

Whole Life Curriculum™

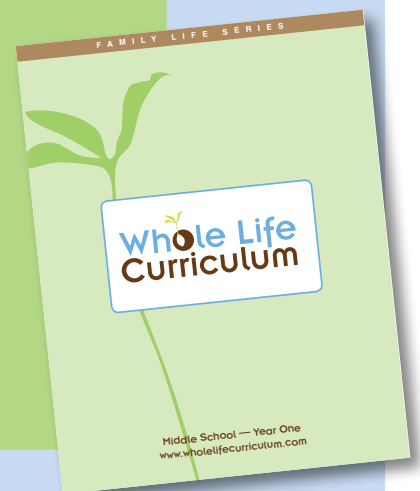
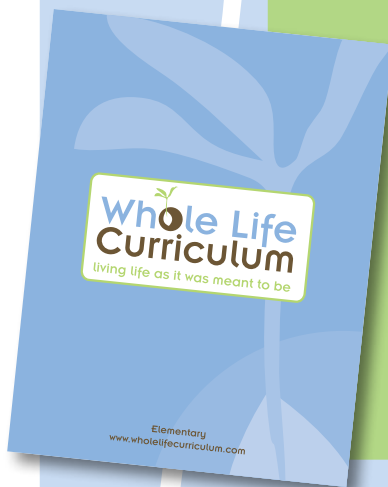
living life as it was meant to be

Available for K–8 Faith-Based
Schools and Homeschools

The Scope of Whole Life Curriculum Sanctity of Life, Social Justice, and Purity

As I enjoy living life as it was meant to be, I —

- embrace God's creation and heart for all of me (The Sanctity of Life),
- express the heart of God by caring for the whole person in my world (Social Justice), and
- feel free and determined to live out God's unique plan and purpose (Purity).



“Whole Life Curriculum has been a blessing for the students and teachers at Nativity Prep, particularly because so much of what we otherwise teach in our core academic classes leaves little room for what is most critical: teaching students to understand how to relate to others and keeping God and God's love at the center of those relationships — with family, with friends, with themselves.”

***Brendan Sullivan, Principal
Nativity Prep Academy***

“The children loved sharing their ideas and doing the projects. I have taught other 'Family Life' programs, but they did not touch the relevant issues as Whole Life Curriculum does.”

1st Grade Teacher

Components of Each Lesson Plan



Making an Entrance

Ask your students to think quietly about their answers to these questions:

- What is the best thing you ever made?
- I wonder what God would say if I asked Him that question!
- How did you make it?
- Do you have the answers to these questions in your head?
- Did you know that God says the very best thing He ever made was you?



Informing

Read Psalm 139:13-16 (NLT) to the class, and emphasize God's creation and the value of human life in this passage.

You made all the delicate, inner parts of my body and knit me together in my mother's womb. Thank you for making me so wonderfully complex! Your workmanship is marvelous—and how well I know it. You watched me as I was being formed in utter seclusion, as I was woven together in the dark of the womb. You saw me before I was born. Every day of my life was recorded in your book. Every moment was laid out before a single day had passed.

Say something like—Only God could make someone like you, Katie, or like you, Suzie, or like you, Sammy. (Insert individual names so it becomes very personal for the children.)

Now read *Designed by God So I Must Be Special* (by Bonnie Sose) to the children. After the story, ask some children to share their thoughts about the story before you move on to the next part of the lesson.

Show the kids a picture of the first cell (the zygote) and say—You were created in a moment as God put all of His plans for you inside one special little cell that would grow inside of your mother. This special cell contained plans that told what color eyes and hair you would have, what the shape of your nose and mouth would be, what strengths and abilities you would have, and much, much more. You may wish to use some specific examples from the class, "Brown hair like Owen, and green eyes like Sheyenne."

Conclude by saying—That one special cell held all of that information about you, yet it was as small as a pencil dot. To give the students a visual reminder of how small the zygote really is, ask them to make a dot with their pencils on a piece of paper. God grew you inside of your mother until you were ready to be born. Now when I look at you, I can see many of the plans that God put into that first, very special cell.

If you wish, you can continue giving children information about their development in the womb using fetal models with the instructions provided. Say—Let's see how you looked when you were growing inside of your mother's body.

Lesson 1

Making an Entrance introduces the truth to students. The activity is designed to help students consider the personal value and implications of what they're about to hear.

Informing contains the biblical background in most of the lessons. Students will actively participate in discovering and exploring God's instructions for life.

Valuing gives students the chance to be actively engaged as they think about how this truth might change the way their peers choose to do life each day.

Changing helps students identify a change that needs to happen in their own lives as a result of all they've learned in the lesson.



Valuing

Ask—When God made His plans for you, what were some things He included? Open this up for discussion and allow each child to share some things about themselves. Start by sharing about yourself, so the kids know what kinds of answers you're looking for. And in order to give everyone a chance to share, you may need to limit their answers, asking for only two or three responses from each child.



Changing

Say—I want each one of you to think about the answer to this question—What do you like most about the way God made you? Then I'm going to go around the room and ask each one of you to share your answer with the class. Give the students a few moments to think.

Now say—We're each going to share the one thing we like most about the way God made us. And because we love hearing about the great things God does, we're going to clap for Him!

After each person shares, let's clap our hands and stomp our feet for three seconds. When I put up finger number three, we'll stop and go on to the next person. Let's practice first.

Begin by sharing one thing you like about the way God made you, and offer the kids an example of what you want them to say, such as, "I like how God made me (tall, funny, shy, fast, strong)" or "I like my (blue to begin clapping and stomping when the first finger goes up and to stop making noise as your third finger goes up.

When the last child has shared what they like about themselves, wrap up your lesson by saying something like—God made every person in this room, in our school, in our town, and in the world! And each person is unique—there's no one else just like you—and each one is very special to God. And each picture of the zygote or a child's pencil dot on paper and say—From the first day God placed His special plans into that tiny little cell that would one day become you, God has loved you—and He still loves you—very much.



Builds into:
Sanctity of Life, Purity

Lesson 1

You can find Scope and Sequence information and sample lesson plans at wholelifecurriculum.com

Frequently Asked Questions

What is Whole Life Curriculum?

Whole Life Curriculum cultivates a worldview that's rooted in the heart of God and the value He imparts to human life. As you look at the goals and objectives of the lesson plans, you'll see that this curriculum isn't just a resource for sex education with an emphasis on purity and abstinence; nor does it focus on teaching a variety of arguments for defending the pro-life cause. Instead, students are guided to understand purity and social justice as outgrowths of our value for the sanctity of human life. Through interactive and creative lesson plans, students are given opportunities to embrace the value that God imparts to human life with their whole lives and to make life choices that are consistent with it.

What is distinctive about Whole Life Curriculum?

- The focus is on life transformation informed by a biblical worldview.
- The curriculum's format and the creative learning activities provided in the lesson plans lead to head and heart and life changes.
- It creates opportunities for honest and valuable classroom discussions.
- Gender identity is addressed as students learn to value God's design for us as male and female.
- Theology of the Body concepts and language are incorporated into lesson plans at every grade level.

Is this a sex education curriculum, abstinence curriculum, or pro-life curriculum?

Whole Life Curriculum meets the need for sex education, abstinence, and pro-life curriculums. However, the K-6 curriculum lays the foundations for middle school family life education as it teaches truths about God's gifts of marriage and family without introducing any biological information.

What are the topics covered in K-6?

- Discovering and affirming the value of our lives as persons made in God's image
- Discovering our gifts and abilities
- Decision making based on confidence in God's directions for life
- Identifying possibilities for the heroic adventures we were created for
- God's design for marriage and family

What are the topics covered in middle school?

Includes *all* the K-6 themes, plus:

- The human body isn't just biological; it's also theological.
- God's design for us as male and female
- Finding meaning and purpose in the celibate life
- God's design for sexual relations

For answers to more questions, please visit wholelifecurriculum.com.

Whole Life Curriculum was granted the Imprimatur from Robert H. Brom, Bishop of San Diego (January 15, 2010).

About the Author

Linda Noble is the vice president for Whole Life Curriculum at Life Perspectives in San Diego, California. She has 12 years of classroom experience at the K–12 grade levels and 34 years of experience mentoring and writing curriculum for youth ministry. Linda has a BA in Christian Education from Biola University and completed the Head and Heart Immersion Course at the Theology of the Body Institute. Linda is married and has three adult children who are also active in ministry.

Order Online at wholelifecurriculum.com

Whole Life Curriculum is available as a *digital download* (PDF). This format allows us to keep the curriculum affordable. Lesson plans and worksheets can be printed as many times as needed. **Pricing available online.**

Whole Life Curriculum — K–6th Grades
(with bonus Family Life lesson plans)
Includes 50 lesson plans
(Individual grade levels also available for purchase)

Whole Life Curriculum — Middle School
Family Life Series
Includes 23 lesson plans

Hidden Messages Series — High School
Includes 9 lesson plans

Whole Life Curriculum

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Endorsements

“Parents who have either previewed this program or sat in on the sessions, have been pleased with the care given to a subject that is sensitive to many of our families.”

6th Grade Teacher

“The students enjoy Whole Life and ask me when the next Whole Life Curriculum class is. They ask more questions during Whole Life Curriculum than in other subjects, and their responses are thoughtful and show that they are paying attention and applying what they have learned.”

7th Grade Teacher

“The questions asked are questions that you have to actually whole-heart the answer. Some of the questions were: ‘How is God a coach?’ and ‘What describes the value of a human being?’ These questions enable me to use my heart in saying what I think is the answer. It has opened a new door for me.”

8th Grade Student

Looking for High School Curriculum?

HIDDEN MESSAGES gives students the opportunity to not only analyze difficult moral and ethical issues, but also consider how they will incorporate their belief systems into their decision-making and subsequent actions. Each lesson deals with a relevant moral or ethical issue that teenagers face or learn about via the media or surrounding culture (topics include abortion, early-life issues, end-of-life issues, and sex outside of marriage).

For more information on Hidden Messages, visit wholelifecurriculum.com.