

UNITS ON DISASTER

For

Pre K- 2

3 – 5

6 - 8

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AND

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FOR

THE TEXAS DISTRICT PRESIDENT'S

COMMISSION FOR DISASTER PREPAREDNESS AND RESPONSE MANAGEMENT



Dear Fellow Christian Educators,

God's Peace and Love to all of you. As you read through this unit we would like you to keep in mind our purpose:

We live in a country so blessed with many good gifts from God. However, we also know that disaster strikes daily in people's lives. This could be anything from a divorce, tornado, fire, or a tragedy such as September 11th. For this reason, we want our children to become sensitive to others at such times.

Our focus is first to inform them of the various types of disasters. We then want them to learn how to prepare or even prevent disasters. The third major and most important objective for this unit is teach and develop an attitude as to how our children and their families can help others in time of need. We have included a letter to be sent to parents at the beginning of this unit. You may want or need to edit this to fit your particular situation. Please, be aware of any students in your classroom whom may need extra attention due to a traumatic event in their life. Your school's counselor or church pastor can be of assistance to you and any of your students.

We encourage you to use this unit. This unit is very flexible and can be taught as it was written, or taught in bits and pieces to fit your classroom needs. Let us work together in our Lutheran Schools to educate and sensitize our children and their families to serve His people in His kingdom. We also want our families to know that their Lord and Savior will always be with them.

In His Service,

Dear Parents,

Our class will begin a unit studying disasters. The unit will begin with defining different disasters. We will then focus on how they can prepare and/or prevent disasters. The third and major point will be how they can help others in time of need. We would like you to be a part of this study, also. This unit is not limited to your child, but to your family as well.

Here are some ways that you can be part of this unit:

1. Pray for those who have experienced disasters in their lives.
2. Pray for protection for your community.
3. Discuss with your child what they are doing in class
4. If you know of someone who needs help, let your child's teacher know.
5. Discuss with your child's teacher any ways you can be of help in teaching this unit.
6. Most importantly continue a servant attitude in your family and be aware of how your family can serve others in time of need.

Thank you in advance for your help with this. Remember what Jesus tells us in the book of Matthew. "I am with you Always."

In His Service,

Disaster Unit

Grades: Pre-K – 2nd

Day 1:

Grade Level: Pre-K – 2nd

Daily Bible Reading: Luke 10: *Good Samaritan*

Objectives: The students will be able to define a disaster.

Materials: White butcher paper for on-going class mural.

Chart paper for KWL Chart

Supplies for learning centers (examples of learning centers are hospitals, food bank, clothing donations, or any service oriented center of teacher's choice).

Procedures:

- 1) Ask students to define disaster from their experiences.
- 2) Begin a K/W/L Chart to write down what they KNOW about disasters. (K/W/L Chart = What the students KNOW/ WANT to know/ what they LEARNED).
- 3) Ask students what they WANT to know about disasters.
- 4) Begin class mural. Have them draw pictures of disasters. This mural will be an ongoing activity during the entire unit. Keep this displayed somewhere in your classroom.
- 5) Introduce the learning centers that coincide with this unit, and allow time for them to explore.

Note to teachers: Keep the K/W/L chart for the entire unit. You will complete this chart on the last day of the unit.

Day 2:

Grade Level: Pre-K – 2nd

Daily Bible Reading: Ephesians 4:10

Objectives: The students will know what types of disasters can happen in their community.

The students will know whom they can turn to in times of disasters.

Materials: Book on community helpers (refer to resources for suggestions)

Class mural

Procedures:

- 1) Read a book about community helpers (refer to resources below for suggestions).
- 2) Discuss the following:
 - a. What would your needs be in times of disaster? (water, food, shelter, etc.)
 - b. Who could help you in times of disaster?
- 3) Draw more pictures to class mural. Have them draw pictures of community helpers.

Note to teacher: To simplify this lesson during procedure #2, choose one type of disaster that could happen in your community.

Resources:

Book suggestions on community helpers go to address below:

<http://www.nysatl.nysed.gov/SocStudies/Quilt/html/quilt5.html>

Day 3:

Grade Level: Pre-K – 2nd

Daily Bible Reading: Acts 9:36 *Dorcas serving others*

Objectives: Students will be able to define volunteer and servant.

Students will gain an understanding of how they can be a volunteer and/or servant.

Materials: Book: In His Footsteps by Cathy Better (Concordia Publishing House)

Supplies to make thank-you cards.

Procedures:

- 1) Read the suggested book or a book of your choice on being a volunteer/servant.
- 2) Define with the students the terms volunteer and servant. (suggested definitions below).
 - a. Volunteer: A person who performs or offers to perform a service of his or her own free will.
 - b. Servant: A person who helps others in the name of Christ with needs such as food, clothing, or shelter.
- 3) Have the students make thank-you cards to people who volunteer or are servants in the community.

Note to teacher:

- 1) Another book may be used in place of the suggested book to help them understand the terms volunteer/servant.
- 2) If possible, send the cards that the students make to people who have helped in a recent disaster that is close to or in your own community.

Resources:

- 1) In His Footsteps, by Cathy Better (Concordia Publishing House)
- 2) Use your pastor, local LSSS, or Red Cross to help you choose a group to send the thank-you cards.

Day 4:

Grade: Pre-K – 2nd

Scripture: Genesis 1-2

Objectives: Students will know how to prepare for and prevent fires.

Students will compare/contrast the different types of disasters (preventative vs. natural disasters).

Materials: Book on fire safety (refer to resources below for suggestions)

Chart-paper for compare/contrast activity

Take-home survey on fire safety in their homes (refer to resources)

Procedures:

- 1) Brainstorm the types of disasters that we can prevent and disasters that are out of our control. This is a lead into preventative disasters such as fire.
- 2) Read a book on fire safety (refer to resources for suggestions)
- 3) Practice a fire drill.
- 4) Give instructions for the take-home survey that the students will be taking home.

Resources:

Books on Fire Safety:

Dot the Fire Dog, by Lisa Desimini

Clifford the Firehouse Dog, by Norman Bridwell

Scholastic: Firefighting a Discovery Book

Flash, Crash, Rumble and Roll, by Franklin M. Brane

Take-Home Survey at email address below:

www.ci.south-bend.in.us/fire/images/alert2.gif

Day 5:

Grade: Pre-K – 2nd

Scripture: Luke 8 – *Jesus Calms the Storm*

Objective: Students will understand the importance of turning to Christ in times of fear.

Students will know that Christ gives us people to turn to in times of fear.

Materials: Class Mural

Book on helping children cope with their fears (refer to resources for suggestions).

Large blank paper cross (leave empty space for the activity)

Procedure:

- 1) Read a book about coping with fears.
- 2) Discuss with the class all the different ways that they can deal with their fears.
- 3) Write inside the paper cross the names of people that students can turn to when they are afraid. Say a prayer of thanks to God for giving these people to us.
- 4) Draw on the mural the times when they were afraid and who helped them.

Notes to Teacher: Be aware of any fears that may need further attention from your pastor or counselor.

Resources:

Books on coping with fear:

[This Place I Know: Poems of Comfort](#), by Georgia Heard

[New York Times: A Nation Challenged](#)

[Hero's Collection](#) from Scholastic

Also, see Scholastic Website for more suggestions.

Day 6:

Grade: Pre-K – 2nd

Scripture: Matthew 28: 16-20

Notes to Teacher: You have two options for this day. You can either go on a fieldtrip or invite a guest speaker.

Objectives: Students will gain a first hand experience with volunteers and/or organizations that help the community.

Materials: Class mural

Procedures:

Fieldtrip Procedures:

- 1) Prior to the fieldtrip, discuss what students need to look and listen for on their trip (ways in which these people serve the community).
- 2) When you return, review what the students learned and saw at the fieldtrip.
- 3) Draw pictures of the fieldtrip on the class mural.

Guest Speaker Procedures:

- 1) Prior to the speaker's arrival, discuss what they need to listen for (ways in which this person serves the community).
- 2) Once the speaker has left, review with the students what they learned.
- 3) Draw pictures of the speaker's presentation and how he/she helps the community.

Resources for Day 6:

Suggestions for fieldtrips:

- 1) Fire station
- 2) Food Bank
- 3) Local Red Cross

Suggestions for possible guest speakers:

- 1) Representative of LSSS
- 2) Pastor
- 3) DCE
- 4) Missionary
- 5) School Counselor
- 6) Servant/volunteer
- 7) Fire fighter/police officer, etc.

Day 7:

Grade: Pre-K – 2nd

Daily Bible Reading: 1 Samuel: 3 *Calling of Samuel*

Objectives: Students will choose a project where they will serve some of God's people in need.

Notes to Teacher: Narrow down a couple of choices for the students prior to this class day. Make sure that the students have some choice in picking the service project, however, so they feel part of the process.

Materials: Supplies needed to complete the project of your classes' choosing. The organization that you choose will provide a list of supplies for you.

Class mural

Procedures:

- 1) Give the students the list of projects that you narrowed down for them.
- 2) Discuss each of the projects to help the students better understand what they will be doing.
- 3) As a class, decide which project your class would like to undertake.
- 4) Complete or get started on this project.
- 5) Draw pictures on the class mural of the project that they chose, and of them helping others.

Resources:

Suggestions for projects contact the following:

- 1) Pastor
- 2) LSSS representative
- 3) Local Red Cross

Day 8:

Grade: Pre-K – 2nd

Daily Bible Reading: Matthew 28: *The Great Commission*

Review any/all of the Bible lessons that were taught during the unit.

Objectives: The students will be able to list ways that they can help others in the future.

The students will share what they have learned from this unit.

Materials: Class mural

Book on people helping others (refer to suggestions in resources)

K/W/L Chart from the 1st day's lesson

Procedures:

- 1) Discuss and complete the K/W/L Chart. Have students list what they LEARNED from the unit.
- 2) Read a book about people helping others.
- 3) Complete the mural by adding pictures of how the students can help others/ community throughout the year.
- 4) Close this unit by reviewing the scripture references from the unit.

Resources: Book suggestions: [The Giving Tree](#), by Shel Silverstein

Disaster Unit

Grades: 3rd – 5th

Day 1:

Grades: 3rd-5th

Daily Bible Reading: Luke 10: *The Good Samaritan*

Objectives: The students will be able to define disaster.

The students will be able to categorize different types of disasters.

Students will be able to recall disasters that have occurred in their life.

Students will be able to write a narrative on a disaster.

Materials: Daily notebook for journal activities

Procedures:

- 1) Brainstorm definitions for disaster with the students. Record student ideas.
- 2) As a class, categorize the different types of disasters such as preventative disasters, family disasters (death, divorce), natural disasters (ex. volcanoes, earthquakes), weather related disasters, etc.
- 3) Share as a class disasters that they recall (fires, 9-11, etc.)
- 4) Introduce the daily journal that will keep their thoughts and activities throughout the unit.
- 5) Journal Assignment: Pick one disaster and write a narrative.

Notes to teacher:

- 1) Be aware of any students who may need extra attention from a pastor or counselor.
- 2) A disaster can be a variety of situations from fires, tornadoes, death of a family member, divorce, accidents, etc.

Resources:

Lutheran Social Services of the South, Inc. – This organization may have resources that will help you out during this unit.

Day 2:

Grade 3rd – 5th

Daily Bible Reading: Ephesians 4:10

Objectives: The students will know what types of disasters can happen in their own community.

The students will know whom they can turn to in times of disasters.

Students will understand what their needs will be in time of disasters and how those needs can be met.

Materials: Daily journal

Procedures: 1) Discuss what disasters could occur in your immediate community.

a) What would your biggest needs be in this situation?

b) How would you meet those needs?

c) Who could help you during these disaster times?

d) You may find that there are things prior to the disaster that you would take for granted. What kinds of things would you take for granted?

2) Journal Assignment: Answer the class discussion questions in your journal.

Extension Activity:

Have the students research (using internet or local newspapers) a disaster that happened in their community. Answer the following questions as a class or individually based on the disaster that was researched.

a) What were their biggest needs during the disaster?

b) How were those needs met?

c) Who helped them during this disaster?

Day 3:

Grades: 3rd – 5th

Daily Bible Reading: Acts 9:36 *Dorcas serving others*

Objectives: Students will be able to define volunteer and servant.

Students will gain an understanding of how they can be a volunteer and/or servant.

Materials: Daily Journal

Unit project materials

Procedures:

- 1) Define/discuss the definition of volunteer/servant (suggested definitions below).
 - a. Volunteer: A person who performs or offers to perform a service of his or her own free will.
 - b. Servant: A person who helps others in the name of Christ with needs such as food, clothing, or shelter.
- 2) Discuss and record volunteers/servants in the school, church, community, etc.
- 3) Discuss and record organizations that serve those in need.
- 4) Introduce the unit project.
 - a. The project will either be done by a PowerPoint presentation or in pamphlet form and will focus on a service-oriented organization.
 - b. The project should include the following information:
 - i. The name of the organization.
 - ii. The purpose of the organization.
 - iii. How does it help the community/world?
 - iv. History of the organization.
 - v. How does it receive funding?

vi. Tell others how they can contribute/help this organization.

5) Journal Assignment: Write about a volunteer or servant that you know of and how this person has served the community.

Teacher Notes: The unit project can be done as individuals, groups, or as a class. Work on the project a little bit each day.

Resources:

Suggestions of organizations for unit project:

- Lutheran Social Services of the South, Inc. (LSSS) (<http://www.lsss.org>)
- Red Cross (<http://www.redcross.org>)
- Habitat for Humanity (<http://www.habitat.org/local>)
- Lutheran Church-Missouri Synod World Relief
(<http://www.lcms.org/pages/internal.asp?NavID=1872>)
- Lutheran World Relief (<http://www.lwr.org>)
- Christian Children's Fund
(http://www.christianchildrensfund.org/contact_ccf/index.cfm)
- Salvation Army (http://www1.salvationarmy.org/ihq/www_sa.nsf)
- National Organizations Active in Disasters (NVOAD)
(<http://www.nvoad.org/disaster.php>)
- Federal Emergency Management Agency (FEMA) (<http://www.fema.gov>)
- Lutheran Disaster Response (LDR)
(<http://www.ldr.org>)

Day 4:

Grade: 3rd – 5th

Daily Bible Reading: Genesis 1-2

Objectives: Students will know how to prepare or prevent certain disasters.

Students will be able to present what they learned to the class.

Materials: Supplies for the small class presentation (poster boards, puppets, etc.)

Daily journal

Procedures:

- 1) Discuss which disasters you can prepare for/prevent (fire, tornados, etc.).
- 2) Divide the class into groups. Each group will have a different disaster.
 - a. Have each group brainstorm ways in which you can prevent their disaster or prepare for the disaster.
 - b. They should prepare a small presentation to show to the class.
 - c. The presentation can be done in various forms using posters, PowerPoint, puppets, plays, etc.
- 3) Journal Assignment: What is something your family does to prevent/prepare for disasters?

Day 5:

Grades: 3rd – 5th

Daily Bible Reading: Luke 8: *Jesus Calms the Storm*

Objectives: Students will understand the importance of turning to Christ in times of fear.

Students will know that Christ gives us people to turn to in times of fear.

Materials: Daily Journal

Procedures:

- 1) Discuss the following questions or experiences with the students.
 - a. Has anyone experienced a disaster in his or her life?
 - b. How did you deal with the situation?
 - c. How did it make you feel?
 - d. Who helped you get through it?
 - e. Which disaster do you think would be the most frightening?
 - f. How would you get through the disaster?
- 2) As a class, find scripture that reassures you that God will be with you through it all.
- 3) Journal Assignment: Write down any thoughts/fears/feelings that you have from today's discussion.

Day 6:

Grade: 3rd – 5th

Scripture: Matthew 28: 16-20

Notes to Teacher: You have two options for this day. You can either go on a fieldtrip or invite a guest speaker.

Objectives: Students will gain a first hand experience with volunteers and/or organizations that help the community.

Materials: Daily journal

Procedures:

Fieldtrip Procedures:

- 1) Prior to the fieldtrip, discuss what students need to look and listen for on their trip (ways in which these people serve the community).
- 2) After the fieldtrip, review what the students learned and saw on the fieldtrip.
- 3) Journal Assignment: Write a summary of what you learned on the fieldtrip.

Guest Speaker Procedures:

- 1) Prior to the speaker's arrival, discuss what they need to listen for (ways in which this person serves the community).
- 2) Once the speaker has left, review with the students what they learned.
- 3) Journal Assignment: Write a summary of what you learned from the guest speaker.

Resources Day 6:

Suggestions for Fieldtrips:

- 1) Food Bank
- 2) Local Red Cross
- 3) Visit any organization in your area that serves people in times of disaster.

Suggestions for possible guest speakers:

- 1) Representative of LSSS
- 2) Pastor
- 3) DCE
- 4) Missionary
- 5) School Counselor
- 6) Servant/volunteer
- 7) Fire fighter/police officer, etc.

Day 7:

Grade: 3rd – 5th

Daily Bible Reading: 1 Samuel: 3 *Calling of Samuel*

Objectives: Students will choose a project where they will serve some of God's people in need.

Notes to Teacher: Narrow down a couple of choices for the students prior to this class day. Make sure that the students have some choice in picking the service project, however, so they feel part of the process.

Materials: Supplies needed to complete the project of your classes' choosing. The organization that you choose will provide a list of supplies for you.

Unit project materials

Procedures:

- 1) Give students the list of projects that you narrowed down for them.
- 2) Discuss each of the projects to help the students better understand what they will be doing.
- 3) Decide, as a class, which project your class would like to pursue.
- 4) Complete or get started on this project; this may be an ongoing service project.
- 5) Continue working on the unit project.

Resources:

Suggestions for service projects contact the following:

- 1) Pastor
- 2) LSSS representative
- 3) Local Red Cross

Day 8:

Grade: 3rd – 5th

Daily Bible Reading: Matthew 28: *The Great Commission*

Review any/all of the Bible lessons that were taught during the unit.

Objectives: The students will be able to list ways that they can help others in the future.

The students will share what they have learned from this unit.

Materials: Daily Journal

Unit project

Procedures:

- 1) Groups will present their unit project on a service organization.
- 2) Discuss the unit and projects as a class. What have you learned?
- 3) Daily Journal Assignment: What can you do in the future to help service organizations?

Disaster Unit

Grades: 6th – 8th

Day 1:

Grades: 6th – 8th

Daily Bible Reading: Luke 10: *The Good Samaritan*

Objectives: The students will be able to define disaster.

The students will be able to categorize different types of disasters.

Students will be able to recall disasters that have occurred in their life.

Students will be able to write a narrative on a disaster.

Materials: Daily notebook for journal activities

Procedures:

- 1) Brainstorm definitions for disaster with the students. Record student ideas.
- 2) As a class, categorize the different types of disasters such as preventative disasters, family disasters (death, divorce), natural disasters (ex. volcanoes, earthquakes), weather related disasters, etc.
- 3) Share as a class disasters that they recall (fires, 9-11, etc.)
- 4) Introduce the daily journal that will keep their thoughts and activities throughout the unit.
- 5) Journal Assignment: Pick one disaster and write a narrative.

Notes to teacher:

- 1) Be aware of any students who may need extra attention from a pastor or counselor.
- 2) A disaster can be a variety of situations from fires, tornadoes, death of a family member, divorce, accidents, etc.

Resources:

Lutheran Social Services of the South, Inc. – This organization may have resources that will help you out during this unit.

Day 2:

Grade 6th – 8th

Daily Bible Reading: Ephesians 4:10

Objectives: The students will know what types of disasters can happen in their own community.

The students will know whom they need to turn to in times of disasters.

Students will understand what their needs will be in time of disasters and how those needs can be met.

Materials: Daily journal

Procedure:

- 1) Discuss what disasters could occur in your immediate community.
 - a) What would your biggest needs be in this situation?
 - b) How would you meet those needs?
 - c) Who could help you during these disaster times?
 - d) You may find that there are things prior to the disaster that you would take for granted. What kinds of things would you take for granted?
- 2) Have the students research (using Internet or local newspapers) a disaster that happened in their community.
- 3) Journal Assignment: Answer the following questions based on the disaster that they researched.
 - a) What were their biggest needs during the disaster?
 - b) How were those needs met?
 - c) Who helped them during this disaster?

Note to teacher: Suggestion for an additional activity: Have your students research books or materials on how people's needs are met in times of disaster.

Day 3:

Grades: 6th – 8th

Daily Bible Reading: Acts 9:36 *Dorcas serving others*

Objectives: Students will be able to define volunteer and servant.

Students will gain an understanding of how they can be a volunteer and/or servant.

Materials: Daily journal

Unit project materials

Procedures:

- 1) Define/discuss the definition of volunteer/servant (suggested definitions below).
 - a. Volunteer: A person who performs or offers to perform a service of his or her own free will.
 - b. Servant: A person who helps others in the name of Christ with needs such as food, clothing, or shelter.
- 2) Discuss and record organizations that serve those in need.
- 3) Introduce the unit project.
 - a. The project will either be completed by a PowerPoint presentation or in pamphlet form and will focus on a service-oriented organization.
 - b. The project should include the following information:
 - i. The name of the organization.
 - ii. The purpose of the organization.
 - iii. How does it help the community/world?
 - iv. History of the organization.
 - v. How does it receive funding?
 - vi. Tell others how they can contribute/help this organization.

4) Journal Assignment: Write about a volunteer or servant that you know of and how this person has served the community.

Teacher Notes: The unit project can be done as individuals, groups, or as a class. Work on the project a little bit each day.

Resources:

Suggestions of organizations for unit project:

- Lutheran Social Services of the South, Inc. (LSSS) (<http://www.lsss.org>)
- Red Cross (<http://www.redcross.org>)
- Habitat for Humanity (<http://www.habitat.org/local>)
- Lutheran Church-Missouri Synod World Relief
(<http://www.lcms.org/pages/internal.asp?NavID=1872>)
- Lutheran World Relief (<http://www.lwr.org>)
- Christian Children's Fund
(http://www.christianchildrensfund.org/contact_ccf/index.cfm)
- Salvation Army (http://www1.salvationarmy.org/ihq/www_sa.nsf)
- National Organizations Active in Disasters (NVOAD)
(<http://www.nvoad.org/disaster.php>)
- Federal Emergency Management Agency (FEMA) (<http://www.fema.gov>)
- Lutheran Disaster Response (LDR) (<http://www.ldr.org>)

Day 4:

Grade: 6th – 8th

Daily Bible Reading: Genesis 1-2

Objectives: Students will know how to prepare or prevent certain disasters.

Students will be able to present what they learned to the class.

Materials: Supplies for the small class presentation (poster boards, computers for PowerPoint, etc.) daily journal

Procedures:

- 1) Discuss which disasters you can prepare for/prevent (fire, tornados, etc.).
- 2) Divide the class into groups. Each group will have a different disaster.
 - a. Have each group brainstorm ways in which they can prevent their disaster or prepare for the disaster.
 - b. They should prepare a small presentation to show to the class.
 - c. The presentation can be done in various forms using posters, PowerPoint, plays, etc.
- 3) Journal Assignment: What is something your family does to prevent/prepare for disasters?

Notes to Teacher:

Extension Activity: Have the students create their own surveys for home. These surveys should help them prepare for disasters or help prevent disasters.

Day 5:

Grades: 6th – 8th

Daily Bible Reading: Luke 8: *Jesus Calms the Storm*

Objectives: Students will understand the importance of turning to Christ in times of fear.

Students will know that Christ gives us people to turn to in times of fear.

Materials: Daily journal

Procedures:

- 1) Have the students discuss the following questions or experiences in small groups.
 - a. Has anyone experienced a disaster in his or her life?
 - b. How did you deal with the situation?
 - c. How did it make you feel?
 - d. Who helped you get through it?
 - e. Which disaster do you think would be the most frightening?
 - f. How would you get through the disaster?
- 2) Share group conversations with the entire class.
- 3) In same small groups as Activity #1, find Scripture that reassures you that God will be with you through it all.
- 4) Share as a class the Scripture that each group found.
- 5) Journal Assignment: Write how your experiences with disaster could help you help others in times of need.

Day 6:

Grade: 6th – 8th

Scripture: Matthew 28: 16-20

Notes to Teacher: You have two options for this day. You can either go on a fieldtrip or invite a guest speaker.

Objectives: Students will gain a first hand experience with volunteers and/or organizations that help the community.

Materials: Daily Journal

Procedures:

Fieldtrip Procedures:

- 1) Prior to the fieldtrip, discuss what students need to look and listen for on their trip (ways in which these people serve the community).
- 2) After the fieldtrip, review what the students learned and saw on the fieldtrip.
- 3) Journal Assignment Day 6: Write a summary of what you learned on the fieldtrip.

Guest Speaker Procedures:

- 1) Prior to the speaker's arrival, discuss what they need to listen for (ways in which this person serves the community).
- 2) Once the speaker has left, review with the students what they learned.
- 3) Journal Assignment: Write a summary of what you learned from the guest speaker.

Resources Day 6:

Suggestions for Fieldtrips:

- 1) Food Bank
- 2) Local Red Cross
- 3) Visit any organization in your area that serves people in times of disaster.

Suggestions for possible guest speakers:

- 1) Representative of LSSS
- 2) Pastor
- 3) DCE
- 4) Missionary
- 5) School Counselor
- 6) Servant/volunteer
- 7) Fire fighter/police officer, etc.

Day 7:

Grade: 6th –8th

Daily Bible Reading: 1 Samuel: 3 *Calling of Samuel*

Objectives: Students will choose a project where they will serve some of God's people in need.

Notes to Teacher: Narrow down a couple of choices for the students prior to this class day. Make sure that the students have some choice in picking the service project, however, so they feel part of the process.

Materials: Supplies needed to complete the project of your classes' choosing. The organization that you choose will provide a list of supplies for you.

Unit project materials

Procedures:

- 1) Give students the list of projects that you narrowed down for them.
- 2) Discuss each of the projects to help the students better understand what they will be doing.
- 3) Decide, as a class, which project your class would like to pursue.
- 4) Complete or get started on this project; this may be an ongoing service project.
- 5) Continue working on the unit project.

Resources:

Suggestions for service contact the following:

- 1) Pastor
- 2) LSSS representative
- 3) Local Red Cross

Day 8:

Grade: 6th – 8th

Daily Bible Reading: Matthew 28: *The Great Commission*

Review any/all of the Bible lessons that were taught during the unit.

Objectives: The students will be able to list ways that they can help others in the future.

The students will share what they have learned from this unit.

Materials: Daily journal

Unit project

Procedures:

- 1) Groups will present their unit project on a service organization.
- 2) Discuss the unit and projects as a class. What have you learned?
- 3) Journal Assignment: Write out your personal goals of how you can help others in need.