

THE NEW

no 6 - December 2013

Nazarene
Educators
Worldwide

To embrace, encourage, and empower through a network of Christian educators.

Merry Christmas

Expanding One's Gift to Gifts... by Becky Ramsey

I have read Romans 12: 6-8 for years. This passage tells about the gifts that God has called us to implement in our daily walk. I would quickly hop, skip, and jump over this passage, thinking, "I know what God wants me to concentrate on—it's teaching!" Isn't that what other teachers would assume as well?

An in-depth study on the Parable of the Talents changed my thoughts. There are talents that God gives to us, and then there are talents that God expects me to develop. I decided to

slow down my reading of that passage to meditate on the other gifts mentioned.

Maybe some of these verses could hold areas that God intended for me to develop in my life to add to or enhance the gift of teaching. The first detail that I noticed in this passage was that the gifts that we have are ours "according to the grace given us" (12:6a, NIV). We cannot claim any part of the "gift" because it does not come from our abilities. It comes from the grace of our Savior.

While even our abilities come from the Lord, sometimes we take ownership of our areas of competence. I determined that, as I began to isolate each gift, if it was one that God encouraged me to develop, I would remember that the aptitude for the particular gift came totally from Him. The first gift mentioned was the gift of prophesying. I felt very safe in thinking that this particular skill would not be one toward which the Lord would direct me. I associated this gift with ministry. (Continued on page 7.)

WELCOME NEWLY ELECTED COUNCIL MEMBERS

In August, Nazarene Educators Worldwide welcomed four newly-elected council members.

Debbie Hallman
Childcare/Preschool Rep
Tempe, Arizona



Tracy Gosnell
Homeschool Rep
Killeen, Texas



Melodee Simmons
Childcare/Preschool Rep
Houston, Texas



Beula Postlewait
Consultant
Leawood, Kansas



What is Prayer?... by Debbie Hallman

Prayer is talking to God. We can tell God how great He is. We can ask Him to forgive us when we do something wrong. We can thank Him for all that He does for us and for others. We can talk to Him about the things that make us sad and the things that make us glad. We can ask Him to meet our needs and the needs of family members, friends, neighbors, missionaries, and others.

The Lord Jesus often prayed, and He often talked about prayer. We need to teach this to all the children. They can pray to Jesus any time of the day. They never have to make an appointment or stand in line.

The Lord is our constant helper. Share Hebrews 13:6 (NIV) with the children. Jesus said that He would never leave us or forsake us. Jesus is and will always be there for children and adults.

What Do You Do?... by Melodee Simmons

Have you ever been asked, "What do you do?" You answer, "I am a preschool teacher." Then you hear, "Oh, you get to play all day," or, "Oh, you babysit."

Often people look down on early childhood educators as people who cannot do anything else, so they "babysit." If these people only knew the secret that we know!

Early childhood educators know they are creating the future leaders of our world. The teachers, lawyers, doctors, scientist, politicians, moms and dads... and the list continues. What we do every day helps to shape children's lives. These early years are when their minds and bodies are developing faster than at any other time in their lives.

The human brain is hardwired to benefit from rich experiences and interactions, particularly during the early years. At birth, a baby's brain is like a new house with a breaker box, but not all of the wiring is connected. New experiences -- talking, touching, eating, etc.-- cause these connections to occur. Repeated experiences strengthen these electrical pathways. It's during the early years that the learning pathways are established and connected in the brain. Early sensory and physical experiences -- touching, talking, reading, singing, crawling, running, jumping, playing -- wire the brain for learning and growth.

Yes, we get to play with the children. Through play, children learn sharing and cooperation. How often do adults need those skills in their daily lives? Through play, children can learn how to plan and construct a building. They act out life situations through dramatic play. They develop their creativity through arts and crafts. They develop their listening and thought processing skills during story time.

Gross motor skills are increased during time on the playground. You can look at their whole day and see how they are increasing their knowledge and physical skills. The children will use this knowledge and the skills for a lifetime.

As teachers, we have the opportunity to show children God's love and care for them through the way we talk to them and respond to their needs. Many children today are lacking the loving, secure care they need due to broken homes or parents who may be too wrapped up in their careers or relationships or other outside interests to give the children the time they need. We take the time to model God's love and to instill in them knowledge about God that will never leave them. We all know the verse, "Train a child in the way he should go, and when he is old he will not turn from it" (Proverbs 22:6 NIV). Our goal is to give children a foundation on which to build their lives.

The next time someone says that all you do is play all day, smile and say, "Yes I do, and I wouldn't have it any other way." You know that you have one of the biggest responsibilities and privileges there can be. You help God grow a person who will love Him and be a productive, caring part of our society.

God Gives Us Help and Strength...

by Cindy Alsip, Phd.

Recently, it has been difficult to find peace. The holidays introduce much tension into the school day because routines are interrupted, and students show their holiday anxieties through misbehavior in the classroom. Add to this any personal issues a teacher may experience, and the next few weeks become overwhelming. It becomes much more difficult to find peaceful moments. This is where I have found myself lately.

God sends us encouragement in 2 Timothy 1:7, NIV: "For God does not give us a spirit of timidity, but a spirit of power, of love, and of self-discipline."

Some days it is so difficult to feel God's love for us in our hearts because we are so distracted by worries and difficult situations in which we find ourselves. Sometimes the classroom feels like a place from which we can't get away. We are trapped by the never-ending to-do list and the constant needs of children. (Continued on page 6)



See more at... www.naznew.org

Teach the Children to Lead:

First Themselves and Then Others... Tracy Gosnell

When I left the corporate world to stay at home to raise and educate my children, that wasn't the popular thing to do. In the world's eyes, I had given up a successful business position as an administrative assistant to take on a menial task. Their perception made my choice more difficult. For the first two years, I underwent a transition in which I even questioned our decision and my own identity; but the Lord showed me that the new life He had assigned was more important.

One of those early defining moments was the day I heard Steve Farrar say that I was "raising up leaders for the next generation." This statement brought both comfort that I was doing more than just raising my children, and a challenge to accomplish more than just raising and teaching my children. Thus began my journey to raise, educate, and train my children to be leaders. (Continued on page 6)



Tardy for School in Sri Lanka... Nazarene Compassionate Ministries

Malathi hadn't been reporting to school on time. The seventh-standard student in Northern Sri Lanka and her younger brother would frequently arrive late and were sometimes penalized for it. Their teachers saw that the situation seemed to frustrate the children, but the tardiness continued with no explanation.

The village where Malathi lives was once a stable farming community, where fields were tended by the residents and sustained by local wells. But the final stages of the country's 26-year civil war forced 300,000 people—including Malathi's family—from their homes, creating a large population of internally-displaced persons (IDPs) who took up residence in emergency camps in the Northern Province's Vavuniya District. As it is for many IDPs, the displacement meant Malathi's family lost everything.

In May 2009, the Sri Lankan military defeated the separatist militant organization known as the Tamil Tigers, which had been fighting to create an independent state in the northern and eastern parts of the South Asian island nation. But, while the war was officially over, the disruption of the lives of civilians lingered for years, as IDPs waited for the government to declare the war-zones free of landmines and allow them to be resettled. And when people finally were sent back to their villages—some as late as 2012—many homes had been destroyed.

When Malathi and her family finally returned to the village where they had lived before the fighting began, they found nothing. Devastated, Malathi's family began life all over again, struggling to come to terms with a new set of challenges.

Many IDPs faced similar deprivations. With so many homes destroyed, makeshift shelters constructed from sheets of metal and tarpaulins were still commonplace for months following resettlement. For farmers whose earnings entirely relied on vegetation, re-entering land that was overgrown and needed so much preparation for planting was another hard blow.

And though Malathi's village was home to many wells, all of them had been broken, filled with dirt and polluted water, or used as bunkers during the war. When the residents returned, none were in useable condition.

The village's resettled residents discovered that the closest place to get clean water was now 1,500 meters (close to a mile) away, a walk they now needed to make every morning, noon, and evening for their daily supply.

To avoid long walks, people tried using overhead or underground tanks to collect rainwater for their daily use and home gardens. But there were times when Sri Lanka would see rain only once every three months; and during the dry seasons, relying on rain water turned out to be impractical.

Walking to retrieve water was the only reliable way to sustain their tenuous lives. As Malathi's parents would get involved with other chores, the young girl and her brother were entrusted with the daily task of filling the buckets before they left for school.

This chore was too much for the children, and it was keeping them from making it to school on time. (Continued on page 5)





Igniting a Love for Learning... Dr. Darcel Brady

It happened when my niece, Aundrea, was five years old. My sister, Phyllis, and I thought she would like to go to the Butterfly Exhibit at the Field Museum in Chicago. We made all the plans — train ride, tour of the Butterfly Garden, and lunch. As a lover of butterflies, I just knew this would be a wonderful and enjoyable learning experience for my young niece.

We arrived, began the tour, and the Butterfly Garden was as wonderful as I had imagined it would be. Beautiful butterflies everywhere — monarchs, swallowtails and skippers flitting around among the flowers in the garden. As we strolled through the garden, Aundrea's hand gripped my hand tighter and tighter. It was not until we had been there for awhile that I realized Aundrea was not enjoying the experience. She later told me she had been afraid of the butterflies.

As a professor in the School of Education, I go into the classroom each semester excited about the topics and policies we will discuss as part of the "History and Philosophy of Education" course. This is a foundation course that introduces the underpinnings of the field of education. It shares the beginnings of what you need to know before you get into a classroom. Not every student who comes into the classroom is excited about taking the course. Every semester, I ask God to give me the spirit of wisdom to ensure that each student will leave the class with a passion to be a great teacher in his or her future classroom.

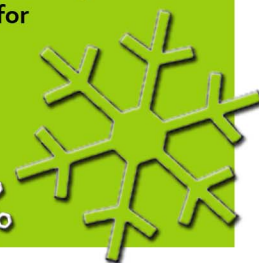
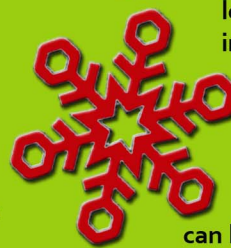
The life cycle of the butterfly begins with an egg. Each semester begins with new students. The only thing all of the students have in common is that they have all been students before coming to college. As students each could have attended a public school, a private Christian school, and/or a home school. Therefore, the students come to my course with different frames of reference as to what being a teacher really means. So from the beginning, I share with them the dichotomy in the thinking of individuals who are going into the field of education. They now have to think from both the professional teachers' and the students' viewpoints. This is the beginning of the metamorphosis for the students.

Another phase of the butterfly's lifecycle is as a worm in a chrysalis. Generally, butterfly people are not interested in the caterpillar, but look forward

to the beautiful butterfly that will emerge from the chrysalis. The time that the caterpillar spends in the chrysalis is a time of feeding and growth. I look at the time students are in my class as a time of feeding and growth. In order for the caterpillar to grow appropriately, it must feed on a proper diet. In class, it is imperative I engage my students in a manner that will inspire them to grow in their passion to teach others.

The students I have in "History and Philosophy" are not too different from the students they will one day teach. Attending class is a social experience, just like being a student in middle or high school. But as I tell my students, your most disinterested student has an interest in something. It is the responsibility of the teacher to discover that area of interest. Once you have discovered a student's interest, you next have to determine how to develop that interest and integrate it with lessons that must be learned. Is the student interested in other people, music, art, words, numbers, nature, or technology? Showing students how their interest can become a vital and engaging part of their school life is the way to light the fire of engagement in learning. This time of discovery is the time of feeding and growth for all students.

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Go Take a Walk... by Janine Wilkins

Tardy for School in Sri Lanka...

(Continued from page 3)

When local Nazarene Compassionate Ministries (NCM) workers learned why Malathi and her brother were arriving late, they realized another solution was needed to salvage the village from poverty, disease, and educational barriers.

Field staff constructed two new wells within the village so their whole community had access to clean drinking water within reasonable walking distance. Whenever possible, NCM employed local individuals for the job, providing additional income and giving the community a greater sense of ownership of the well.

Malathi now reaches school before everyone else in the mornings. She is overjoyed with the resource her village has received. Many of Malathi's village friends also arrive at school on time, and they no longer need to carry water. They can spend time at the school with other friends instead.

Many of Malathi's friends in other villages have similar problems, so NCM continues to build wells. Eight areas now have access to clean drinking water within reasonable walking distance.

Meanwhile, the government of Sri Lanka has asked NCM to help them build or repair another 250 wells throughout northern Sri Lanka, many of which were destroyed by the war. The team continues to locate, dig, and construct wells in the hope that soon all identified areas will have access to clean drinking water.

This article was written by the staff of Nazarene Compassionate Ministries. It appeared with the title, "Wishing for Wells" in the winter edition of NCM Magazine. To contact NCM, go to info@ncm.org

"And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up" (Deuteronomy 6:6-7).

Moses knew quite a bit about walking. It was a big part of his life in the desert. Today, this verse is a banner verse of instruction for parents. How do we teach our children God's Word? We talk about it all the time. I've discovered that one especially productive time, is when we walk.

I realized this in a negative way. I hurt my foot, thus going for walks could not be a part of our day. What I noticed was that my son was not completing his memory work as effortlessly as he had in the past.

Walking started as a stress reliever, just one in my bag of tricks to "tame the tornado" that was my youngest, very energetic son. Going for a walk was a way to change the subject from, "Please sit down; please look at the page; honey, please listen to me; stop playing with your pencil; stop playing with the dog." At some point, I grabbed the chapter on which we were working and the dog, and we started walking and reading and memorizing Scripture. It was easy. It felt so productive. It was wonderful!!!

My older daughters showed me a *Ted Talk* by Nilofer Merchant called "Got a Meeting? Take a Walk." It's a 3-minute video and one awesome idea! She explains how walking meetings "let ideas flow," and she's absolutely right! At our church, we have started a "Walk and Talk" Bible study and prayer meeting. It occurs at an empty shopping mall nearby. What an amazing time we have. Low pressure, high impact!

Teaching our children while we walk WORKS! While there is a lot to look at as we walk, if we keep moving, it just passes by. My son listens, and he talks about what I'm talking about (miracle of miracles!). It's invigorating! For memory work, I laminate pages, hang them on lanyards, and keep them by the door so we can grab them and go. Last week we memorized Romans 12 by each of us taking every other verse. I was pretty proud of myself.



There's something like magic that happens while you walk and memorize. It is like the wonderful feeling of checking something off a list. It just feels good. There is

something about your feet hitting the pavement and the words bouncing off your brain that just works. It seems like Jesus even used this method. Walking and teaching His disciples went hand in hand.

So leave your computer, your phone, your desk, and all the stuff you have to do. Grab a verse or a chapter and your kids, and TAKE A WALK !!



Igniting a Love for Learning...

(Continued from page 4)

In addition to discovering the students' interests, it is crucial to know whether they are visual learners, auditory learners, or kinesthetic learners. Connecting the interests and styles of learning inspires students in ways that make learning an exhilarating contribution to their lives. The passion of the teacher has to be there to feed the students. Once the students make the connection between their interests and their learning style, the metamorphosis is complete. There is a transformation in the students and their confidence in learning.

Butterflies are the manifestation of a lifecycle that is natural but one that can never be completed without all the important phases. Having a passion for learning is imperative for inspiring young people to be excited about learning. Aundrea still does not like butterflies, but she says that the experience did open her up to the "beauty" of exploring and having new experiences. I still want to give young people the opportunity to see the butterflies.

This article was originally written for Olivet: The Magazine and is reprinted by permission of Olivet Nazarene University



God Gives Us Help and Strength...

(Continued from page 2)

As I was praying last week, my Heavenly Father reminded me that He loves me and that He placed me where I am. He will provide what I need to make it through each day. In the moment that He spoke to my heart, I could feel His love and power move through me, bringing tears of gratitude to my eyes. Love such as this can be found nowhere else, and love such as this will change my students' lives if I will use self-discipline to show that love.

No matter how exasperating the students are, how they try my patience, or how much anger they display in front of me, I can be strong and be a Godly, self-disciplined presence in their lives. I can do this because He loves me as one of His teachers. It is because I am His child that I will not become sarcastic or critical when the students exasperate me. It is because I am His child that I will not show my temper to them when my patience wears thin. It is because I am His child that I will not lash out at them when they lash out at me.

There are only a few more days until Christmas break, so you can make it! Resolve to be strong, because you are a beloved child of God who has been sent to teach and to show God's love and strength to your students.



Teach the Children to Lead: First Themselves and then others...

(Continued from page 3)

I had always heard the words of Proverbs 22: 6, but I had not considered how those words fit into this concept of "raising up leaders for the next generation." This new focus of training my children to be leaders added a deeper meaning to this Scripture, "Start children off on the way they should go, and even when they are old they will not turn from it."

It also raised some questions that needed to be answered. How do we do our best to ensure that children stay on track to fulfill the plans the Lord has for each one of them (Psalm 139:16)? What does it mean to be a leader? If I was going to train my children to be leaders, what would the task involve? What I discovered over the next

few years would help me meet this challenge and has guided my course on this new journey.

John Maxwell, in his book, *The 21 Irrefutable Laws of Leadership*, states that "leadership is influence-- nothing more, nothing less".¹

In order to develop leaders, we must first gain influence in their lives and then help them develop their own ability to influence others. This is true for both homeschooling parents and professional educators. It also applies to all children no matter what their purpose in life, their vocation, or their societal status. "The world doesn't need more great leaders. It needs more great people who lead."² This does not involve a certain curriculum, but it is accomplished by helping them develop in the following areas:

Vision – We need to teach our children how to dream big. We need to teach them that it is okay to dream big as they follow God. Proverbs 16:3-4a says "Commit to the LORD whatever you do, and he will establish your plans. The LORD works out everything to its proper end." (Continued on page 8)



Expanding One's Gift to Gifts...

(Continued from page 1)

Yet I felt led to pray about each of these gifts and seek the Lord's direction. As I was praying over the ability to prophesy, I felt God begin to lead my thoughts through questions. He asked, "Do you ever direct your students to areas of their abilities? Do you remind them of how I can use that particular ability in My Kingdom?" The answer was a definite yes, because that type of direction is definitely a part of teaching—recognizing and developing abilities within our students. I began to realize that He wanted me to develop that gift more in my field by "using it in proportion to my faith" (12:6b, NIV). I needed to have the faith that the Lord would lead me to direct students in a greater measure.

The next gift mentioned is serving. Oh my, teachers serve; but they need to serve as our Savior did, with great sacrifice. Our assistance must also be done with the joy that Christ had.

Hebrews 12:2, NIV, reminds us of the importance of "fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scorning its shame." Too many times in the classroom we do more scorning and disparaging of incidents than exhibiting the joy of the Lord. It was not the developing of this gift in my classroom that needed to happen. It was the way He wanted my service to happen. I needed to develop the joy of service.

Then comes the gift of teaching—the one we willingly claim. However, it is followed quickly by the gift of encouraging. Now that tool is one every teacher wants to happen every day. We want to be encouraged by our students' progress, the completion of objectives, and the accomplishments of our goals. However, the real gift that teachers need to develop is the ability to encourage the people who surround us, whether it is a student, parent, or even a fellow teacher. God began to run the movie reel of people who could benefit from encouragement that I could easily give. And when I began to consciously share that encouragement, I found that Luke 6:37, NIV, was true. "Give, and it will be given to you. A good measure, pressed down, shaken together and running over, will be poured into your lap. For with the measure you use, it will be measured to you." Encouragement is contagious.

The next gift is one we often use from the context of the church, but we often forget it in the classroom—contributing to the needs of others. Teachers need to be aware of the needs of our students. Many times learning will not be possible until we reach out to the glaring needs that these children have. Whether these needs are physical or emotional, we need to intercede for the children whom God has entrusted to our care. Some people might say that a teacher cannot

overlook the needs they have, because those needs often become stumbling blocks to learning. Some people might say that a teacher cannot concern herself with the non-academic problems that her students may face. As Christians, we must give with a generous spirit, and there are many resources available to help in this area.

Leadership is another quality that teachers should seek to develop. As the Apostle Paul suggested, we should be able to tell our children "to follow us as we follow Christ" (1Cor 11:1, NIV). Children will follow what we do much easier than what we say.

The last two gifts coordinate well. Leading or governing must be linked with showing mercy. As teachers, we must go into our classroom daily to offer new mercies. Each day teachers must give the children the ability to begin the day with a fresh start. We want mercy for our mistakes and failures. However, teachers often deal only with justice. Understanding, forbearance, and compassion are qualities that we need to develop as teachers. These qualities must be administered with cheerfulness.

All of these gifts are fundamental to the focus of education. They are pivotal as the basis on which a teacher builds effectiveness. Maybe the reason the gift of teaching is in the midpoint of this passage is that it must be surrounded by these other gifts, growing and developing, for our teaching truly to be effective.



We will miss you Mallory!

Mallory Sauer has served as an intern for Nazarene Educators Worldwide since December of 2011. Mallory assisted in editing and took the lead in the graphical production of the first five "THE NEW" (formerly the e-link) e-newsletters. Nazarene Educators Worldwide would like to thank Mallory for all her efforts over the past two years, and NEW wishes Mallory all the best as she moves on to new endeavors. Mallory, you will be missed!





Happy Holidays!



**Nazarene Educators
Worldwide**



**17001 Prairie Star Pkwy
Lenexa, KS 66220**



**800-221-6317
dharris@nazarene.org**

Teach the Children to Lead: First Themselves and Then Others...

(Continued from page 6)

Communication – We need to train our children how to communicate with others effectively and to include good listening skills.

Effective communication only happens when the loop is completed and the information transmitted is understood correctly. Good leaders value feedback, and they use it to develop themselves and their plans.

People skills – As we train our children to be leaders, they need to be exposed to people of all ages and backgrounds. This is an advantage we have as homeschoolers, since our children spend a large amount of time interacting with us and other homeschoolers of various ages. Leaders learn to be respectful and comfortable in a variety of settings.

Character – Good character involves a strong work ethic, humility, integrity, social responsibility, self-discipline, courage, and respect for others. As parents and educators, we must understand the power of modeling these types of behaviors and the lasting effects they will have on the children we influence. Every one of us can tie our own value system and success to individuals in our lives who influenced us by demonstrating character. Finding ways for the children to volunteer is a great way to help them develop good character.

Confidence – We need to build our children's self confidence. Finding different ways for children to learn is a great way to assist them with building self-confidence. To help with this challenge, find out what their interests are, and create assignments in these areas so they can "impress" you with the knowledge they obtain during the assignment. Praise them for their

efforts great or small. Then build on the foundation, and challenge them in the future.

Servanthood – "Jesus led by serving. There is no more effective leadership model than the model of a servant. There is no more rewarding way to live than to lead by serving others... This is the heart of authentic leadership. This is the message we must teach to those young people who will be tomorrow's leaders. True meaning and joy in life are found through following in the footsteps of the Carpenter, through putting ourselves second and others first. A leader is above all a servant."³

As homeschoolers, please understand that this is a journey; and we have the ability to shape these young lives through everyday life. Another defining moment in my own life, as I have taken this journey to train children to be leaders, came when James Dobson shared the idea that we should not tell our children how to live, but instead, teach them how to live. Look for those teachable moments in which you can share examples of success and failures in your own life and the lives of others so the children can learn valuable life lessons in a controlled environment.

¹Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You* (1 ed.). Thomas Nelson.

²McManus, E. (n.d.). *Sermon Quotes*. Retrieved November 2013, from www.SermonQuotes.com: <http://www.SermonQuotes.com/post/67397894151/world-need-great-leaders-people-lead-erwin-mcmanus>

³Williams, P. (2005). *Coaching Your Kids to be Leaders; The keys to unlocking thier potential*. New York, NY: Hachette Book Group.

