

# SCHOOL LIGHT LINES



CHRISTIAN LIGHT  
EDUCATION



Summer 2022 | Volume 42 | Number 4

## The Climb | Dwayne Erb

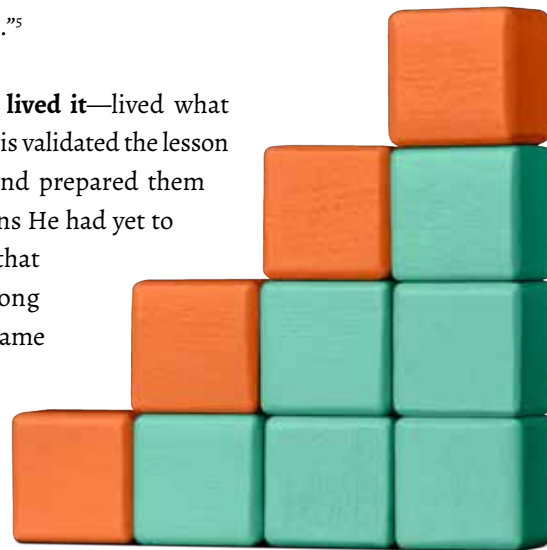
**S**eeing the multitudes, [Jesus] went up into a mountain: and when he was set, his disciples came unto him: and he opened his mouth, and taught them.”<sup>1</sup> This was no ordinary lesson—the Sermon on the Mount. It was a heavy message but these students were not casual learners, having climbed the mountain to attend. If their bodies were weary when they reached the “classroom,” surely their minds were too when Jesus finished His teachings. It left them “astonished at his doctrine: for he taught them as one having authority.”<sup>2</sup>

Jesus’ students were often classed as a ragtag bunch of people—“trouble students” in today’s terms. Yet only a few years later, when the rulers and elders of Israel “saw the boldness of Peter and John, and perceived that they were unlearned and ignorant men, they marvelled; and they took knowledge of them, that they had been with Jesus.”<sup>3</sup> This motley group of individuals was now defined by their Teacher, proving He had successfully communicated His lessons. How did the Teacher accomplish this?

**First, He spoke it**—commanding their attention. Jesus told stories that connected His lessons to His students’ daily lives: kings demanding payment on debt, laborers lamenting their wages, farmers sowing seed, and stewards investing or

squandering their master’s wealth. He spoke their language! To thicken the plot, He candidly used examples of their peers who had succumbed to deplorable values and challenged them to do better. He emphasized important points with hyperbole, speaking once of “blind guides, which strain at a gnat, and swallow a camel.”<sup>4</sup> Word pictures like that went home to the dinner tables, as did the object lesson He used next about dirty dishes and hypocrites. In this engaging manner, He skillfully stretched their attention spans and was able to “teach them many things.”<sup>5</sup>

**Next, He lived it**—lived what He spoke. This validated the lesson of the day and prepared them for the lessons He had yet to share. “He that is least among you all, the same shall be great,”<sup>6</sup> He told them and



### School Doors

The effort we put into our schools can reach far beyond!  
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© Deana Swanson

### Illuminated Letters, Domes, and String Art Maps: Bring the World Into Your Classroom

Making History Come Alive, Part IV  
Crafts can be a great way to help students engage with historical subjects!  
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later stooped to wash their dirty feet. “I have compassion on the multitude, because they have now been with me three days, and have nothing to eat,”<sup>7</sup> and then proceeded to serve them dinner. And so, He taught with confidence, a sermon in sandals, feet following principle. He spent no time crafting carefully worded parables to conceal hypocrisy in His life. When the lectures had ended, His actions supported his teachings.

**Finally, He applied it**—applied what He spoke and made it practical to His students’ lives. He did this by involving them in solving problems. Faced with 5,000 hungry people, He asked Philip, “Whence shall we buy bread, that these may eat? And this he said to prove him: for he himself knew what he would do.”<sup>8</sup> When Philip didn’t know the answer, Andrew chimed in with reference to a lad’s meager lunch. Jesus heard that whimper of faith and acted on it: “Make the men sit down . . . and Jesus took the loaves . . . distributed to the disciples, and the disciples to them that were set down.”<sup>9</sup> When the applications didn’t make sense, He took time to explain them more clearly. If He rebuked them upon getting it wrong, He did not fail to offer a solution. Jesus caused His lessons to live in His students’ lives, shaping them to become like their Teacher.

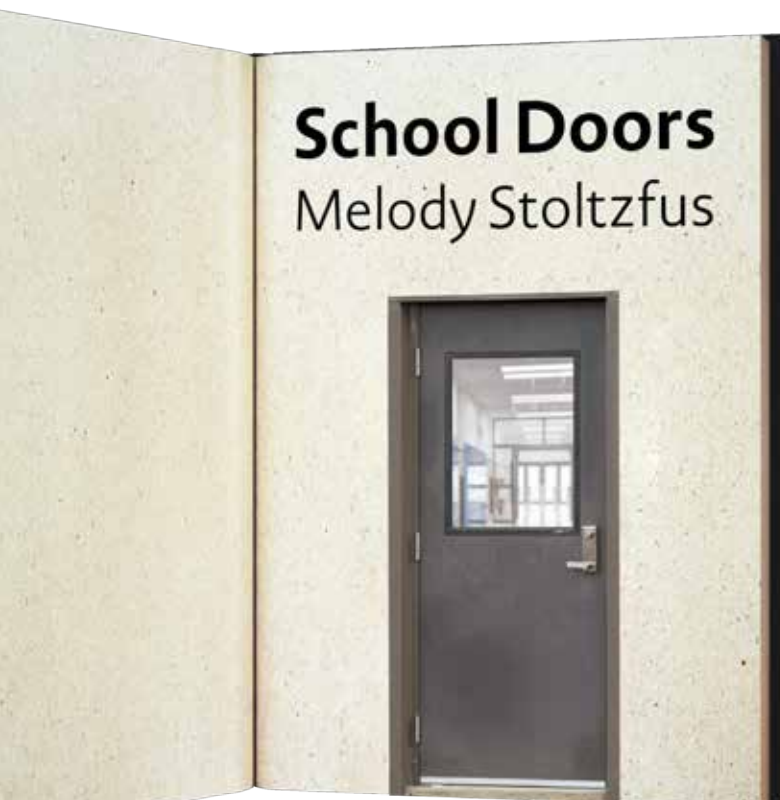
Jesus was preparing His students to carry on His work. He taught to inspire, encourage, and provoke. He planned for the

graduates of His class to do greater things than He had done; “greater works than these shall he do.”<sup>10</sup> Jesus was preparing His students to build His kingdom.

Jesus’ kingdom expands today, and passionate kingdom builders are desperately needed. Equip your students to build! Speak the lessons with confidence, live them consistently, and kindly assist in applying them to the young lives you are training. But don’t enter your classroom before you have spent time with Jesus—the daily climb to His classroom is essential to the mission. ■

*Dwayne is teaching Grades 7-12 and serving as principal at Ridgeview Mennonite School in Barnett, Missouri. He and his wife Teresa have one son. Diversions from school activities include athletics, playing piano, and doing small electrical jobs.*

**References:** <sup>1</sup>Matthew 5:1, 2; <sup>2</sup>Matthew 7:28, 29; <sup>3</sup>Acts 4:13; <sup>4</sup>Matthew 23:24; <sup>5</sup>Mark 6:34; <sup>6</sup>Luke 9:48; <sup>7</sup>Mark 8:2; <sup>8</sup>John 6:5, 6; <sup>9</sup>John 6:10, 11; <sup>10</sup>John 14:12



This was not my first year of teaching. But it was the first year I prayed for doors to my classroom.

Our school had been bursting at the seams before, but COVID-19 regulations finally convinced us to expand our space. The school board and church brethren explored possibilities and discussed various options at brethren’s meetings or in huddles after prayer meeting. But it was August before plans were finalized and the foundation poured for the new classroom.

Summer slipped away, counting down the final vacation days as the schoolhouse grew, one board at a time. We painted the ceiling in a “doorless” room on Friday of the week before school started. On Saturday morning, in faith that doors would be installed before night, we heaved the desks and bookshelves from the church basement to their new nook in the classroom under the cotton tree. Lunchtime came and went; still no doors. Should we wait to move more until we could lock the building? The carpenter had promised to finish the doors no later than Saturday, so we continued organizing the new space. An approaching storm darkened the classroom while we arranged books and hung charts on the walls. And by late Saturday night,

the doors were hung in place, and I gratefully turned the key on the prayed-for door to the classroom.

Summer vacation ended and a new school year began, presenting doors by which to enter the lives of people in our community. After eighteen months of distance teaching, I am more aware of the privileges that accompany this frequent interaction in the classroom. These children enter the classroom, each with a story, and each with potential to influence their world. It is our opportunity as teachers to value their stories and speak truth into their lives. We can help them develop lifelong habits and healthy worldviews even when the odds seem to be against them.

For children from broken homes, school is a place where they can close the door, if temporarily, to the chaos and insecurity of home. Still, some days the horror follows them to school, and focusing on work is impossible. "My dad is off work today," Alice snuffles, "and I must go back home to mind my mommy. He beats her sometimes, and I'm afraid of what he'll do when I'm gone."

Her brown eyes stare at the page, and she holds her pencil listlessly until her worries spill from her eyes and trickle down her cheeks. Little friends pause their work in concern, and we pray together for Alice and her family. A hug reassures Alice for now that all is well. We continue with phonics class. And while we cannot mend broken homes, we can love these children, pray with them, and point them to the Healer.

When Tyler was four, his dad walked past our schoolyard daily to take Tyler to preschool in the village. His dad noticed how the teachers supervised the playground during recess and chose Red Creek School for his son the following year. Sometimes the weekends Tyler spent with a church family morphed into weeks. Tyler's parents had separated before his dad passed away, but God had already given him a safe place where he could experience family life in his frequent visits.

Many conversations with parents expand beyond the classroom, opening doors for us to step into each other's lives. These acquaintances give glimpses into their families and help us

understand our students better. Their families become friends who, in turn, enrich our lives.

Some parents choose a Christian school for their children, not only because they want them to learn refined English and have a competent education, but also because they care deeply about their children's souls. I will always be grateful for these parents who help their children live whole and vibrant lives without the scars of a splintered family.

From the limits that COVID-19 imposes on our traditional school culture spring more opportunities to team up with the parents. Because of fewer school hours and the resulting heavier homework load, we must communicate frequently. Instead of depending solely on the teacher for academic success, parents help shoulder the load. Moms listen to reading practice and help their children understand the comprehension questions. Siblings give flash cards to review math facts, and Dad rises early to help them finish homework. Perhaps these limits are disguised blessings, allowing young people to experience a community rallying around them.

As teachers, we invest words and time into their lives, but our students carry these words into the future. Opportunities used well leave our school doors and ripple into the community, the world, and eternity. [u](#)

Source: Originally published in *Calvary Messenger*, January 2022, as "Red Creek Mennonite School." Adapted and reprinted with permission.

*Red Creek Mennonite School operates under the direction of the Cayo Christian Fellowship and is situated on the same compound. It has an enrollment of nearly eighty students. This is Melody's eighteenth year of teaching at Red Creek School with a gift of accuracy, enthusiasm, and a godly love for the future of every child.*



### Writers and Artists' Conference

Christian Light's Writers and Artists' Conference will be held June 2 and 3, 2022, at Hickory Hollow Christian School, 3206 Limestone Lane, Dayton, VA 22821. Teachers are encouraged to attend. Register online at [www.christianlight.org/events/wac](http://www.christianlight.org/events/wac) or call 540-434-0768 or email [wac@christianlight.org](mailto:wac@christianlight.org) to ask for a brochure and registration form. Registration closes April 30, 2022.

### LightLines Subscription

If the *LightLines* issue that you are now reading is not yours and if you would like to get your own copy directly, or if you are not getting the subscription you asked for, please email us at [subscribe.lightlines@christianlight.org](mailto:subscribe.lightlines@christianlight.org) or call 800-776-0478. *LightLines* is also available by email. Please specify whether you'd like your subscription by email, snail mail, or both.



# Illuminated Letters, Domes, and String Art Maps: Bring the World Into Your Classroom | Part 4 | Deana Swanson

A teacher recently told me how much her fourth and fifth graders enjoyed creating something in art class from the time period they were studying in history. Using art class to enrich history class is a great idea, and it gives busy teachers some extra time to squeeze in some very important activities: hands-on history projects.

It is a wonderful experience to actually do an activity the way people in the past did it. Students get to physically participate in history instead of just reading about it. This is powerful, because it can greatly enhance their understanding of other cultures and times.

Here are some practical tips for using this idea in the classroom, as well as several hands-on projects from world history. To me, these projects are a little more exciting and adventurous because we not only get to “time travel,” but we can also mentally travel to different countries and do things that people there have done throughout the years.

## To make this work in the classroom:

1. Be organized. Have all the supplies in an easily accessible place in your classroom.
2. Do a project ahead of time so that you know exactly how it is done and how long it will take to complete. You will also have an example to show your students.
3. Explain how this project is related to what students have been learning in history. Which people would have done this (poor, rich, craftsmen, farmers)? Why would they have done it? Where or how did they get their supplies?
4. Explain how to complete the project, modeling as much as you can.
5. After showing students the process, pass out the supplies and slowly go through the steps again as you explain and model the process for them. (If you pass out supplies before this step, they will be a distraction. Students will play with them and not pay nearly as much attention to your directions.)
6. Show students additional examples or photos to give them more ideas.
7. Give them a specific goal (Example: 7 inches of a woven bookmark) and a deadline, particularly if you plan to grade them. Grading projects lets them know that this isn't only a fun

activity; it's an exercise in learning about another time and culture. I often give my students a week to complete a project and turn it in.

8. While the main goal is to complete one project, encourage students to experiment with their own ideas and designs and to make more than one. Leave the supplies needed for a project on a table where they can access them for the next week or two until beginning the next project. They can earn extra points on their project grade if they complete additional projects.



## World History Hands-On Projects

**Ancient Rome: Mosaics** – Cut several different colors of 1" or smaller squares of colored paper and use them to fill in a simple pattern such as a fish or an apple with a leaf and stem. Encourage students to fill the entire background with squares and to then design their own mosaics.



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**Medieval Europe: Illuminated Letters** – Cut cardstock to 8" x 8" squares. Measure a 1" border along every side and draw a line using a marker. Make another 1" line on every side for an inside border. Inside the center square, sketch out the first letter of one's first name so that it touches the border. Around the initial, sketch favorite animals or items, objects that start with the same letter, or related pattern decorations. Examples:

Swanson: swan, sun, feathers, waves



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# Underground Farmers and Wriggling Earthmovers: Earthworms

**E**arthworms need little introduction. Or do they? Most people become familiar with these slimy or sticky invertebrates at a young age. But how much do we really know about them? Believe it or not, these amazing creatures are fascinating, and as we shall see, very beneficial.

### Lots of worms!

Estimates of how many species of earthworms exist vary from 2,300 to 7,000. (Scientists can't quite agree on what constitutes a separate species.) They live in most temperate soils and many tropical soils. They range in size from one inch to over six feet long.

About 25.1 billion acres of the planet's land could be earthworm habitat. But for good measure, let's halve this figure (partly to help us grasp the numbers more easily; partly to make it more probable). That's 12.5 billion acres, which is 60.5 trillion square yards of land that could be inhabited by earthworms. Using a conservative figure of 25 earthworms per square yard (up to 500 may live in a square yard in rich soil), there could easily be 1,500,000,000,000,000 (one quadrillion, five hundred trillion) earthworms burrowing under the surface of the habitable places on the planet.

Put another way, that is more than 214,000 earthworms for every human living today.

If each worm weighed 3 grams (the worms I weighed were 5 grams each), the combined weight of earthworms for each person would be over 1,400 pounds!

### Anatomy

Earthworms' bodies are designed for life underground. They are cold-blooded and have no arms, legs, or eyes. They do have a brain and a mouth. Through taste and touch they can sense each other's presence, soil conditions, moisture, light, and the vibrations of humans or predators on the surface. Their bodies are composed of small ringlike sections and are made of skin, muscle, and intestines. Their skin produces a mucus that helps them slide through the soil.

Did you know earthworms have hair? Each segment has hair bristles that anchor the worm as it expands and contracts to move through the soil. These hair bristles also help the earthworm to plant itself in its burrow when it is being tugged on. No wonder robins have a hard time pulling them out of the ground! In fact, they often tear in two, but depending on where the break occurs, they can grow new body segments.

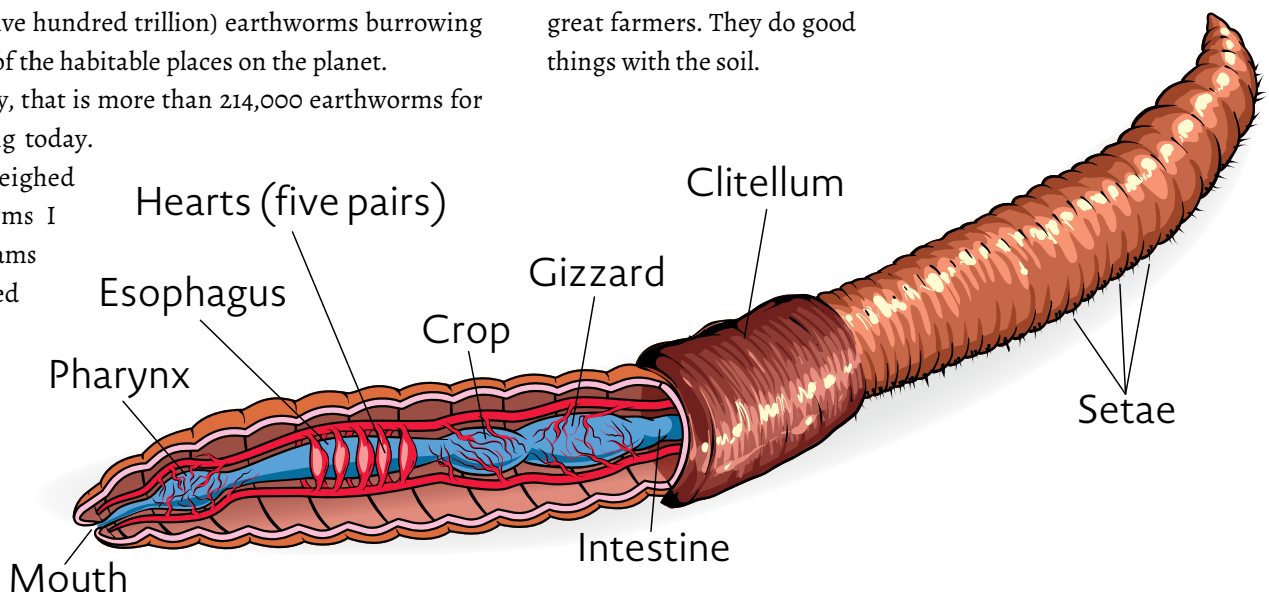
### Digestion

The mouth and brain are in the burrowing end. Worms "eat" the dirt through which they burrow and take from it tiny bits of decaying matter, plant residue, and even mold, fungi, and bacteria.

Worms use their muscles and fine grains of sand and small stones in the gizzard to grind the soil, leaf bits, and plant residue that they eat. As they consume organic matter, they excrete their waste in small pellets, called *castings*.

### What are they good for?

God made them and called them good. Good for what, besides fish bait? Yes, they're great fish bait, but as our title indicates, they are great farmers. They do good things with the soil.






### Earthworms' work includes the following.

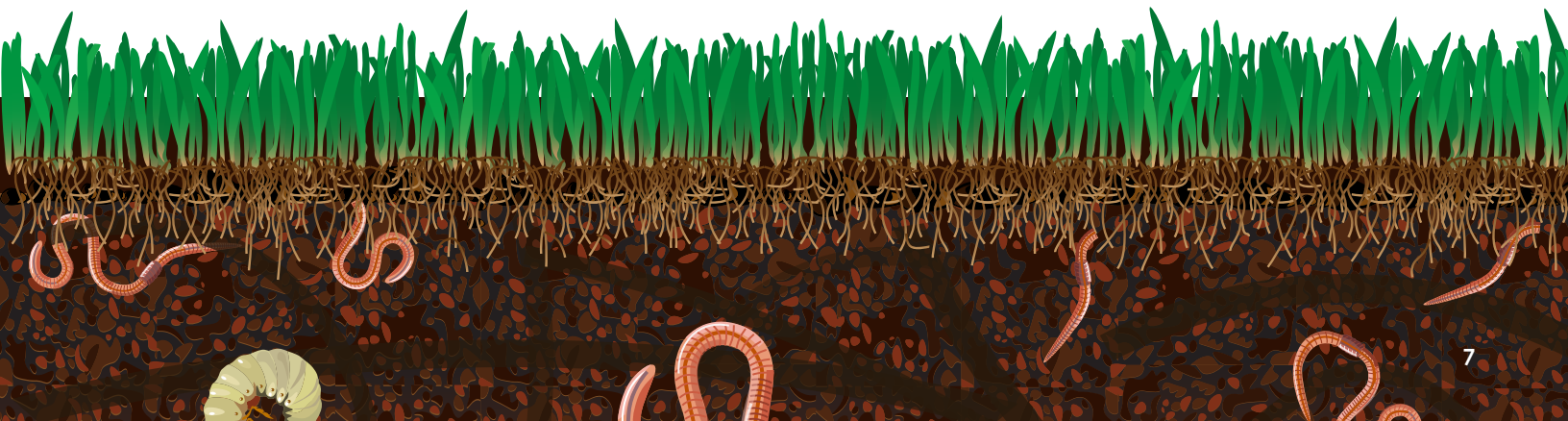
- 2 Stimulate microbial activity. Organic matter passing through their gut is broken down and inoculated with microorganisms that help to make nutrients readily available to plants.
- 2 Mix and aggregate the soil. They can move large amounts of soil from near the surface into deeper soil layers. They are capable of turning over the top 6 inches of soil every 10-20 years. Their castings enrich the soil with readily available nutrients.
- 2 Increase infiltration. Their burrowing makes the soil more porous. Their burrows (and the looser soil from their burrowing) can help the soil drain, decrease erosion, and aerate the soil, helping nutrients and water to reach root zones.
- 2 Provide channels for root growth. Deep burrowing earthworms provide channels lined with highly available nutrients for roots to go deep in what would otherwise be compacted soil.
- 2 Bury and shred plant residue. Plant and crop residues are gradually buried by worm castings or pulled into their burrows where they decompose faster.
- 2 Eat weed seeds, making them unable to germinate.

### Digging up interesting facts

- 2 According to Guinness World Records, the longest earthworm ever found was in South Africa in 1967. This giant specimen measured 21 feet (6.7 m) when naturally extended.
- 2 The Gippsland Earthworm, found in the grasslands of Victoria, Australia, is the largest earthworm species. They can grow up to 6½ feet and live for a decade. They make a loud gurgling sound as they burrow down to five feet in the earth.
- 2 As earthmovers, earthworms can consume, digest, and recycle their weight in dirt every day. An average adult night-crawler can process nearly 9 pounds of dirt each year.
- 2 Charles Darwin studied earthworms for 39 years. He called them “friends of farmers and unheralded soldiers of mankind working day and night under the soil.”
- 2 Earthworms are a great food source for birds, shrews, moles, skunks, snakes, frogs, toads, and people. Yes, people. They are considered delicacies among various people groups in Asia.
- 2 Earthworms are 90 percent water. They need a moist environment to live. If they lack moisture, they will die.
- 2 *Vermiculture* is the raising and production of earthworms and their by-products.
- 2 Earthworms are a fascinating exhibit of the ingenuity and creativity of the One who said, “Let the earth bring forth the . . . creeping thing . . . and it was so.” Wow!

Ken Kauffman - editor 

**Sources:** Pfeffer, Wendy, *Wiggling Worms at Work*, New York, NY, Harper Collins Publishers, 2004  
 USDA Natural Resources Conservation Service website  
[ourworldindata.org](http://ourworldindata.org)  
[wikipedia.org](http://wikipedia.org)  
[www.biokids.umich.edu/critters/Oligochaeta](http://www.biokids.umich.edu/critters/Oligochaeta)  
[vermecology.wordpress.com/2017/02/12](http://vermecology.wordpress.com/2017/02/12)





Continued from page 5.

**braided paper bookmarks** and **paper weaving**, but my favorite, and the favorite of my students, has been making **paper dolls**. There is just something amazing about pulling on the first one and seeing the string of them come out holding hands.

First cut 8.5" x 11" regular copier paper lengthwise into 2.5" strips. Then fold the strip back and forth accordion style. Draw a figure on the top piece, being very careful to have the arms and legs completely touching the folded areas. Boys can make ones with legs; girls can leave the legs out to make skirts. Cut out the black negative space, being very careful to not cut where the arms and legs join on the folds. Unfold and watch them all pop out holding hands. Color.



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**Russia: Mezen** – Mezen is the earliest known form of Russian folk art. It consists of only the colors black (from charcoal) and red (from the Mezen river clay). Geometric designs are usually around the borders, and horses, hens, and trees are included as they were part of the peasants' everyday lives. Give students a few pictures to give them ideas. Using a pencil and scrap paper, show them how to draw simple trees, a horse, and a hen, as well as simple geometric designs. Pass out rulers and compasses and let them create.



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**Geography: Maps** – Maps are favorites of my students. Maps can be made in different ways to learn the geography and other aspects of a country.

**Export maps** – The main exports of countries can be glued onto preprinted continent maps showing the countries of South America or Africa. Use pennies or copper wire, Swedish fish,

pieces of grain, miniature candy oranges and bananas, clear beads for diamonds, coffee beans, rice, etc., and glue them on each country to represent that country's main export.



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**String art maps** – This is one of my students' favorite projects. First, find wood scraps. (I usually get about 15" x 18" scraps from a cabinet shop's trash bin.) Next, print out maps;\* then tape them to the wood. Using size 18" x 3/4" nails (about 1 small package per student), nail over the paper along the country borders, working from the inside to the outside, and then along the outside border of the continent. Place nails about 1/2" apart. Remove the paper. Using embroidery floss, wrap the strings around the nails going back and forth until the country is covered and every nail has been used. Tie it off around a single nail. Have students label the countries with a color-coded map key or with flat printed paper signs woven into the string.

\* If you have internet access, you can go to [yourchildlearns.com](http://yourchildlearns.com) under the "Maps to Print (Megamaps)" heading. I usually use the 2" x 2" size, which is four pages that you can tape together to make a map of a continent.

Hands-on projects really do make history come alive for students. After reading and learning about different countries, cultures, and time periods, provide students the opportunity to experience and participate in an activity that greatly enhances their learning and understanding. Students will remember and thank you for it!

*Editor's note: A question related to "making history come alive" is posed in Ask Another on the back page. [U](#)*

*Deana lives with her husband Jeff (a teacher) and four of her children (two of whom are teachers also) in Terre Hill, Pennsylvania. She has taught in the classroom for twelve years and homeschooled her children for eleven years. Her favorite leisure activities are going on walks and playing board games with her family.*





## Stressed in Public Schools

According to a survey of public school teachers and school leaders conducted by EdWeek Research Center in 2021:

- 98 percent of teachers are stressed. This frequently affects their sleep, makes them less able to enjoy their free time, and causes their physical health to suffer.
- Most school districts have struggled to find sufficient personnel. The four hardest-to-fill positions were substitute teachers (77 percent), bus drivers (68 percent), instructional aides (55 percent), and full-time teachers (48 percent).
- About half of teachers said they're likely to leave the profession within two years. Most wouldn't have said that before the pandemic.
- Most are concerned about students' declining scores on standardized tests. 44 percent said that student scores are down in *all* areas (compared to pre-pandemic); another 25 percent said they were down in some areas and the same in other areas.
- There were 34 school shootings in 2021, up from 10 in 2020, and 24 each in 2018 and 2019.
- The subjects of racism and critical race theory are controversial and divisive among teachers.
- Teachers cite more behavioral and mental health problems in students than in 2020.

Source: Education Week, *The Teaching Profession* in 2021, December 20, 2021

## Opportunity for Field Testing New Reading Remediation Course

Christian Light is offering an opportunity for a limited number of users to field test a reading remediation course that is being developed for dyslexic students. This course is built on the Orton-Gillingham method that many respected remediation programs follow. The course intensely assesses phonics skills, targets weak areas through a variety of activity styles, and reassesses those skills to demonstrate progress. Field testing this course requires dedicated teaching, communication with curriculum developers, and detailed feedback. If you or your school are interested, please contact Rachel (Gingerich) Yoder at 870-213-5251.

## Pros and Cons (and History) of Summer Vacation

About 4 percent of public schools operate on a year-round calendar. I don't have the data for how many church or private

schools do likewise. Many who do cite a deep appreciation for this system, which usually includes more frequent but shorter breaks.

Some economy-minded people cite various reasons to dispense with summer vacation. It is a waste of time, and resources and facilities are underutilized, not to mention the educational backsliding that we sometimes refer to as summer learning loss. Children are not realizing their maximum learning potential. Year-round schooling could make our educational system more productive. Plus, having the children at home every day for several months can be a burden for working parents, who have to figure out day care. Does it help with teacher retention too? (I haven't seen any data on this.)

I've wondered where the idea of summer vacation originated. William Fischel, a retired professor from Dartmouth College, has done a lot of research on summer vacations. He counters the notion that summer vacation is a relic of agricultural times, when children had to help their parents on the farm. "When the U.S. was a farming country, in the 1800s, kids went to school during the summer and winter," he says. Children in rural areas would often have to take off for harvest in the fall and for planting in the spring. A summer vacation would have "actually worked against the rhythms of agriculture." Fischel notes that prior to the turn of the 20th century, schools were basically just a single room for students of all ages and did not require full-time or continuous attendance, which worked fine for a rural population that required only basic literacy method and math skills. Then in the early 1900s cities began using (1) grade-based K-12 education, (2) classes based on age groups, (3) systematized curriculum requiring students to keep up with lessons, and (4) a standardized start and end date to the school year. During the Industrial Age, workers and families moved around the country for jobs. Fischel argues that the standardized school calendar with an extended break emerged organically as urban school districts heeded the economic needs of a mobile workforce. Summer was the best and most natural time for such a break. Fischel argues that despite vacant buildings and underutilized resources and the other named "problems" with summer vacation that, economically speaking, there is still a strong case for summer vacation. He also notes that the dog days of summer are a great time for family vacations. But, aside from a dollars-and-cents perspective, he says, "Year-round [schools] rob kids of that longer, self-directed time to discover things on their own and enjoy childhood."

Have you, or anyone you know, tried a year-round school calendar? What are your thoughts? We would be interested in hearing your thoughts and/or experiences on this subject. Respond to [lightlines@christianlight.org](mailto:lightlines@christianlight.org).

Source: *npr.org*, Greg Rosalsky, *Planet Money* 8-20-19



## End ✓f Term Checklist

- Update student permanent records—grade averages, attendance records, achievement test results, etc.
- Take inventory of classroom supplies and report needs to appropriate personnel.
- Order supplies and curriculum early. This will give ample time to check orders and correct errors before school starts.
- Clean and organize your classroom, including contents of desks, cabinets, closets, etc. Put textbooks and supplementary materials in their proper place.
- Add notes in your teacher notebook or planner that will assist you (or the next teacher) next term.
- Write reminders to yourself. Interesting how much you can forget if you're gone a couple of months.
- Have your room and materials ready enough that another teacher doesn't have to start entirely from scratch.
- Allot sufficient time during the summer to study and prepare materials and possibly work through some courses in advance.
- New staff (or current staff that need a boost) can enroll in summer enrichment classes such as Christian Light's Teacher Training courses, Faith Builder's Teacher Week, Western Fellowship Teachers' Institute, and others.
- Peruse Christian Light's *Classroom Manual* or *Handbook for Creative Teaching* (Rod and Staff) or other books like *The First Days of School* (Wong and Wong) for ideas and inspirations.
- Pray for your development and for your students during the summer.

### Tips for Ordering Christian Light Materials

- Order early. School orders placed between April 1 and June 30 receive a 5 percent discount if the subtotal is over \$1000.00. Prepay orders and receive an additional two percent discount.
- Order extras. An extra store of LightUnits often comes in handy and alleviates crises.
- Be informed. Look through the Christian Light catalog. Order all necessary Teacher's Guides, supplementary materials, and new editions that you will need.
- Order online at [www.christianlight.org](http://www.christianlight.org), or by email, mail, fax, or phone. For large curriculum orders, use a digital or written order to speed the process and to help with accuracy.
- If your shipping address is set up with a loading dock and forklift to receive pallets, please indicate that orders can come by truck by checking the box on your order form.
- Provide an address where someone will be present to receive the order. [LI](#)



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## Inserts

<b>Fall 2021</b>	Christian Light Curriculum Development Update Fall workshop notice
<b>Winter 2021</b>	ParentLines: Do It This Way, Jerry <i>adapted from I Wonder Teacher’s Guide</i>
<b>Spring 2022</b>	ParentLines: How Do I Guide My Children in Their Use of Technology? <i>Gary Miller</i> The Gift of Discipline <i>Stephanie Leinbach</i> Teacher Training Brochure
<b>Summer 2022</b>	Teacher Training Report and Outlook What’s New at Christian Light



*“Ask Another” is a question-answer space for teachers. Teachers are invited to pose questions on school-related subjects, offer responses to questions, or reply to responses. (LightLines will occasionally assign questions to experienced teachers for their qualified response.) Send questions or responses by e-mail to [lightlines@christianlight.org](mailto:lightlines@christianlight.org) or by mail to LightLines Editor, P.O. Box 1212, Harrisonburg, VA 22803. (Try to limit responses to fewer than 400 words.)*

## Ask Another

**Question (From Ask Another–Spring 2021):** What are some helpful tips for dealing with a daydreaming student?

*Here are a few ideas that we have used.*

Require students to have  $x$  finished by first break or finish it at playtime. Have  $x$  finished by lunch and  $x$  by last break. Then there are rewards and incentives; if they have  $x$  (more than required) completed by first break, they may have extra break.

This has worked well for us. There is not a lot of homework.

Sometimes a little humor and creativity in prodding students works well. I had a student whose dad was a mechanic. Sometimes I'd go by his desk and say, “I'm glad you're not working on my car today.” He'd smile and get busy.

I also have a high schooler planning to graduate in three years. He was a dreamer. I told him it was okay—I'd be glad to keep him another year. That worked!

Another possibility is giving shorter time limits such as, “This page should be done in 15 minutes.” Give praise when they beat the clock. It was helpful for one of my dreamers to have a clock in his desk to see how fast he should be working.

I think it also works to have a dreamer sit near a diligent student.

Teachers should not have to constantly be reminding students to get to work. That is stressful. Daydreaming is really disobedience; students have been told to work and aren't complying. Teachers may need to discipline like any other infraction.

*—Janet Vance, teaching for 46 years, currently at North Fork Christian School, Petersburg, West Virginia*

P.S. When the mechanic's son was in 5th or 6th grade, I was at his place for supper one evening. He had his bike out on the road and pulled a string to get a motor running. He hopped on and steered his bike up the road. He said he had thought it up *during school* how he could put a chain saw motor on his bike to make a motorbike. It worked!

Incidentally, he graduates this year . . . completing his high school in three years. In fact, he finished just today and will go to work for his dad in the mechanic shop! I'll trust him with my car.

**Next question:** *In Social Studies and Science, I feel that the massive amount of content to cover—fraught with dates, vocabulary terms, and names, etc.—is a deterrent to student interest, curiosity, engagement, and ultimately, to meaningful learning.*

*I would rather cover less content but at a greater depth. For instance, take two weeks for a chapter rather than the prescribed one week, taking time to expand on the content through discussion, hands-on activities, projects, etc. However, if I do this, the amount of material covered is compromised. Is this a problem? What is the greater goal? Is quantity of material or quality of coverage more important?*

*—Submitted by Daniel Strahm, 5th & 6th grade teacher, Prairie Meadows Private School, Sabetha, Kansas*

**Please send your responses to LightLines by May 31, 2022.** Answers will appear in the Winter 2022 issue of LightLines. [LL](#)

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# 2021 TEACHER TRAINING REPORT



## Christian Light Teacher Training Report 2021

Location	Dates	Trainees
Aylmer, ON	July 5-9	109
Strasburg, VA	July 12-16	36
Newberry, IN	July 12-16	45
Huntsville, AR	July 26-30	32
Col. Los Jagueyes, Chihuahua, MX	July 26-30	147
Hamilton, MT	July 28 – Aug. 2	22
Seminole, TX	August 2-6	108
Dayton, VA	August 9-13	43
Neepawa, MB	August 16-20	9
Vauxhall, AB	August 23-27	75
Taber, AB	August 23-27	27
LaCrete, AB	August 30 – September 3	13
LaCrete, AB	August 30 – September 3	27

**Total from above:** 13 sessions involving 693

“... enriching training and fellowship. I highly recommend this course, not only for teachers and board members, but also for anyone involved in business management.”

—KS

“I don’t use [Christian Light curriculum] but I can definitely use what I learned this week in my classroom.”

—experienced teacher from MO

## Teacher Training Opportunities in 2022

School Name	Location	Dates	Contact
Old Colony Christian School	2 Gowanstown, ON	June 27 – July 1	Lyndon Hartman
Old Colony Christian Academy	2 Wheatley, ON	July 4-8	Lyndon Hartman
Christian Light	2 Harrisonburg, VA	July 11-15	Christian Light office
Lighthouse Christian School	2 Huntsville, AR	July 25-29	Ken Kauffman
Bitterroot Valley Christian School	2 Hamilton, MT	August 1-5	Jonathan Erb
Gaines County Mennonite School	2 Seminole, TX	August 1-5	Lyndon Hartman
New Covenant Mennonite School	2 Elida, OH	August 8-12	Lyndon Hartman
Christian Light	Harrisonburg, VA	August 8-12	Christian Light office
Living Hope Fellowship	2 Neepawa, MB	August 15-19	Lyndon Hartman
Dalhart MEC School	Dalhart, TX	August 16-19	Lyndon Hartman
Reinland Christian Education	2 Taber, AB	August 22-26	Lyndon Hartman
Old Colony Christian Academy	2 Two Hills, AB	Aug. 29 – Sept. 2	Lyndon Hartman

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**Ken Kauffman**  
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✉ [ken.kauffman@christianlight.org](mailto:ken.kauffman@christianlight.org)

2 A Level II training will be available for Christian Light training alumni at training sessions preceded by the 2 symbol. It consists of a LightUnit—*Essentials for Learning and Teaching*—and a revised preliminary edition of a two-LightUnit study using *The Seven Laws of Teaching* by John Milton Gregory. Additional training sessions will possibly be planned in other communities. Please contact our office for more information.

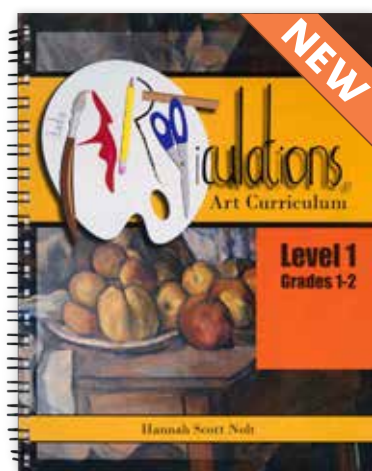


# What's New at Christian Light?

## Available Next Year

**C**hristian Light is working on several large projects and does not have any new or Sunrise 2nd Edition course available this year. On target to release next year are two courses for Grade 7: Sunrise 2nd edition Language Arts and the math textbook. Plans are to finish both 2nd edition Language Arts and Math textbooks the following year for Grade 8.

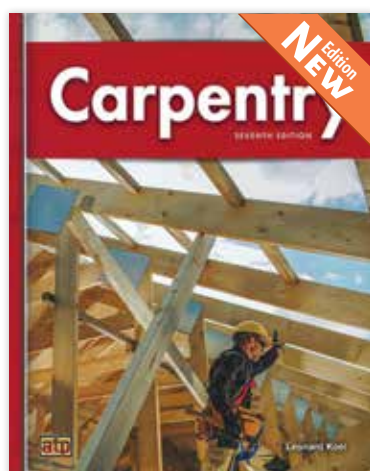
## New and Updated Electives



### Studio Artulations

Students learn art history, study the work of many different artists, and complete projects in a variety of mediums. Art examples do not include inappropriate content. Each level provides material for two years of instruction and is presented in twenty-four unit plans that each cover three class periods.

606750	<b>Level 1</b>	Grades 1 & 2	<b>\$89.99</b>
606755	<b>Level 2</b>	Grades 3 & 4	<b>\$89.99</b>
606760	<b>Level 3</b>	Grades 5 & 6	<b>\$89.99</b>
606765	<b>Level 4</b>	Grades 7 & 8	<b>\$89.99</b>



**Carpentry** 1 Credit, Grade 10+  
**7th Edition ©2021**  
**ISBN: 9780826908230**

Covers construction materials, methods, equipment, safety, reading blueprints, foundations and slabs, frame construction, post and beam construction, concrete construction, and more.

#### Course Components

607485	<b>Textbook</b>	<b>\$125.00</b>
607490	<b>Student Material</b>	<b>\$55.00</b>
607495	<b>Teacher Material</b>	<b>\$10.00</b>

**6th Edition components are available while supplies last.**



**Modern Residential Wiring**  
 1 Credit, Grade 10+  
**12th Edition ©2021**  
**ISBN: 9781635638806**

Covers installing electrical wiring in homes or light industrial applications. Based on the 2020 National Electrical Code (recommended to complete the course).

#### Course Components

607560	<b>Textbook</b>	<b>\$90.00</b>
607565	<b>Student Material</b>	<b>\$47.50</b>
607570	<b>Teacher Material</b>	<b>\$6.50</b>

**10th Edition components are available while supplies last.**