

PRESENT TRUTH FOR KIDS'
INTRODUCTORY CURRICULUM
GUIDE



There are branches of Science that suggest the cause of memory formation. One school of thought attribute this to emotional factors like fear and pleasure. The details of this conclusion is that information is transferred from the short term to the long term memory when emotional factors are involved. The truth of this understanding is yet to be confirmed but the suggestions it makes is useful to the development of this piece. Our long term memory is needed within this message and as our children become a part of our student class all care should be taken in activating their long term memory when the message is being taught. In the context of the above school of thought we find that we can do so through the emotional factor of pleasure. By pleasure is meant the act that causes a feeling of happiness, enjoyment, or satisfaction and in the lessons we do for our children this should be considered. Do not mistake my suggestion of pleasure to mean folly and lightness. That is not what is being expressed; instead the suggestion is this: tailor your lessons to engage the happiness, enjoyment and satisfaction of the young minds with whom you deal. A myriad set of methods can be employed to do this but before I go into detailing them, permit me please to insert another needed analogy.

Recently I was served the idea of how to illustrate the plight of our children when the message is being taught as they sit in sessions attend. Think of a spoken before, say language exist, you and recognize its you suppose you'll stands before you to writing in Japanese? tractions? Wouldn't your face when you understood from it an unfair expects a monolingual to have comprehen-



their relatives have them language you have never Japanese. You know such a know too how to identify symbolic letters but how do respond when someone teach and is speaking and Wouldn't you seek for dis- you have a blank look on are asked to tell what you the things spoken? And isn't tation to have when one ex- whose language is English sion of a discourse that was

spoken and written in a foreign language? The fault of this scenario is that the teacher didn't tailored his or her lesson to fit the audience or students. If this was done that teacher would have had her discourse translated orally and visually. Had this been done understanding would have been more probable and distractions minimal.

That illustration is how it is with our children when they sit in our meetings. We teach in terms and manners they do not know and while doing so we still expect them to understand. We overuse on our terminologies, like fractals, chiasitic structure and we make no concerted effort to make their time under our tutelage anything less than a drudgery. Our dealings in their education is frowned upon by Heaven. We demand of them things we don't subject ourselves to. Would you sit through an hour long discourse on Daniel 11 from a Japanese brother of the message, knowing he has no interpreter to translate his thoughts to English? No you wouldn't so why force your children to do so?

The arguments I've presented so far may hint at an insurmountable feat and it may lead some to believe that this illustration cannot be reconciled correctly without the child being removed from the situation. This, I must say, is not true. Already it was suggested that in a situation like the above mentioned, a translator would have been a benefit. Similarly, the children, in keeping with the illustration, could be made interested in the language if attention-grabbing information were share with them in understandable ways. This latter thought is needful to consider for the children that have thus far been scarred through our teaching of the message. Here are two interesting child-type facts about the Japanese language and these two facts are visual and oral in nature. Did you know that the letters of the Japanese language are drawings that tell the objects they are speaking of? They are more pictorial symbols than they are letters; and don't all children love to draw and find drawing fun? Did you know that many of the sounds this language produce is similar to the sounds that come when metals are struck? Isn't that another thing children love to do? Don't these two facts provide opportunities for children of English

speaking countries to love this foreign language? They are more pictorial symbols than they are letters; and don't all children love to draw and find drawing fun? Did you know that many of the sounds this language produce is similar to the sounds that come when metals are struck? Isn't that another thing children love to do? Don't these two facts provide opportunities for children of English speaking countries to love this foreign language?

The above thoughts should bring to mind the beginning statement of science; and not only that but these facts, when used, can lead to fun activities that will break down the prejudice had by children of the Japanese language. A similar course is to be taken when re-initiating our children into the sequence of the message. Put before them facts about the message that are age-appropriate. Tell them the truths of the message in ways that interest and excite them. Help them see the pleasure that comes in partaking of the little book. Doesn't the Word describe its consumption as sweet? Doesn't this sweetness tell of a pleasurable experience when first contact is had with the message? Then why make the reverse the experience of our little ones? Why double their bitterness when the Bible tells that the very first encounter should be sweet? Our children's behavior during our camp meetings and classes are typical of the bored whose minds aren't among the ones the speaker or teacher is aiming to reach.

Below are some practical suggestions on how to break the cycle spoken of earlier and these suggestions will be bulleted under two of the prominent topics of the movement.

DANIEL 11

Child-friendly Facts

1. This book of the Bible tells of fights between two kings and they are cordially located at the north and south
2. Rome and Greece are the two nations whose histories are covered here.
3. The entire known world being in war is also a feature of this chapter
4. The pope is spoken of and the things he's to do in the last days (Daniel 11:40b-45)
5. The United States of America and the things it will do at the end of the world to bring the papacy back into power is documented within this chapter too
6. The agreement made between countries are seen in the Daniel 11 narrative.
7. God, through Gabriel, is telling Daniel the things that were to happen from his days to the very end.

These seven points are simple and generic enough for any child to understand and they are the thoughts from which entire lessons could be built for children ages six to twelve. Following is a mock list of seven activities from the facts just named.

ACTIVITIES

1. Make a compass with the four basic cardinal points
2. Draw or color the countries of Greece and Rome
3. On a poster board, glue different pictures of war to the end of showing the different features of a war: death, disease, fighting, hunger, etc.
4. Write a paper on who you know the Pope to be. (Ages 8-12) Ages seven and below should color the different biblical symbols of the Papacy.
5. On a black and white map of the USA write all the things the news says about this country (ages 8-12) Ages seven and below should get pictures of items like cars, the Statue of Liberty, monies, armies, fighter jets etc. to glue within the black and white map named.
6. Class discussion on agreements students have made with others of their family and/or friends.
7. Play the game of passing information along through whispers. Arrange your group either in a circle or line with you the teacher/parent at the head. Whisper in



the ear of the child next to you a moderate worded thought from Daniel. That child is to whisper it to the child next to him/her. This process is to be repeated until the information reaches the last person in the line or circle. If a circle is what you formed, let the last child tell you what he heard of what you said at the beginning. That which he/she tells you, you are going to write it on the board and ask the child you whispered to first to write on the board what you had told him or her. Tell the differences between both accounts and from that discuss how God tell things to His servants through His angels and how accurately they relay the matter. If a line is what you arranged, have the last person begin the process anew by telling what he heard back to the person that told him. The person he/she spoke to should tell the other child next to him/her until the word reaches you the teacher. You will then write on the board the thing you heard from the child that whispered to you and under that you'll write what you had started with at the beginning of the game. The discussion should follow this. *The larger the group you have the less likely it is that the word will come back to you as you said it.

The last thing we will do under Daniel 11 is to summarize in a child-like manner the information found within the narrative. Daniel 11 is pregnant with many thoughts, I suggest then that you first decide on what you want the children to learn from the summary. As soon as that is done, you should prepare the summary with the simplest language possible. Below is an example.

Lesson I want learned: Medo-Persia, Greece and Rome are kingdoms of the past that ruled the entire world.

Summary #1: Have you ever heard of countries that ruled other countries? (***Questions stimulate mental action and help children feel involved in the teaching process. It also allows them to believe that you are covering a topic they can relate to and know. If they don't know how to answer the question you pose, give them an example that you know they know***) How do you suppose that ruling country got to where it became master of another country? In Daniel 11, three ruling countries of the past are named and they ruled over all the countries of the then known world. They didn't do so together, instead, one came after the other. Two of these countries you already know, they are Rome and Greece. Have you heard those names before? Yes you have. But Rome and Greece came after Medo-Persia; have you ever heard of Medo-Persia? What do you know about it?

(***Discussions are always to be welcomed, and whenever able it should be initiated. It is far better to have a class spent in discussion to the end of the children understanding more than they began the lesson with, than to go through your entire material and they not be benefited***). The order these nations come up in Daniel 11 is the same as in Daniel 2. Do you know of the dream Nebuchadnezzar had in Daniel 2? Well that dream also has these three countries within it and the order they come up in is: 1. Medo-Persia, 2. Greece, and 3. Rome. What are the three nations of Daniel 11 and 2 again? 1. Medo-Persia, 2. Greece, and 3. Rome. Good Job! Now in your note book I want you to write these three countries down and when we cover Daniel 11 again we will pick up from where we just left off. Do you understand your activity? Good, now find a clean sheet of paper and go at doing the activity.

I almost always crown my sessions with a song or a game that complement the lesson taught. Songs are always effective and longer lasting; games are just fun! Doing both is an ingredient for success; try and see how well they work for you!

Now, let's do another topic within the message and in place of a summary let's prepare a story for story time. I recommend that all activities be integrated into the intent of the day's lesson. Let that intent be used in all the day's subjects. I will aim at giving you an example of this through the topic of the Seven Times.

Lesson I want learned: A basic introduction into the Seven Times.

Subjects I can use to do this: Bible, History, Mathematics, Geography, Language, Health, and Nature

*Bible and Mathematics are obvious subjects from which this topic can be taught; Geography and History too. The most improbable subject from which this topic could be taught is Language; we will therefore look on this subject briefly and in context of the Seven Times.

Leviticus 26 is a narrative. Begin by explaining what a narrative is. Tell that all narratives have an idea for us to learn and/ or receive. Ask them to tell you the practical way through which this idea can be reached. Hopefully they'll suggest that reading it is the best way. To read the entire chapter isn't recommended; instead, break the chapter into a sizable sum and determine the amount that is read based on the completeness of the thoughts the verses express when considered together. When the determined number of verses are read, discuss the probable thoughts they are expressing, write them down and decide on just one from the list. That being over, give an activity that complements the lesson done. Give an activity like: make a Leviticus 26 brochure. Within this brochure they are to tell what a narrative is, write as many of the verses they covered as is possible, and draw appropriate pictures like a book, scroll, sanctuary, rain, seasons, etc. Let them decorate it as they feel impressed to and Language is covered for the day.

Story time, is a needed feature to calm the young minds after an active day. Below is an example of a short story that could be told during story time on the Seven Times. It will follow the thoughts covered during Language class and for that cause, we will imagine that verses 1-8 were the verses covered during the Bible reading that subject allowed.

Story: "The day was hot and sweat stood on the faces of all that listened to Moses as he spoke. Most of what the leader said was limiting and told of good and bad things to come in the future. No idolatry and the sanctuary should be revered, were some of the orders Israel received. Obedience to these commandments would result in them being a mighty and prosperous nation and people. Rain would be on time, food and peace would be in the land and countless other promises were made to them of good. But obedience was the condition on which these would be received."

Do you suppose they will be obedient? And what of the bad things told to them; do you know what they are? Next story we'll tell more of what Moses told Israel on the special day we spoke about in our story! The stories need not be long; neither does it have to be like the example.

Many of what we covered so far have been for groups, be them small or large; but what about situations where the amount being taught is either one or two? What suggestions and activities could be done then? Below are manipulative through which the above ends can be reached. Let me hasten though to say that I love when the amount being taught is one or two. The situation is more controlled and the interaction personal. Under such teaching situations the teacher has a more intimate knowledge of the one under his/her tutelage. I say these things to say this: it is a great blessing to teach that amount of children and the activities open to you are endless. Nothing that is recommended should be taken as a rule, however; there is always room for customization. For these new sets of activities let's do them under Daniel 11 and The Everlasting Gospel.

DANIEL 11

Child-friendly Facts

These facts can be the same as those named before. But, added to them you could tell character traits found in the Bible narrative under inspection. I'll list seven examples below and these character traits should be positive in nature and are to be modeled by you and observed by the child.

Character Traits

1. Loyalty: Loyalty to family (Daniel 11:7)
2. Helpfulness: Helping those that cannot help themselves (Daniel 11:14)
3. Honesty: Tell the truth no matter the consequence (Daniel 11:44)
4. Dependability: Always be faithful to the word you express (Daniel 11:6)

5. Trust in Godly Power: Have trust in God providing you with the strength you need for the work before you
6. Keen: Never forget the happenings of the past (Daniel 11:1)
7. Christian Faithfulness: All truth comes from God and He tells it to His faithful servants, whom you should try to be. (Daniel 11:2)

ACTIVITIES

1. Draw a picture of Gabriel talking with Daniel and in a thought bubble write the words: Daniel 10, 11 and 12
2. Watch a children's documentary on the histories of Greece and Rome. After watching it, video the child's summary of the histories just watched, and share it with the others of the child's family during worship.
3. Play a Bible Trivia game with the child on the key features of Daniel 11
4. Write a letter to a pen-pal telling him or her of the things learned from the lesson.
5. Customize the hop scotch game so that it reflects aspects of Daniel 11
6. Put melody to the different verses of Daniel in order to help with chapter memorization
7. Reenact one of the scenes of Daniel 11, through the use of stuffed animals, drawings, or any other method that's open to the child.

EVERLASTING GOSPEL

This is a three step prophetic testing message that first produces and then demonstrates two classes of worshipers. Tell this to the child in an age-appropriate manner. Draw references to things he or she knows about to bring the point across. Below is a dialogue that shows how a mother discusses the everlasting gospel with her child to the end of having the child understand the concept.

Mother: Okay Jasmine, let us begin our lesson with prayer. (*Mother prays*). Now today's lesson is about the Everlasting Gospel. Do you remember this phrase and what do you think it means?

Jasmine: No, I don't remember that phrase and I cannot guess what it means.

Mother: That's fine, my dear. When you hear the word everlasting what comes to your mind?

Jasmine: Forever and ever.

Mother: And gospel?

Jasmine: The teachings Jesus did with His disciple?

Mother: I love that answer, Jasmine! What do you suppose the words mean as a whole?

Jasmine: I do not understand what you mean, mom.

Mother: Sorry baby. Put the two meanings you gave me together and let us see if we can get a good definition for the phrase.

Jasmine. Oh okay. (*Jasmine thinks a little*) Everlasting Gospel is the teachings Jesus did with His disciple when He was here and it continues forever and ever. Is that correct mom?

Mother: From what you told me so far, yes, that's a good blend of the meaning. But that gospel of Christ, did it only begin when He came on earth and had His disciples?

Jasmine: No, mom. I suppose not. It probably began as early as when Adam and Eve sinned. I remember you saying something like that before. Or it could have happened before that; because of the word everlasting!

Mother: Yes, baby girl; that is exactly how it was. And you want to know something special?

Jasmine: Oh yes!

Mother: Those teachings have always been accepted by one set of people and rejected by another set. Do you remember the day you told Justin of the things you saw when you visited grandma-ma and how he never believed you?

Jasmine: Yes and I remember telling Kortnie the very same things and she believed me.

Mother: That's how the world reacts to the teachings or messages of Christ my dear. Some believe it and hold it to be true and others disbelieve and hold it to be false. The everlasting gospel, Jasmine, is a three step message that tests the people that hear it and following this test two sets of people are revealed: those who believe and those who don't.

Jasmine: So this teaching of Christ is everlasting because it has been around since forever and the people that hear it will either believe it or don't believe it. Is that what you want me to understand mom?

Mother: Yes! Now take out your notebook and write this understanding down. After you have done that we will write a song on what the everlasting gospel is, so that we remember it.

Jasmine: Okay....

Dialogue like the above mentioned should characterize all your lesson studies. Pull from the child the understanding he or she has on the topic under review or inspection. Involve their minds in the learning process and ensure, always, that understanding is reached before the lesson is closed and an activity given. Sister White tells us in the first volume of the book *Mind, Character and Personality* that it is the nicest work to deal with minds. I recommend that book to your reading. It provides many counsels on how to deal with the mind and these counsels can be adopted to your dealings with the children or child under your tutelage.

So far we have taught our children Daniel 11, the Seven Times and the Everlasting Gospel. We made these topics age-appropriate and pleasurable for young minds. We, in short, gave an interpreter to the Japanese of Daniel 11 and the Seven Times; and we hope to do similarly, as well as with more detail, the other topics of the message. Our focus will primarily be on: The Everlasting Gospel, The Sanctuary, The Seven Thunders, The Reform Lines, Daniel 11, Seven Seals, Churches and Trumpets, and The Prediction before Midnight. The complete work will be called "Present Truth for Kids Curriculum Guide." It will be a seven part document with this piece functioning as its introduction. A small cost will be attached to it to the end of helping The Last Waymark Ministry become more self-sufficient. Midnight is upon us brethren; let us join in the act of becoming ready and let us do the same for our babies.

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