must be heard anew in each generation, in each setting, and in ways that speak to that day, time, and place." Teachers play an essential role in proclaiming the "old, old story of Jesus and His love" yet communicating it to a twenty-first century audience. Teachers like Tom who seriously want to improve their pedagogical skills can do so through earnest study, practice, and a close relationship with the Lord. Spirit-filled and effective teachers in educational ministries translate into an army of servants for God's kingdom. May God bless our teachers.

(John R. Kennedy is the Editor of ACTS. He is currently pursuing an M.Ed. in International Education from Framingham State College.)

"REACH" - continued from page 2



different from the activities we offer the Primaries. The Junior REACH activities are more self-directed or they can be utilized by the student with a minimum of direction from the parent or child.

These are the seven sections for each YEA Junior lesson: Back to the Bible, Journal Jot, Just Toolin' Around, Word Study, Did you Know?, Music Notes, Stretch it Out, and Questions. There will also be directions on how to set up a bible notebook for each of the sections on the Born to Win website, as well as more detailed information for each section. Coming soon: **Year 1- The Life of Christ is currently posted on the website.**

**Intermediates:** Twelve to fifteen year olds are on the cusp of early adulthood. Responsibilities increase as well as accountability. Therefore, the format and objectives of REACH for Intermediates reflects both of those areas. Spotlight Memory Verse, Map Work, Bible Culture, Personal Application, and Worldview Collision are the five topics that highlight each lesson. Again, it is suggested that each student have a bible and notebook. Specific information for each topic will soon be available on the Born to Win website. Coming soon: **Year 1-Book 1, "Celebrate" is posted and available on the website.**

**Senior Teens:** Sixteen to nineteen year olds have assumed the responsibility of working, driving, and planning for their future career. We have created a REACH basic outline that the student will apply to each lesson. The outline consists of: Reteach Lesson/ Bible Journal Follow-up, Reflection, Biblical Worldview vs. Secular Worldview, Headlines, and Outreach. The expectations for this age group should be consistent. These teens should be more independent with their bible study, but still be held accountable for their learning and application. Go to the Born to Win website soon for more details about the REACH basic outline. All REACH activities for this age group are posted and available on the website.

**Don't hesitate to check the [www.borntowin.net](http://www.borntowin.net) website soon for more REACH activity updates as well as the Teaching To Win newsletter.**

### T.O.D.A.Y. NEWSLETTER

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Shelby Faith      John R. Kennedy  
Diane Kleeschulte      Cynthia Saladin      and YOU!

"Children's children are the crown of old men; and the glory of children are their fathers" Proverbs 17:6