

# TOOLS FOR YOUR HOMESCHOOLING TOOL BELT

COMPILED BY  
COACH RICK ANDREASSEN



*"Where Jesus is Lord and Every Child is a Winner!"*



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# A Thank You for Parents

*When you thought I wasn't looking you hung my first painting on the refrigerator, and I wanted to paint another.*

*When you thought I wasn't looking you fed the homeless and I saw it was good to be kind to others.*

*When you thought I wasn't looking you baked a birthday cake just for me and it let me know that I was special.*

*When you thought I wasn't looking you said a prayer, and I believed there was a God that I could always talk to.*

*When you thought I wasn't looking you kissed me good-night, and I felt loved.*

*When you thought I wasn't looking I saw tears come from your eyes, and I learned that sometimes things hurt - but that it's alright to cry.*

*When you thought I wasn't looking you smiled, and it made me want to look that pretty, too.*

*When you thought I wasn't looking you cared, and I wanted to be everything I could be.*

*When you thought I wasn't looking - I looked...and wanted to say "thank you" for all the things you did when you thought I wasn't looking.*



# PRAISE STATEMENTS

"A little praise" needs to be something more than the same few phrases repeated over and over *ad nauseum*. Your children need more than the traditional "good," "very good," and "fine" if encouragement is to be in the cards. Here are some additional possibilities. Vary these and avoid using them indiscriminately or they will become meaningless.

Much better.  
That's right.  
Great.  
How about that.  
Fine.  
Beautiful.  
Alright!  
Wonderful.  
Marvelous.  
Stupendous.  
Congratulations.  
I'm pleased.  
Wow!  
You can be proud of yourself.  
I am proud of you.  
Tell yourself you did a good job.  
Fantastic.  
Outstanding.  
Good Progress.  
Good thinking.  
Right on.  
You really used your brain.  
Now you're cooking.  
You're on the right track.  
Splendid.  
Tremendous.  
Superb.  
This is the greatest.  
Keep it up.  
That's a good point.  
That's one way of looking at it.

You're doing a good job of waiting.  
Nice waiting.  
Good walking.  
Good, you did what I asked you to do.  
Excellent answer.  
You did that just right.  
I like that — that's well thought out.  
You've been such helpful workers.  
That's quite an improvement.  
Right you are.  
That is certainly so.  
You are a careful thinker; you think before you speak.  
You couldn't have said or done it better.  
It looks like you're putting some thought and time on this.  
You remembered all the rules. I'm proud of you.  
Thank you for listening to my question.  
It's nice to see you helping each other.  
You are good listeners.  
We had a good day.  
I like the way you're working.  
Good work.  
I like it when you look at me while I'm talking to you.  
I like such pleasant conversations with you.  
You did a good job of handling your anger at that frustrating work.  
I appreciate your help.  
Lovely.  
I knew you could do that well.  
Excellent.  
Good job.  
That's a good observation.  
You make it look easy.

**"If there is any excellence and if anything worthy of praise,  
let your mind dwell on these things." (Phil. 4:8)**

# WHO I AM IN CHRIST

(Christ in you the hope of Glory—Col.1:27)

## THE WORD OF GOD SAYS:

- I am:
1. God's child for I am born again of the incorruptible seed of the WORD OF GOD which liveth and abideth FOREVER-I Pet.1:23.
  2. Forgiven of all my sins and washed in the blood-Eph.1:7;Heb. 9:14;Col. 1:14;John 2:12 & I John 1:9
  3. A new creature-II Cor. 5:17
  4. The temple of the Holy Spirit-I Cor. 6:19
  5. Delivered from the power of darkness and translated into God's Kingdom-Col. 1:13
  6. Redeemed from the curse of the law-I Pet. 1:18,19;Gal. 3:13
  6. Blessed-Deut. 28:1-14;Gal. 3:19
  7. A saint-Rom. 1:7;I Cor. 1:2;Phil. 1:1
  8. The head and not the tail-Deut. 28:13
  9. Above only and not beneath-Deut.28:13
  - 10.Holy and without blame before Him in love elect-I Pet. 1:16;Eph. 1:4
  - 11.Elect-Col. 3:12;Rom. 8:33
  - 12.Established to the end-I Cor. 1:8
  - 13.Brought near by the blood of Christ-Eph. 2:13
  - 14.Victorious-Rev. 21:7
  - 15.Set free-John 8:31-33
  - 16.Strong in the Lord-Eph. 6:10
  - 17.Dead to sin-Rom. 6:2,11; I Pet. 2:24
  - 18.More than a conqueror-Rom. 8:37
  - 19.Joint heirs with Christ-Rom. 8:17
  - 20.Sealed with the holy spirit.of promise-Eph. 1:13
  - 21.In Christ Jesus by His doing-I Cor. 1:30
  - 22.Accepted in the Beloved-Eph. 1:6
  - 23.Complete in Him-Col. 2:10
  - 24.Crucified with Christ-Gal. 2:20
  - 25.Alive with Christ-Eph. 2:5
  - 26.Free from condemnation-Rom. 8:1
  - 27.Reconciled from God-II Cor. 5:18
  - 28.Qualified to share in His inheritance-Col. 1:12
  - 29.Firmly rooted, built up, established in my faith and overflowing with gratitude-Col. 2:7



30. Circumcised with the circumcision made without hands-Col. 2:11
31. A fellow citizen with the saints and of the household of God-Eph. 2:19
32. Built upon the foundation of the apostles and prophets, Jesus Christ Himself being the CHIEF CORNER STONE-Eph. 2:20
33. In the world as He is in Heaven-I John 4:17
34. Born of God and the evil one does not touch me-I John 5:18
35. His faithful follower-Rev. 17:14b; Eph. 5:1
36. Overtaken with blessings- Deut. 28:2; Eph. 1:3
37. His disciple because I have love for others- John 13:34 -35
38. The light of the world-Matt. 5:14
39. The salt of the earth-Matt. 5:13
40. The righteousness of God-II Cor. 5:21; I Pet. 2:24
41. A partaker of His divine nature- II Pet. 1:4
42. Called of God-II Tim. 1:9
43. The first fruits among His creation-James 1:18
44. Chosen- I Theas. 1:4; I Pet. 2:9
45. An ambassador for Christ-II Cor. 5:20
46. God's workmanship created in Christ Jesus for good works-Eph. 2:10
47. The apple of my FATHER'S eye- Deut. 32:10; Ps. 17:8
48. Healed by the stripes of JESUS- I Pet. 2:24; Is. 53:5
49. Being changed into His image- II Cor. 3:18; Phil. 1:6
50. Raised up with Christ and sealed in Heavenly places- Col. 2:12; Eph. 2:6
51. Part of a chosen generation, a royal priesthood, a holy nation, a peculiar- I Pet. 2:9a
52. Being made complete in every good thing-Heb. 13:20 -21
53. Loved and have been washed of my sins by his blood- Rev. 1:5
54. Filled with the knowledge of his will-Col. 1:9
55. Able to walk worthy of the Lord, fully pleasing Him-Col.1:10

# Mom's Guide to the Five Love Languages of Children

Inspired by The Five Love Languages of Children by Gary Chapman and Ross Campbell

<b>Touch</b>	<b>Words</b>	<b>Quality Time</b>	<b>Gifts</b>	<b>Service</b>
Describes your child: Receive hugs Kisses High Fives Cuddle Asks to be carried Physical activity: racing, wrestling, tag, climbs in your lap	Describes your child: Likes for others to tell them they did a good job.  Favorite words include: Terrific! Good job! You're #1! Awesome kid! You did it!	Describes your child: Loves to do things with you: watch a movie, yard work, go out to eat, run errands, play a game. Tries to get your undivided attention. Wants to sit next to you or have you watch them while they're playing.	Describes your child: Feels good when someone gives them something. Enjoys a special present or surprise. Enjoys: birthday presents, surprise treats, earning a treat, having their favorite food made for them.	Describes your child: Likes it when people do nice things for them: helping with chores, school projects, driving places, making meals and snacks
<b>Mom Tips:</b> Hold hands, Hug often, Bean bag chairs, Tight spaces / swaddle, Family cuddles, Sing action songs, Tickle fun, Read stories together on the couch or your lap	<b>Mom Tips:</b> Write notes on the mirror, Compliment, Speak positively about them, Always say I Love You, Praise them aloud around others, Write a letter to them, Come up with a cheer or song with their name in it, Be specific in your praise	<b>Mom Tips:</b> Run errands 1:1 together, Date night/breakfast 1:1, Make eye contact, Ask about day, Pay attention to details, Plan special events/trips, Eat together as a family, Read together, Bedtime Routine	<b>Mom Tips:</b> Keep a small stash of inexpensive gifts, Give them a flower or stone you find outside, Leave gifts for them when you're out of town, Shop with them for a special gift, Send them on a gift treasure hunt	<b>Mom Tips:</b> Practice sports together, Work together on a project, Check homework, Pick them up on time, Surprise them by doing a chore for them, teach them how to serve others

*The #1 job of parents is to meet their child's need for love. A child with a full love tank = a healthy, emotionally stable child.*

Books Resources: The Five Love Languages of Children by Chapman and Campbell (2012 edition)

Websites: [www.5lovelanguages.com](http://www.5lovelanguages.com), Assessment: <http://www.5lovelanguages.com/assessments/love/>

Compiled by: Busy Kids = Happy Mom, [www.busykidshappymom.org](http://www.busykidshappymom.org)



## "GOD'S ONE ANOTHER PLAN"

God has a long list of "one anothers" that must not be ignored if the church is to shine forth as beacons on a hill. The spiritual candlepower of individual Christians will become brighter to the world as more of God's "one another" plan works in us.

1. "Love one another" (John 13:34-35)
2. "Depend on one another" (Romans 12:5, AMP)
3. "Be devoted to one another" (Romans 12:10)
4. "Outdo one another in showing honor" (Romans 12:10)
5. "Rejoice with one another" (Romans 12:15, I Cor. 12:2b)
6. "Weep with one another" (Romans 12:15)
7. "Be of the same mind toward one another" (Romans 12:16)
8. "Don't judge one another" (Romans 14:13)
9. "Receive (accept) ye one another" (Romans 15:7)
10. "Admonish (counsel) one another" (Romans 15:14)
11. "Salute (greet) one another" (Romans 16:16)
12. "Wait for one another" (I Cor. 11:33)
13. "Have the same care for one another" (I Cor. 12:25)
14. "Serve (be a slave for) one another" (Gal. 5:13)
15. "Be kind one to another" (Eph. 4:32)
16. "Forgive one another" (Eph. 4:32, Col. 3:13)
17. "Be tenderhearted toward one another" (Eph. 4:32)
18. "Encourage (edify) one another" (I Thess. 5:11)
19. "Submit to one another" (Eph. 5:21)
20. "Forbear (uphold) one another" (Eph. 4:2; Col. 3:13)
21. "Provoke (stir up, stimulate love in) one another" (Heb. 10:24)
22. "Use hospitality one to another" (I Pet. 4:9)
23. "Minister gifts one to another" (I Pet. 4:10)
24. "Be clothed in humility one toward another" (I Pet. 5:5)
25. "Don't speak evil against one another" (Jas. 4:11)
26. "Don't grumble against one another" (Jas. 5:9)
27. "Confess your faults one to another" (Jas. 5:16)
28. "Pray one for another" (Jas. 5:16)
29. "Fellowship with one another" (I John 1:7)
30. "Bear ye one another's burdens" (Gal. 6:2)



# S.A.I.N.T.S. S.P.O.R.T.S. P.E. for Kids™

## World's Greatest

THE QUALITIES I ADMIRE MOST ABOUT YOU!!!

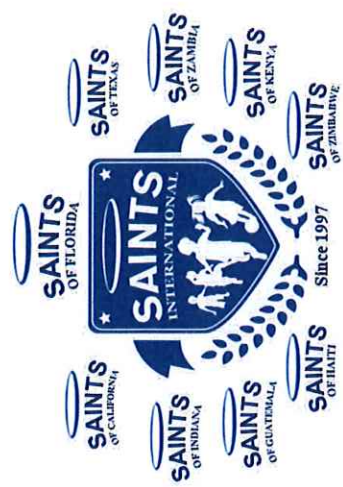
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# S.A.I.N.T.S. S.P.O.R.T.S. P.E. for Kids™

# World's Greatest Athlete

\_\_\_\_\_

*Coach Rick Andreassen*

Coach Rick Andreassen  
Founder/President SAINTS

PARENT \_\_\_\_\_

DATE \_\_\_\_\_

*“Where Jesus is Lord and Every Child is a Winner!”*

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# Personality Types: Lion, Otter, Golden Retriever, and Beaver

When it comes to personality profiles, most have heard of Myers-Briggs, Ned Herrmann's Whole Brain, Galen's four temperaments, DiSC assessment, and the Keirsey Temperament Sorter. One of the lesser known profiles, but just as insightful, was developed by Dr. Gary Smalley and Dr. John Trent. They base their personalities around animal characteristics. Not only are these entertaining but they are very easy for children to grasp as well. My wife and I often find ourselves saying, "that person sure is a 'beaver,'" or "you're such a 'lion-otter.'"

While these personality types are certainly **broad categories**, I find them very **easy to remember and communicate**. This is extremely beneficial when dealing with people and/or employees. Knowing their temperaments can make the work environment, meetings, and projects run much smoother.

Listed below are the characteristics of each temperament and how they line up with Galen's and the DiSC for comparison:

## Lion (*Choleric/Dominance*)

**Strengths**— Visionary, practical, productive, strong-willed, independent, decisive, leader

**Weaknesses**— Cold, domineering, unemotional self-sufficient, unforgiving, sarcastic, cruel



## Otter (*Sanguine/Influence*)

**Strengths**— Outgoing, responsive, warm, friendly, talkative, enthusiastic, compassionate

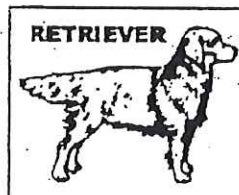
**Weaknesses**— Undisciplined, unproductive, exaggerates, egocentric, unstable



## Golden Retriever (*Phlegmatic/Steadiness*)

**Strengths**— Calm, easy-going, dependable, quiet, objective, diplomatic, humorous

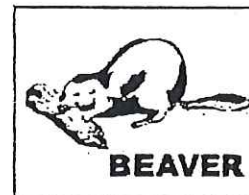
**Weaknesses**— Selfish, stingy, procrastinator, unmotivated, indecisive, fearful, worrier



## Beaver (*Melancholy/Compliance*)

**Strengths**— Analytical, self-disciplined, industrious, organized, aesthetic, sacrificing

**Weaknesses**— Moody, self-centered, touchy, negative, unsociable, critical, revengeful



Often you'll find that people have a primary character type and a secondary type. Take a look at yourself. Which one is your primary and which one is your secondary? Some naturally go together and make for a wonderful set of strengths. Also, be sensitive to the weaknesses in yourself and in others.

Next time, I'll post how to better understand these temperaments and then how to communicate to them. Until then, enjoy "animal watching".

## Related Links

- Understanding the Animal Temperaments

<http://weirdblog.wordpress.com/2007/02/22/personality-types-lion-beaver-otter-and-golden-...> 4/6/2009





## Welcome to the Character Education Network

### What is Character Education?

#### Character Traits

Developing positive character traits among youth is vital in today's society. Character Education should be infused into the climate and daily routine of schools. The Character Education Network aids in this effort by providing materials that teachers can use in an easy to understand format.

Many different schools, school districts and even states are now requiring that Character Education be specifically addressed in the classroom. Some organizations are even specifically listing the traits to be taught. The Character Education Network has identified the most common and broad-ranging group of character traits in cooperation with our development partners.

These character traits are:

#### **Responsibility**

Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment.

#### **Perseverance**

Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.

#### **Caring**

Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.

#### **Self-discipline**

Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations.

#### **Citizenship**

Being law abiding and involved in service to school, community and country.

#### **Honesty**

Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.

### **Courage**

Doing the right thing in face of difficulty and following your conscience instead of the crowd.

### **Fairness**

Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.

### **Respect**

Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings.

### **Integrity**

A firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible.

### **Patriotism**

A love for and loyalty to one's country.

Are the traits you are looking for not here? See our [traits correlation](#) page to see how your selected traits fit in.

### **What is Character Education?**

As defined by Dr. Thomas Lickona, character education is the deliberate effort to develop virtues that are good for the individual and good for society. The objective goodness of virtues is based on the fact that they:

- Affirm our human dignity
- Promote the well-being and happiness of the individual
- Serve the common good
- Define our rights and obligations
- Meet the classical ethical tests of reversibility (Would you want to be treated this way?) and universalizability (Would you want all persons to act this way in a similar situation?).



## **BIBLICAL REPENTANCE**

(Please answer these questions honestly from the heart)

### ***Confession***

1. What I did wrong was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ***Repentance***

2. How could I have handled this different? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ***Reconciliation***

3. What am I going to do to make it right? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ***Growth***

4. What I will do in the future? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ***God's Help***

5. My personal prayer is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## DEVELOPMENTAL STAGES OF CHILDREN

It takes a certain kind of patience and understanding to work well with children. Having some knowledge of the different developmental, emotional, physical and social milestones children go through can be helpful in developing that understanding.

One of the most important jobs of a Coach is to help children grow and develop into healthy, happy capable people. Children grow and change through several stages of development. Understanding these stages your students go through can help you responds constructively.

The following briefly describes general aspects of child development. Do not be disturbed if certain children don't fit neatly into the stages. Each child is different and experiences their development uniquely.

Each stage builds on the previous stages. Children in all stages need:

- Food, clothing, shelter.
- Security and stability in the family and community
- Nurturing, affection (hugs and love), and encouragement
- A range of learning activities
- Consistent limits, rules, and consequences.
- A sense that they are valuable, contributing members of the family and community.

### *Infancy and preschool*

Children in this stage:

1. Are growing quickly.
2. Enjoy learning
3. Develop language.
4. Are curious and enjoy new activities.
5. Are affectionate.
6. Enjoy being with other children.
7. Don't usually play cooperatively.
8. Are physically active.
9. Have short attention spans.
10. Prefer simple explanations.

### *Kindergarten and early elementary (ages 5-7)*

General Characteristics

1. Eager to learn, easily fatigued, short periods of interest (1min/age)
2. Learn best when active
3. Self assertive, boastful, less cooperative, more competitive

Physical Characteristics

1. Very active and need frequent breaks to do things that are fun and involve using energy



2. Large muscles well developed, small muscles still developing, tend to be more accident prone.
3. Enjoy physical activity

#### Social Characteristics

1. Like organized games and are concerned about following the rules.
2. Very competitive and may try to cheat
3. Very imaginative and involved in fantasy play.
4. Self assertive, aggressive, want to be first
5. Like to talk
6. Learn social skills – cooperation, caring for others.
7. Can understand, appreciate and follow rules

#### Emotional Characteristics

1. Alert to feelings of others but unaware of how own feelings affect others
2. Very sensitive to recognition and praise, feelings easily hurt
3. Maturity levels are inconsistent, will regress when tired or when family members are present.
4. Sometimes worry about being alone, the dark, fantasies, etc.
5. Require support and encouragement as they undertake new tasks.

#### Developmental Characteristics

1. Sex role identification
2. Early moral development
3. Group play

### *Upper Elementary (ages 8-10)*

#### General Characteristics

1. Interested in people, aware of differences, willing to give more but expect more as well.
2. Capable of prolonged interest
3. Decisive, dependable, reasonable, strong sense of right and wrong.
4. Very curious, collectors of everything.
5. Looking for independence.
6. Often outspoken and critical of adults

#### Physical Characteristics

1. Very active and need frequent breaks to do things that are fun and involve energy
2. Bone growth not yet complete, may still be accident prone

#### Social Characteristics

1. Competitive
2. Choosy about friends and acceptance becomes important.
3. Team games become popular.
4. Worshipping heroes, TV stars, Sports figures is common.
5. Eager to answer questions.
6. Can play cooperatively.
7. Are influenced by outside role models.
8. Often do not understand how their behavior affects other people.

#### Emotional Characteristics

1. May be conflicts between adult rules and peer rules.

2. Very sensitive to recognition and praise, feelings easily hurt.
3. Maturity levels inconsistent.
4. May be embarrassed by public praise or criticism.
5. Appreciate praise from parents and other adults.
6. Are sensitive to failure.

#### Developmental Tasks

1. Team play.
2. Skill learning, self evaluation.
3. Wide discrepancies in learning.

### *Middle School (ages 11-13)*

#### General Characteristics

1. Testing limits, "know it all" attitude
2. Vulnerable, emotionally insecure, mood swings
3. Identifies with admired adult
4. Tend to be perfectionists, get frustrated if "can't get it right"
5. Want independence
6. Attention span can be lengthy

#### Physical Characteristics

1. Small muscle coordination good
2. Concerned with appearance, self-conscious about body growth (esp. those who mature early)
3. Diet and sleep may be disrupted, causing low energy.
4. Are experiencing physical and hormonal changes that may make them moody, difficult, or self-conscious.
5. Feel indestructible and may take part in dangerous challenges.

#### Social Characteristics

1. Being accepted by friends very important
2. Team games are popular
3. Great need to conform with friends in order to "belong"
4. Friends set rules of behavior
5. "Crushes" on same age range.
6. May test limits with misbehavior.
7. Can be uncomfortable about their social skills.

#### Emotional Characteristics

1. Very sensitive to recognition and praise, feelings easily hurt
2. Loud behavior hides lack of self-confidence.
3. Caught between being a child and adult.
4. Value appearance, peer group acceptance, and grown up behavior.
5. Actively seek self independence and independence from parents.

#### Developmental Tasks

1. Team Play
2. Social cooperation.
3. Skill learning, self evaluation.



### *High School (ages 14–18)*

#### General Characteristics

1. Are in a transition to the adult world.
2. Begin to establish a personal system of values.
3. May be very idealistic, with a strong sense of justice.

#### Physical Characteristics

1. Nearly fully developed large and small muscle groups.
2. Very active, play hard, energetic at times, lethargic at other times.

#### Social Characteristics

1. Very social, friends extremely important, sometimes more than sports
2. Seek significant personal relationships.
3. Challenge established systems and ways of doing things.
4. Value acceptance of close friends, other peers.

#### Emotional Characteristics

1. Seek recognition and self independence
2. Seek individuality
3. May be very idealistic, with a strong sense of justice.

#### Developmental Tasks

1. Team play
2. Social cooperation
3. Skill refinement

(Excerpted from [www.youthservicesinc.org](http://www.youthservicesinc.org) and Life Guidance Services)

# TO BE EDUCATED

By Carolyn Caines, Supervisor  
Columbia Heights Christian Academy • Longview, Washington

If I learn my ABCs, can read 600 words per minute, and can write with perfect penmanship, but have not been shown how to communicate with the Designer of all language,

*I have not been educated.*

If I can deliver an eloquent speech and persuade you with my stunning logic, but have not been instructed in God's wisdom,

*I have not been educated.*

If I have read Shakespeare and John Locke and can discuss their writings with keen insight, but have not read the greatest of all books — the Bible — and have no knowledge of its personal importance,

*I have not been educated.*

If I have memorized addition facts, multiplication tables, and chemical formulas, but have never been disciplined to hide God's Word in my heart,

*I have not been educated.*

If I can explain the law of gravity and Einstein's theory of relativity, but have never been instructed in the unchangeable laws of the One Who orders our universe,

*I have not been educated.*

If I can classify animals by their family, genus and species, and can write a lengthy scientific paper that wins an award, but have not been introduced to the Maker's purpose for all creation,

*I have not been educated.*

If I can recite the Gettysburg Address and the Preamble to the Constitution, but have not been informed of the hand of God in the history of our country,

*I have not been educated.*

If I can play the piano, the violin, six other instruments, and can write music that moves men to tears, but have not been taught to listen to the Director of the universe and worship Him,

*I have not been educated.*

If I can run cross-country races, star in basketball and do 100 push-ups without stopping, but have never been shown how to bend my spirit to do God's will,

*I have not been educated.*

If I can identify a Picasso, describe the style of da Vinci, and even paint a portrait that earns an A+, but have not learned that all harmony and beauty comes from a relationship with God,

*I have not been educated.*

If I graduate with a perfect 4.0 and am accepted at the best university with a full scholarship, but have not been guided into a career of God's choosing for me,

*I have not been educated.*

If I become a good citizen, voting at each election and fighting for what is moral and right, but have not been told of the sinfulness of man and his hopelessness without Christ,

*I have not been educated.*

However, if one day I see the world as God sees it, and come to know Him, Whom to know is life eternal, and glorify God by fulfilling His purpose for me,

*then, I have been educated!*



## **"I WANT TO LIVE FOR JESUS CHRIST"**

I'm a part of the fellowship of the unashamed,  
I have the Holy Spirit's power.

The die has been cast, I have stepped over the line and I'm a disciple of His,  
I will not look back, let up, slow down, back away or be still...

### ***I WANT TO LIVE FOR JESUS CHRIST!!!***

My past is redeemed, my presence makes sense, and my future is secure.

I no longer need preeminence, prosperity, positions, promotions,  
Plaudits, or popularity.

I don't have to be right, first, tops, recognized, praised, regarded or  
rewarded.

### ***I WANT TO LIVE FOR JESUS CHRIST!!!***

I now live by faith, lean on His presence, walk with patience,  
lifted by prayer and labor by power.

My face is set, my gait is fast, my goal is heaven, my road is narrow,  
my way is rough, my companions are few, but my guide is reliable,  
and my mission is clear...

### ***I WANT TO LIVE FOR JESUS CHRIST!!!***

I won't give up, shut up, or let up, 'til I've stayed up, stored up, prayed up,  
paid up, preached up, for the cause of Christ.

I will work until He comes, and when He comes for His own,  
He will have no problem recognizing me, my banner will be clear...  
It will read...

<b><i>I HAVE LIVED FOR JESUS CHRIST!!!</i></b>
--

**Today I am committing my life to live for Jesus Christ!**

**Signed:** \_\_\_\_\_

# Children Learn What They Live

By Dorothy Law Nolte, Ph.D.

If children live with criticism, they learn to condemn.  
If children live with hostility, they learn to fight.  
If children live with fear, they learn to be apprehensive.  
If children live with pity, they learn to feel sorry for themselves.  
If children live with ridicule, they learn to feel shy.  
If children live with jealousy, they learn to feel envy.  
If children live with shame, they learn to feel guilty.  
If children live with encouragement, they learn confidence.  
If children live with tolerance, they learn patience.  
If children live with praise, they learn appreciation.  
If children live with acceptance, they learn to love.  
If children live with approval, they learn to like themselves.  
If children live with recognition, they learn it is good to have a goal.  
If children live with sharing, they learn generosity.  
If children live with honesty, they learn truthfulness.  
If children live with fairness, they learn justice.  
If children live with kindness and consideration, they learn respect.  
If children live with security, they learn to have faith in themselves and in those about them.  
If children live with friendliness, they learn the world is a nice place in which to live.

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# HOW A "SAINT" G.R.O.W.S. IN CHRIST

Speaker: Coach Rick Andreassen

**G**o to God in prayer, daily

**R**ead God's word, daily

**O**bey God's word, always

**W**itness to others

**S**erve God and others



Obey God *and* your parents



Choose your friends wisely



Stay away from drugs and alcohol

**Today I am committing to G.R.O.W. in Jesus Christ!**

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# S.A.I.N.T.S.

**SERVE THE SAVIOR!!!**

**ALWAYS PRAY!!!**

**INVEST YOUR LIFE IN OTHERS!!!**

**NEVER GIVE UP ON YOUR DREAMS!!!**

**TRUST GOD FOR MIRACLES  
EVERYDAY!!!**

**STAND STRONG IN CHRIST!!!**





## EQUIPMENT REPLACEMENT LIST

PE Equipment	Household Item
Activity Balls	Socks, crumpled recycled paper, stuffed animals
Agility Dot Drill Mat	Sidewalk chalk, electrical tape, painters tape, sticky notes
Agility Ladder	Sidewalk chalk, electrical tape, painters tape
Balance Beam	2x4 or any long flat board, couch cushions
Balance Disc	Folded blanket, pillow, couch cushion
Baseball	Socks
Beanbags	Socks, smaller stuffed animals, well-sealed bags with rice
Bowling Pins	Water bottles, shampoo/soap bottles, empty paper towel rolls
Conditioning Rope	Any thick rope, extension cord, tied towels
Cup Stacking	Plastic cups
Disc Targets	Laundry basket, cardboard box
Discs/Frisbee®	Plastic plate, ice cream bucket lid
Dumbbells	Canned goods, water bottles
Fitness Bar	Broomstick, PVC pipe
Flag Belts	Long socks tucked in a waistband, streamers or ribbon tied to a belt
Floor Sliders	Paper or plastic plates, socks on hardwood floors
Hurdles	Cereal boxes or other pantry items, stacks of toilet paper rolls, couch cushion, cardboard boxes
Jump Rope	Create a rope out of duct tape or recycled bags ( <a href="https://www.kidsburgh.org/maker-monday-recycled-bag-jump/">https://www.kidsburgh.org/maker-monday-recycled-bag-jump/</a> )
Kettlebell	Milk jug, laundry detergent bottle
Medicine Ball	Heavy book
Poly Spots	Kitchen drawer liners, pieces of paper, paper plates





## EQUIPMENT REPLACEMENT LIST

PE Equipment	Household Item
Rhythmic Wands	Decorative wrapping ribbon, streamers
Sandbags	Fill a gym bag with heavy, but soft items surrounded by clothes. Water softener salt bags
Soccer/Hockey/Lacrosse Goals	Any 2 cones or markers to create a goal or target, cardboard boxes, laundry baskets
Targets	Water bottles, bed sheets, plastic/paper plates, large pots and pans, laundry baskets
Tater Sacks™	Pillowcase, large plastic bag/trash bag, large empty dog food bag
Tennis Racket	Paper towel tube + plastic plates, spatula
Volleyball/Tennis Ball	Balloons are great for beginners, or blow into a large plastic bag to volley back and forth
Volleyball/Tennis Net	Bed sheet folded in half, tie a rope between two chairs
Weight Plate	Heavy book, sack of flour or sugar
Weight Vest	Backpack

Other Fun At-Home Active Games	
Dice	Introduce variation or an element of unpredictability to an activity. The number you roll is the number of activity reps. Dice are also great for math (multiply/add the different dice)! Incorporate Yahtzee® into your activity!
Sidewalk Games	Sidewalk chalk can be used for hopscotch, 4-Square, targets, etc.
Balloons	Balloons are great for any striking activity. Also, how long can you keep it in the air to pass it to a partner?
Active Tic-Tac-Toe	All you need is some chalk or tape!
Playing Cards	These are great for performing fitness challenges. The suit determines the type of activity and the number determines the amount of reps.
Circus Unit	Spinning plastic plate/bowl with pencil, scarves = plastic bag, tissues. Beanbags = stuffed animals or rolled up socks. Spin a dish cloth on a finger
Balancing Games	Use paper plates and a duster with a long handle
Play!	The most important thing at this time is to get kids outside to play. Encourage kids to play outside a few times a day for 10 minutes.