

Nazarene Educators Worldwide

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



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THE NEW

NEW Council Member Goes to Washington, DC

By Deborah Hughes, Early Childhood/Preschool Representative



I am not an active political person. I do vote in elections, but I have never contacted my Congressman to discuss an issue. That changed last week as I found myself in Washington, D.C. at the request of ACSI (Association of Christian Schools International). Annually, ACSI does a Legal Legislative Conference in Washington. They ask Christian school leadership to come and receive training, and then the next day

speak to their Congressional representatives.

It was an eye-opening trip because I met so many believers in Jesus Christ who work in Washington, D.C. For me, there were two who stood out. Rep. Vicky Hartzler (R-Missouri) had an amazing story of how God placed her in Congress. She is not apologetic about her belief in Jesus and openly quotes scripture. She wrote a book, *Running God's Way*. The book, through scripture, reveals campaign techniques which helped her succeed on Election Day. The other person was Paul S. Teller, Ph.D. who is the Special Assistant to the President for Legislative Affairs. Previously he was the Chief of Staff to Sen. Ted Cruz (R-Texas). No matter what you think of President Trump, Teller said he never dreamed he would be on the Trump team. He said President Trump has built a very collaborative team, reaching out to many staffers of the final primary runners. Teller's current role at the White House positions him as liaison to Congressional conservatives and outside groups. It was an honor to listen to him while at the White House.

So why were we there? ACSI wanted us to be able to speak to congressman about school choice and how we can still keep our religious rights. In May, 2011, all eyes of the nation concerned with educational vouchers, were on Indiana to see what would happen when the strongest school choice law went into effect. (Continued on page 5.)



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Disasters Bring Opportunities to Help Others

By Mark Taylor, University/College Representative

“God is our refuge and strength, an ever-present help in troubles” -Psalm 46:1 (NIV)”

“Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.” - Gal.6:10 (NIV)

I've felt a little overwhelmed by the many natural disasters impacting families, churches, and schools throughout the world. I was recently reading the Nazarene News, www.Nazarene.org. There's Hurricane Harvey and Irma, the earthquakes in Mexico, the monsoon rain floods in Bangladesh, India, and Nepal, the mudslides in Sierra Leone, and the dengue fever outbreak after the floods in Sri Lanka. And, there will probably be more by the time this article is published.

What should be our part to help? As educators and schools, how should we respond? I read an excellent article at Crosswalk.com entitled, “Praying through Disasters and Worldwide Crises” by Debbie Przybiski. I encourage you to go to www.crosswalk.com and read the entire article.

Debbie Przybiski shares eleven points regarding how to prepare and pray through disasters.

1. Be grateful and thankful for your life and what you have.
2. Prepare the church in your city for whatever may come.
3. Face disasters victoriously.
4. Share the love of Christ with disaster victims by meeting their needs.
5. Trust God in the midst of disasters and worldwide shaking.
6. Grow deeper in your relationship with God now.
7. Learn to be still.
8. Show forth godliness instead of evil.
9. Live and prepare for the eternal.
10. Pray for the salvation of souls and share your faith.
11. Pray fervently for countries that are in major worldwide turmoil.

(Continued on page 6.)

Creating a “Good Samaritan” Culture in our Students

By Joe Davis, Christian School Representative

With all of the tragedies that have hit the United States recently (two hurricanes in the South and wildfires destroying the West), how do you instill in your students the heart of a “Good Samaritan” in your classrooms and school? The story of the Good Samaritan is familiar to most of us. A Jewish man was walking down the road when a group of robbers descended upon him, stripped him of everything that he had and beat him half to death. A few people who saw him crossed to the other side of the road and left him for dead. This continues until a Samaritan comes to his rescue and helps him out of his distress.

First, let's look at the Samaritan's heart (Luke 10: 33-35). He was not worried about the cultural prejudices that would normally cause separation between a man from Samaria and a man from Israel. The Samaritan had a heart of sacrifice that drove him to tear his own clothes and make bandages, pour expensive wine and oil onto the wounds of the man in need, place a bloodied and dying man onto his own donkey (the automobile of the day), and pay the open-ended hotel and medical bills for a man that he did not know. Finally we see that the Samaritan man had a great love for this man in distress even though there was nothing he could possibly gain in return.

This is the self-sacrificing love that I personally want for the students at my school. I pray that this is your heart as well. How can we create mission-minded “Good Samaritan-style” students? (Continued on page 8.)

A Haven of Peace: A Day in the Life of Nazarene Evangelical School - submitted by Wes Eby, Global Council member

(The article was written by Dorli Gschwandtner and appeared in Engage magazine, a monthly online missions resource for the Church of the Nazarene, in July 2017. Used by permission.)

It's a school unlike any I have ever seen.

Take, for instance, math class. For many kids worldwide, math is quite possibly the most boring subject ever invented. But math can be loads of fun. One day, the kids of grade four walk up the stairs with huge rulers and set squares to practice measurements. The next day they fill up self-made, one-cubic-centimeter boxes with water at the taps outside to explore the concept of volume. Meanwhile, grade five is enjoying pieces of watermelon to internalize the mathematics of fractions.

Or English grammar? Is it like "pulling teeth"? Not here. When the 27-year-old dean of students comes to class dressed up as an old man and tells stories "from when he was young" to introduce the past simple tense, grammar may turn out to be everyone's favorite subject.

Creative teaching methods are complemented with educational field trips to explore ideas outside the classroom and learn, not just for school, but for life. Like grade five going to the mall to learn about prices. Or grade nine taking food to a home for young drug addicts to learn both about the dangers of drug abuse as well as the value of ministering to others.

"Learning" is not just an activity at this school, a necessary precursor to passing exams. Learning is a lifestyle, an adventure, a privilege to be enjoyed. (Continued on page 7.)



News About Our Nazarene Schools

By Beula Postlewait

Nazarene Educators Worldwide is interested in learning about our Nazarene schools in all of the areas affected by these natural disasters. If you have power and the ability to report to us, please send word to Dan Harris at dharris@nazarene.org.

We have this report from Nancy Shonamon, the elementary principal of Nazarene Christian Academy in Crowley, Texas.

"Nazarene Christian Academy in Crowley has not been directly affected by the storm in regard to buildings, flooding, etc. However, we do have many school members that have family affected in the Houston area. One of our first-grade moms lost a cousin in the flood. We heard many other stories during the first few days of children praying for grandparents from whom they haven't heard yet. It has been emotional yet beautiful to see our students concerned and asking for prayer time for victims.

Our school is collecting Crisis Care Kits and giving them to the West Texas Disaster Response Team who is distributing the kits directly into the hands of victims. Our football team is giving their gate fees for the entire season to a school that has been destroyed by the hurricane. Our library is collecting books through our annual book fee to help rebuild their library."

Mark Taylor, council member of Nazarene Educators Worldwide, contacted Princeton Christian School in Homestead, Florida which is located south of Miami.

"They have experienced tremendous damages in the past from hurricanes. However, administrators, Chuck Magzig and Cindy Stone, report that the school was wonderfully spared any major damage. Some trees were damaged, but there was no flooding. They have regained power and should be in operation at this time. This is a huge praise to God."

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Terms and Questions Galore

By Becky Ramsey, Public School Representative

One of the most important tasks for a teacher is to ask good and varied questions concerning the different subjects that are covered in the classroom. Questions fall into the following six categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. Each category utilizes both terms and questions.

A teacher does not want to carry the curriculum everywhere that teaching takes place because that can be cumbersome and awkward. One idea I have found to be helpful is a two-sided lap card. Once printed and laminated, a teacher can carry the lap card to different areas of the classroom.

These questions or terms can be applied to any subject matter. I have found that the lap card helps me vary my questions as well. Terms can be put on a word wall in categories for the students to refer to as they respond to questions. It is good also to put the terms on flashcards and then use the flashcards to discuss and learn what each directional word means. I color code my term flash cards to help me categorize the concept we are learning.

Modeling these terms at the beginning of the year is essential. As a teacher creates the lap card, he or she must be ready to adjust the words for the level of students being taught. I often choose to hold up the flash cards of term words that I am going to use with a lesson when we are discussing the topic of our study.

I can pass out the term cards to different students. The flashcard will indicate to the student which aspect of the lesson he or she should be ready to share. Here is an example: I would pass out the term cards defend, compare, and prioritize. The first student would state an opinion, defend his or her opinion, and tell why he or she feels it is correct. The second student would give two ideas from the lesson and then tell how those ideas are alike and different. The last student would give at least four or five ideas and then put those ideas in order of their importance, noting which ideas were the most important.

Here is a sample lap card that you can use or revise:

Level 1: Knowledge	Terms: Who, What, When, Omit, Where, Which, Choose, Find, How, Define, Label, Show, Spell, List, Match, Name, Relate, Tell, Recall, Select.
	Questions:
	What is (are) _____? Where is (are) _____? Which one? Why did _____? When did.....?
	How would you describe.....? Can you select? Who were the main.....?
	Can you recall? Describe what happens when.....? How is (are).....? Why did _____?
	Describe what happens when.....? How would you identify.....? Which one _____?
	How would you outline.....? How would you recognize.....? Who was (were)?
	List the _____ in order What do you remember about _____? Can you list 3.....?
	How would you explain? How did _____ happen? How would you show.....?

Level 2: Comprehension	Terms: Compare, Contrast, Demonstrate, Interpret, Explain, Extend, Illustrate, Infer, Outline, Relate, Rephrase, Translate, Summarize, Show, Classify.
	Questions:
	How would you classify the type? ...compare? ...contrast? What can you say about.....?
	Will you state or interpret in your own words? Which statements support...?
	How would you rephrase the meaning? What facts or ideas show? What is the main idea?
	How would you summarize? Can you explain what is happening?
	How can you describe? How would you clarify the meaning? How would you identify _____?
	How would you express _____? How would you generalize? What did you observe _____?
	What would happen if _____? Will you restate _____? What can you infer from _____?

Level 3: Application	Terms: Apply, Build, Choose, Construct, Develop, Interview, Make use of, Organize, Experiment with, Plan, Select, Solve, Utilize, Model, Identify.
	Questions:
	How would you use? Solve...? How would you develop/ modify/ demonstrate _____?
	How would you change _____? How would you develop _____ to present _____?
	How would you present _____? How would you solve? Why does _____ work?
	What actions would you take to perform _____? What examples can you find that _____?
	What other way would you choose to _____? What would the result be if _____?
	Using what you have learned..... How would you show your understanding of _____?
	How would you organize _____ to show _____? What would result if.....?
	How would you apply what you learned to develop.? Can you make use of the facts to ..?
	What elements would you use to change.....? What facts would you select to show.....?
	What questions would you ask during an interview?

Level 4: Analysis	Terms: Analyze, Categorize, Classify, Compare, Contrast, Discover, Dissect, Divide, Examine, Inspect, Simplify, Survey, Test for, Distinguish, List, Distinction, Theme, Relationships, Function, Motive, Inference, Assumption, Conclusion, Take part in.
	Questions:
	What are the parts or features of? How is _____ related to? Why do you think?
	What is the theme? What is the motive there? Can you list the parts of.....?
	What inference can you make? What conclusion can you draw? What ideas justify?
	How would you justify? How would you categorize? Can you identify different parts?
	What evidence can you find? What is the relationship between _____ and _____?
	Can you make a distinction between.....?What is the function of.....?
	Discuss the pros and cons of.....? How can you classify _____ according to _____?
	Can you sort the parts of _____? What can you point out about _____?
	What evidence in the text can you find that _____? What is your analysis of _____?
	What ideas support/validate _____? Why do you think?

Level 5: Synthesis	Terms: Build, Choose, Combine, Compile, Compose, Construct, Create, Design, Develop, Estimate, Formulate, Imagine, Invent, Make-up, Plan, Predict, Propose, Solve, Solution, Suppose, Discuss, Modify, Change, Original, Improve, Adapt, Minimize, Maximize, Theorize, Elaborate, Test, Happen.
	Questions:
	What changes would you make to solve...? How would you improve?
	What would happen if? Can you elaborate on the reason....? Can you invent...?
	How would you adapt _____ to create a different _____? Why do you think...?
	How would you modify the plot? What facts can you compile? What is the theme?
	How would you test for.....? Can you formulate a theory for....? What motive is there ?
	What Ideas justify.....? Can you make a distinction between? Devise a way to _____?
	How would you improve? How would you portray? Predict the outcome of.....?
	What could you invent? What facts can you gather? What would happen if....?

Level 6: Evaluation	Terms: Award, Choose, Conclude, Criticize, Decide, Defend, Determine, Dispute, Evaluate, Judge, Justify, Measure, Compare, Mark, Rate, Recommend, Rule on, Select, Agree, Appraise, Prioritize, Opinion, Interpret, Explain, Support, Importance, Criteria, Prove, Disprove, Assess, Influence, Perceive, Value, Estimate, Deduct.
	Questions:
	Do you agree with the actions? How would you prove? Disprove?
	Can you access the value of.....? What would you recommend.....? How would you rate?
	How could you determine.... Determine the value of _____ How could you verify _____?
	How would you grade _____? Rank the importance of _____.
	Rate the _____ Explain your rating. What choice would you have made? Explain
	What criteria would you use to assess _____? What would you suggest for _____?
	What is the most important _____? Why? What is your favorite _____? Why?
	What is your opinion of _____? Support your response

Becky Ramsey is from the Columbus, OH area. She has taught for 37 years in public school and Christian school settings. She currently serves as a reading and math intervention specialist in a charter school. You may contact her at ramseyfamily2771@gmail.com. Click [HERE](#) to view full size lap cards.

NEW Council Member Goes to Washington, DC (Continued from page 1.)

This meant my state, Indiana, was the first state to give low-income parents a choice of where they send their children for education. Because of this, Christian schools in Indiana have grown at a rapid rate. Parents who thought they would never be able to afford Christian schooling are now able to send their children to a Christian school.

School choice can be a very complicated issue, like most issues in our country. A major concern regarding school choice and vouchers: Are there "strings attached"? I can speak to my experience. Two and a half years ago the State of Indiana approached my school. Because we are accredited and have the highest rating in our rating system, they wanted our school to take vouchers for the "On My Way Pre-K program". Last year alone, Indiana spent 24 million dollars on children who "flunked" kindergarten. Because kindergarten is now like first grade, if you do not attend pre-k somewhere, it is very difficult to successfully navigate kindergarten. We had the privilege to prepare those children for kindergarten and still expose them to the gospel. Other than having a quality program, at this point, there are no strings attached.

This past Saturday, I was talking to one of these parents at our Upwards Soccer event. Several months ago, I had the awesome privilege to lead this mom to pray a forgiveness prayer. She told me, while watching the soccer game, that she is so thankful God brought our school into her life. Three weeks ago, a different voucher parent was in a very volatile relationship. The police were called, and the mom reached out to our children's pastor who also prayed a prayer of forgiveness with her. If it had not been for school vouchers, neither of these situations would have happened. God is using school choice to spread the gospel.

So, we were in Washington, D.C. to ask representatives to please allow us to keep our religious freedoms AND let parents choose quality. It was a humbling experience that is causing me to prayerfully process what else God may have in mind for me next. Stay tuned to see where God leads.

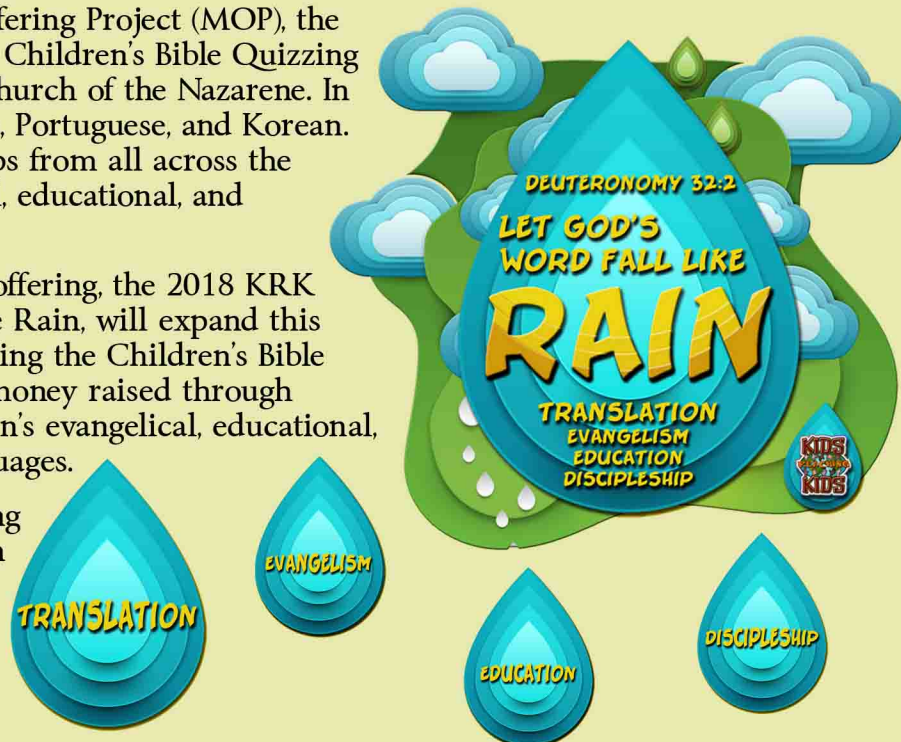
Deborah Hughes has been the Director of Grace Point Church of the Nazarene's Kiddie Prep School for 28 years. The preschool is fully accredited with the Association of Christian Schools International (ACSI). She serves on the ACSI accreditation commission, the Early Childhood Education Advisory Committee, and conducts accreditation visits. You may contact her at dhughes@gpnaz.org.

RAIN: Let God's Word Fall Like Rain - The 2018 Kids Reaching Kids Mission Offering

The 2009 Kids Reaching Kids (KRK) Mission Offering Project (MOP), the D-Code Challenge, raised money to translate the Children's Bible Quizzing curriculum into all the major languages of the Church of the Nazarene. In addition to English, these include Spanish, French, Portuguese, and Korean. As a result, children among these language groups from all across the globe now have access to a significant evangelical, educational, and discipleship tool.

Inspired by the amazing results of this previous offering, the 2018 KRK Mission Offering, RAIN: Let God's Word Fall Like Rain, will expand this translation ministry effort. In addition to translating the Children's Bible Quizzing curriculum into additional languages, money raised through RAIN will be used to translate additional children's evangelical, educational, and discipleship materials into a number of languages.

Just as the dry, parched desert needs the life-giving rain that falls from the clouds, so too do children everywhere need God's Word in their own language to fall on them like RAIN. To find out more about RAIN, including how you can support this missions effort, visit www.krknaz.com.



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Disasters Bring Opportunities to Help Others (Continued from page 2.)

I would like to focus more specifically on the fourth point, "Share the love of Christ with disaster victims by meeting their needs." Here are some suggestions of what we might do:

1. Have specific times of prayer emphasis.
2. Collect and donate needed supplies.*
3. Raise funds to give to the area of need.
4. Adopt a school to help.
5. Take a work and witness team to areas of need.

Children in your school or church may enjoy assembling Crisis Care Kits. Each kit should contain these items:

- 1 Shampoo (12 to 18 oz.)
- 2 Bars of Soap (Bath size or larger)
- 1 Toothpaste (4.0 to 6.4oz)
- 3 Toothbrushes (in original packaging)
- 1 Box of Band-aids (30 or more)
- 1 Fingernail clipper
- 1 Sturdy hair comb
- 2 Hand towels
- 4 Pocket-sized pkgs Kleenex
- 1 Beanie Baby-sized stuffed toy



Each Crisis Care Kit should contain only the items/quantities listed. Place all items into a 2-gallon zip-lock bag.

Go to http://nmi.nazarene.org/Stories/docs/Giving/Compassion/CCK_Instructions for specific packing and shipping instructions.

As the NEW Council becomes aware of specific needs of our Nazarene schools and educators, we will do our best to let you know. In the meantime, I am going to share how you can give to Compassionate Ministries (NCM) for the recent disasters.

Emergency Relief - Hurricane Response Fund*

Donations will be used for immediate needs, such as water and food as well as NCM's long-term recovery and rebuilding efforts. Antigua and Barbuda, St. Martin/St. Maarten, St. Barthemely, Anguilla, and the Virgin Islands were devastated.

Mexico Earthquake Response Fund*

Donations will be used to provide for immediate needs, including food, water, and medical supplies, as well as for long-term rebuilding.

South Asia Flood Response Fund*

Donations will be used for immediate needs, including food and water purification tablets, as well as long-term rehabilitation and food security.

Sri Lanka Dengue Fever Outbreak Fund*

Donations will be used for tools and materials necessary for prevention efforts and education.

Africa Disaster Relief Fund*

Donations will be used for immediate needs, such as water and food, as well as long-term recovery and rebuilding efforts.

*To learn more about these impacted fund areas, go to Nazarene.org.

To send donations by mail:
Make checks payable to
"General Treasurer" and send
them to:

Global Treasury Services
Church of the Nazarene
P.O. Box 843116
Kansas City, MO 64184-3116

In Canada, make checks
payable to "Church of the
Nazarene Canada" and send
them to:

Church of the Nazarene
Canada 20 Regan Road, Unit
9 Brampton, Ontario L7A 1C3

Be sure to put the following
numbers in the Memo area:

128186 - Africa Disaster Relief
128210 - South Asia Flood Response
128164 - Sri Lanka Dengue Fever
128186 - Africa Disaster Relief
128252 - Mexico Earthquake Resp.
128223 - Hurricane Response

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A Haven of Peace: A Day in the Life of Nazarene Evangelical School (Continued from page 3.)

What school, then, is this? Is it a posh institution offering Montessori-type education to middle- or upper-class kids in an affluent U.S. suburb? Does it have well-equipped, comfortable classrooms, wide green spaces to play in, the newest technology, advanced learning tools, and teachers with Harvard degrees?

Not so. It's a small school of 200 students in a busy, cramped, low-income neighborhood just north of Beirut, the capital of Lebanon. Most of the classrooms are tiny, dark, and unbearably hot in the summer. There's some technology, but several rooms still use chalkboards. The school has a small computer and science lab and a modest library, but no gymnasium or sports ground. And the school bell is actually a bell that has to be rung manually. The schoolyard is impossibly small, giving only enough space for grades one to nine to play and take a rest outside before they return to their classrooms.

For 51 years, the Nazarene Evangelical School (NES) in Sin-el-Fil has been serving its community. For 51 years, the teachers and staff have not permitted outward circumstances to deter them from giving their best to the children who call this school home.

In so doing, they have created a haven of peace in a world of turmoil. Through 15 years of civil war, they kept the school running. Through decades of religious violence and mistrust, they have built up a place where children of all religions and denominations study peacefully side by side. This is particularly significant at a time when the tiny country of Lebanon is bursting at its seams with refugees. Until 2005, the nation had been occupied by Syrian troops. Six years later, Syrian civilians started arriving in the wake of their civil war. Many Lebanese grumble angrily against having to give refuge to their former oppressors. But in the midst of all this resentment and hatred, the NES is able to provide a space where all kids are equal and equally loved and valued.

Children from a dozen different ethnicities and almost as many religious affiliations study at the NES. Some were persecuted in their home countries. Others belong to families who left home voluntarily in search for work and a better life. Some lost everything or had to watch loved ones die. Others have grown up in sheltered middle-class families. And some live in orphanages because their parents can't give them a home.

But when you watch them in the school, it is impossible to tell who is who because these differences don't matter here. Every child is integrated into the NES family—even those children who were not accepted anywhere else.

And that is what you notice when you visit the school. It's not the cramped classrooms or the tiny schoolyard, not the lack of state-of-the-art laboratories or a gymnasium. It's the atmosphere of love and mutual respect, the way the teachers and children create community and accept and care for each other, no matter what. In April 2017, I had the privilege to witness this for myself. And it is unlike any school I've ever seen.

(Continued on page 9.)



Creating a “Good Samaritan” Culture in our Students (Continued from page 2.)

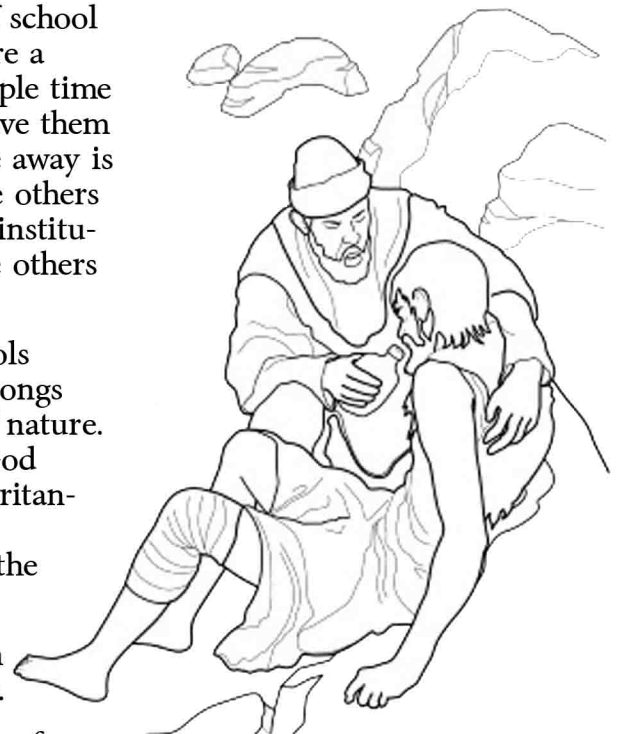
I propose a few steps to encourage them in this direction:

- 1. Teach the students what having a heart for service really means.** There are many passages in the Bible about “Good Samaritan-style” service. My favorites are: Philippians 2:5-7, Colossians 3:23-24, and Romans 13. There are also historical narratives that you can use such as: Christ’s sacrifice on the Cross, Hudson Taylor (the missionary to China), and the life and death of Jim Elliot.
- 2. Lead by example.** Many of our students come from backgrounds where self-sacrificing service has not been demonstrated to them. In order for your students to get excited about service, they have to be taught why it is important, how it fulfills our calling as Christians, and how to practice it in tangible ways. You can demonstrate this by relating your own experiences with service opportunities and talking about the ways you have served others who are in need.
- 3. Create a culture of caring.** Jesus tells a story in Luke 10 in response to a question regarding the statement, “Love your neighbor as yourself.” Children inherently deal with the concept of selfishness from a very early age. And, let’s face it—even adults struggle with this. Create a classroom environment where felt needs can be expressed by their “neighbors” in the classroom. Allowing your students to address those needs in a safe and nurturing setting creates an environment where students’ hearts become more sensitive to issues affecting others.
- 4. Give your students introductory service opportunities.** Our school in Colorado has designated Community Service Days on the school calendar, where everyone on campus (preschool through 12th grade) is required to leave the school on field trips designed to serve others in the community. We pull weeds in the park, clean trash from the side of the road, give lunches to the homeless, bake cookies for the police and fire stations around town, sort items at the food bank, distribute food to families in need, etc. By giving your students the opportunity to practice serving in and out of the classroom (in a controlled setting through established experiences), they not only learn how to serve, but they are guided by your example of service.
- 5. Develop school policies that encourage service.** For Christian school administrators: What is your school’s policy concerning time out of school for mission work? Does it merely fall under vacation time or is there a different “bank” of time set aside for mission work? Do you give ample time for students to serve on mission trips during the school year, and give them enough time to turn in missed assignments knowing that their time away is filled with service? Does your school plan for opportunities to serve others internationally? These are all areas where I suggest you develop an institutional strategy for creating policies that encourage students to serve others on mission trips that may occur during the school year.

Please remember, we are serving a “millennial” mindset in our schools that values social justice. We live in a culture that desires to see wrongs corrected whether they are man-made or occurring by the effect of nature. There is also the Imago Dei aspect of our humanity (the Image of God inherent in all of us) that replicates God’s own heart of “Good Samaritan-style” service to others. If we ignore the development of this service characteristic in our students, we do them a disservice by ignoring the calling that they find in culture and by God’s very own design.

I pray that you find guidance in this article to create your very own “Good Samaritan” culture of service in your classrooms and schools.

Joe Davis has served in Christian School administration and teaching for the past 10 years. He currently serves as the Administrator at Thorn Creek Christian School. You can contact him at Joe.Davis@ThornCreek.School.



A Haven of Peace: A Day in the Life of Nazarene Evangelical School (Continued from page 7.)

Talking to and watching the teachers, I can tell how much they care about these kids and invest time and effort to make their lessons creative. They try to be a friend, not just an educator. That in itself may not be unique. I have met many teachers who taught not as a job, but as a vocation. But there's something different here, and I notice it in the way the kids respond to the teachers with affection, friendship, and trust.

During the watermelon lesson in grade five, Mrs. Claude, the math teacher, starts pulling her desk to the center of the room, and immediately, four guys jump up to lend a hand—10-year-old boys, falling over each other in their eagerness to help their teacher. Then, two girls get up to assist Mrs. Claude in covering her desk in cling wrap. And when the watermelon-fractions are distributed, those that didn't get to help before are happy it's finally their turn.

"It's a privilege to them to be allowed to help a teacher," Nabil Habiby, dean of students at NES, explained later.

But what impresses me most is watching the kids during recess time. With approximately 150 children playing in one tiny, concrete-floored schoolyard (the three kindergarten grades have their own playground upstairs) you would think there would be several casualties every recess. But there are not, "because the kids take care of each other," as Marlene Mshantaf, principal of NES, says.

I can see a seventh grader bend down to tie the shoe of a first grader. Two girls, from different grades, walk arm-in-arm. A fifth grade boy is deep in conversation with a teacher. Several sixth grade girls chat with second grade boys. I watch an eighth grade boy, engrossed in a basketball game, throw himself after the ball to keep it from hitting some third graders.

Wherever I gaze, I see evidence that this is not just a school, but a family, a home.

(Wes Eby, who now lives in Florida, devoted his life to education, preschool through higher education, including 22 years on the Navajo Reservation. He spent two decades at the Global Ministry Center as an editor, most of the time involved with missions. His passion for missions has taken him to many world areas on a variety of missions trips. He may be contacted at weseby@tampabay.rr.com.)

