

The **GAP VIDEO HANDBOOK** helps you with...

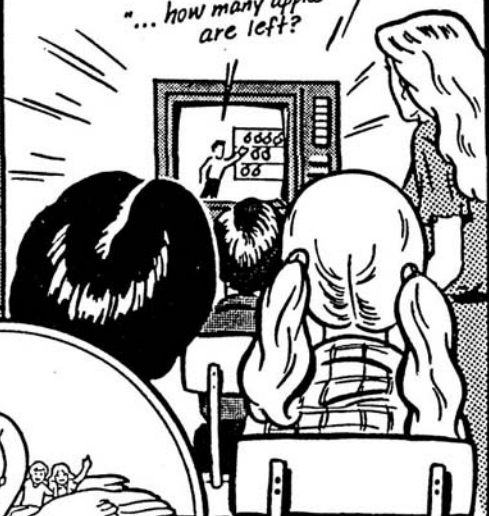
PERSONAL STUDY

"... AND WE'LL TRY TO USE THE WEALTH OF PIBS THAT WE HAVE AT OUR DISPOSAL!"



TEACHING

"... how many apples are left?"



ORGANISATION & RESEARCH



TEACHER TRAINING!

"... YOU CAN ALSO START A JETT REVOLUTION IN YOUR AREA!"



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ADDITIONAL OR OPTIONAL VIDEOS THAT COULD ALSO BE INCLUDED IN A TEACHING SEMINAR:

GAP #	TITLE	AGE	TIME	RATING
*043-047	"I CAN READ" SERIES (part of the series with phonics)			DFD
*004-005	MAKING MOVIES MEANINGFUL #1 "FOR KEEPS"	12&UP	2:20	DO
*010-011	MAKING MOVIES MEANINGFUL #2 "HUNK"	12&UP	2:15	DO
*025	MAKING MOVIES MEANINGFUL #3 "SIX WEEKS"	10&UP	2:00	DO
*056	MAKING MOVIES MEANINGFUL #4 "PINOCCHIO"	7&UP	1:32	DO
013	JETT ORDINATION	7&UP	1:36	DO
038	PERFORMING WITH CHILDREN TAPE 1	P&T	1:57	DO
039	PERFORMING WITH CHILDREN TAPE 2	P&T	0:53	DO
*075-082	"UNCLE DAN'S MATH" SERIES (a glimpse into each Math operation)	7&UP		GP
*036	WORD CHALLENGE TAPE 1	7&UP	2:00	DO
*037	WORD CHALLENGE TAPE 2	7&UP	2:00	DO
*011	WORD CHALLENGE TAPE 3	7&UP	1:45	DO
006	YOU CAN DRAW	ALL	0:15	GP

"INPUT" PROGRAMMES, PARTS OF WHICH COULD ALSO BE INCLUDED IN A TEACHING SEMINAR

061	FAMOUS ARTISTS & THEIR ART	ALL	0:18	DFD
061	FAMOUS COMPOSERS	ALL	0:17	DFD
*061	HERE'S HEAVEN	ALL	0:16	DFD
062	OCCUPATIONS	6&UP	0:06	DFD
*061	PICTURE FACTS	ALL	0:14	DFD
062	THE WORLD--A MAP STUDY!	6&UP	0:41	DFD
062	WORLD LEADERS & OTHER FAMOUS PEOPLE OF THE 20TH CENTURY	8&UP	0:28	DO

(The programmes marked with an asterisk do not have summaries in this booklet.)

SELECTED GAP VIDEO SUMMARIES

SUMMARY FOR "HOME SCHOOLING HOW-TO'S"

NOTE: Obviously, our Schools, Combos & Homes don't have a lot of time for hours of academics & schooling daily due to our pressing need to attend to Outreach & other Homes duties. The ideas & tips in these programmes are for you to adapt to your situation as needed. Hopefully, they will encourage you in the organizing of your Home-Schooling Programme. GBT!

HOME SCHOOLING HOW-TO'S TAPE 1--GAP-024

PART I "CONTROL IN THE CLASSROOM" —WITH AUNTIE JOY (P&T, 1:00, DO)

I USING FAMILY PUBS FOR REFERENCE

1. Cat Book references on discipline
2. Royal Family Childcare Index in Pubdex

II LOVE IS THE ANSWER

1. Consider child on an individual basis
2. Making the child feel loved first is the most important part of good discipline.
3. He needs to know you understand his feelings.

III DISCIPLINE

1. Dora Letter: "Discipline is Training"
2. Discipline is not something to do to a child, but something you do for a child.
3. The more training you give, the less punishment you'll have to give.
4. They must gain a fear & love for the Lord through your actions.
5. Make sure punishment is reasonable & done in love & counsel.
6. The goal as a new teacher: teach them to love, obey & respect you.
7. You can't be too hard, nor permissive.
8. Have a good balance between tenderness & forgiveness, & firmness.
9. You can't let even one child get ahead of you or they'll get control.
10. You must start out more strict, then later you can ease off.
11. Children love order—there's safety &

security in order.

12. Example of a teacher's opening speech to new class with firm, clear warnings.
13. Using one-word commands.
14. Get the children's agreement & commitment to the rules.
15. If you nip things in the bud they usually will not do it again.
16. Sometimes an experienced teacher can assist a new teacher with the keynote speech.
17. Students will challenge a new teacher
18. If they are truly sorry & repentant you can let them go.
19. Get discipline over with quickly.
20. Public exposure—a good deterrent.

IV REFERENCES FROM SEMINAR NOTES

1. Children thrive on having defined & reasonable boundaries.
2. They need to know you say what you mean & you mean what you say.
3. Be clear & follow through.
4. They test you, so don't fail those first tests.
5. Could have a teacher & "disciplinarian"

V TODDLER DISCIPLINE

1. The difference: a lot of their mistakes are blunders of the mind.
2. Check their motives. (all children)
3. Only if they are aggressive & hurtful & belligerently defiant do we spank.
4. Get it over with quickly rather than lecture on & nag.
5. Sometimes just distractions are enough.

VI WHY ARE THERE DISCIPLINE PROBLEMS?

1. Lack of physical activity—get out, wiggle time & other activity needed.
2. Maybe they're bored, make a challenge or a game of things.
3. Often a child is discouraged.
4. Boundaries may not be clear enough. Clear limits mean security.
5. Lack of consistency.
6. Perhaps the child is fearful. Teachers, pray for discernment. Ask the child.
7. Nagging & empty threats by a frustrated teacher.

VII GOALS IN DISCIPLINING

1. Obedience & willingness to obey must be taught & instilled in the children.
2. You win their love & respect by consistent firm discipline.
3. You're building the foundation for the rest of their lives.
4. Talk to them in a mature, respectful manner.

VIII MORE POINTS ON DISCIPLINE

1. When to punish? Defiant rebellious open challenges must be disciplined
2. Teacher's not a disciplinarian?—delegate the help of others. Send the offenders out to someone else.

PART 2 "THE STUDENT'S NOTEBOOK" WITH AUNTIE JOY (P&T, 0:54, DO)

I ADVANTAGES OF RING BINDERS

1. Able to have different divisions
2. Materials can be provisioned
3. Most age groups can use same books

II CARE OF NOTEBOOKS & WORK AREA

1. Keep a special shelf or place for all notebooks
2. Could have "notebook monitors"
3. Clear desk—clear mind
4. Be sure they are comfortable & have gone potty. Chairs with backs are best.
5. Keeping a pencil case & contents
6. Keep their erasers clean.
7. Teach them to use a straight edge.

III SETTING UP THE NOTEBOOK

1. File folder-type pages are helpful for keeping individual papers.
2. Assignment page
3. Spelling page for "Copy-Test-Prove"
4. Always correct their work. We don't want them to see incorrect work.
5. Setting up a page for the day's work with title, date, margins & dotted base lines for younger children.
6. Once you've shown the children how to work you just have to rove & check on them.

IV HOW TO CORRECT THE WORK

1. Have them always work in pencil so they

can correct.

2. Teachers can teach them order & neatness which will last the rest of their lives.
3. Check capitalization & punctuation.
4. Don't leave words uncorrected or they will remain in their mind. Have them erase & rewrite.
5. Teach them to leave the top line blank on the paper.
6. Make corrections neatly in pencil so child can correct, then erase markings.
7. Tests can be corrected in red.
8. Teacher's responsibility to strengthen weak areas in student & class.
9. Tips for keeping their work neat & orderly—where on the page.
10. Be sure they have enough room to work & spaces on ruled pages are wide enough.

V INSTRUCTIVE PRAISE

1. Give instructive praise as you correct.
2. Don't over-praise so they get lifted up & others get discouraged.
3. Give sincere praise—be honest & specific.
4. Too much writing takes the fun out of their work—let them use artwork, too.
5. Be sure their Word reactions show they really got the point, not just the obvious.
6. Teach them to keep within the lines in writing.
7. Examples of instructive praise, guiding children & making it easy for them to be good.

VI TEEN TEACHERS

1. Teen teachers must be "up to par" scholastically to teach the little children correctly.
2. If given "Fill in the blanks" work, they need a line to write on.
3. Teens have terrific ideas, but work must be correct.
4. When showing our children's work to authorities teacher's corrections must be right or we look incompetent.

PART 3 "SCHEDULES"
WITH AUNTIE ANN
 (P&T, 0:21, DO)

FAMILY PUBLICATIONS ON SCHOOLTIME SCHEDULING & OTHER HELPFUL FORMS

1. CCHB II, pg. 57: Teaching Tips for Older Children
2. MH II, pg. 117: Starting Your Own School
 - a. Design your schedule to meet your particular needs.
 - b. Good schedule helps keep order & organize things.
 - c. Feel free to break your routine on special occasions.
 - d. Three different schedules: beginners, intermediate, seniors.
3. How To Get Things Done, pg. 422: Personal Planner
 - a. Take children's ages into consideration.
 - b. Tip: Leave one column to write down daily activities.
 - c. Keep a copy of the schedule in your class log & also for the children to refer to on the wall.
4. Have a good balance of schooltime & breaks.
 - a. Consider 45 min. (or shorter classes) with breaks in between. Also have a good change from "sit-down" classes to more active ones
 - b. Have regular potty breaks to train children to go at certain times
5. How to Get Things Done, pg. 410: Monthly Planner
 - a. Planning ahead for excursions, appointments, etc.
6. Example of a form to schedule more than one teacher for a class.
 - a. Tips on how to schedule classes & activities with several teachers.
 - b. Scheduling in teachers' & helpers' personal word time.
 - c. Consider teachers' strong points & talents when scheduling.
7. How to Get Things Done, pg. 407: Blank Schedule Form to make a Daily Schedule for other responsibilities, duties, meetings, etc.

PART 4 "TEACHER'S LOG"
WITH AUNTIE ANN
 (P&T, 0:57, DO)

- I SAMPLE TEACHER'S LOG FOR 5 & 6 YR. OLDS.**
1. Divisions in the log book
 2. Schedule
 - a. Daily Schedule
 - b. Children's room responsibilities
 3. Teaching Plan—following CCHB Curriculum Guide & Super Workbooks
 - a. Monthly Planning Sheet with lots of good tips for easy planning.
 - b. Charts to jot down teaching ideas for the different subjects & activities.
 - c. Reading Programme Chart
 - d. List of Flash Card Categories
 4. Class Records
 - a. Importance of keeping records.
 - b. Basic Class Record Form

PART 5
"PARENT/TEACHERS VISITATION PROGRAMME"
WITH AUNTIE JOY
 (P&T, 0:29, DO)

- I WHY THE "PTV" PROGRAMME**
1. How the name "PTV" came about.
 2. The benefit of this programme in Schools or Combos.
- II HOW TO BEGIN**
1. Open Door Programme for class visitation by parents for groups over age 3.
 2. Benefits of following up "Open Door" with "PTV" meeting.
 3. Teachers' prayer & discussion in preparation for PTV meeting.
 4. Choosing a day for the meeting & announcing it to the Home.
 5. How to organize for the meeting.
- III THE MEETING**
1. Have the children's work available for parents to look at—workbooks, artwork folders, written work, etc.
 2. Schedules, Shiner Charts, etc. posted.
 3. Time the visits with each parent.
 4. Make follow-up meetings if necessary.
 5. Have a group talk with all parents when needed.

IV TALKING WITH THE PARENTS

1. Be positive. Look for the good in the children & present this to the parents.
2. Discuss NWOs in an encouraging way.
3. Fun tip: Have the children bake cookies or make a snack for their parents!
4. Interview with a busy mother of 7 on benefits & fruits of PTV meetings.
5. After the first meeting it became much easier.
6. How often to have PTV Meetings.

V ACTUAL FOOTAGE OF SEVERAL PTV MEETINGS

1. Meeting of parent & teen teacher of primary school-aged child. (5-7 yrs.)
 - a. Behavior
 - b. Scholastics & Word studies
2. Meeting of parent & teacher of pre-school-aged child. (2-4 yrs.)
 - a. Artwork folder
 - b. Pre-writing file of daily work
 - c. Exercise books
3. Meeting of parent & teacher of middle-school-aged child. (7-9 yrs.)
 - a. Class Word studies & notebook

"HOME SCHOOLING HOW-TO'S" TAPE 3 GAP-054

PART 6 "VISION FOR SUPER WORKBOOKS" WITH AUNTIES JOY & ANN (P&T, 1:37, DO)

I WHY WE USE SUPER WORKBOOKS—WITH AUNTIE JOY

1. It's the main part of our Home Schooling Course in the Family, acceptable by the secular authorities.
2. They contain good, edifying material.
3. They provide a united series for the worldwide Family & are a consistent drillwork for all students worldwide.
4. They provide drillwork to supplement the Childcare Handbooks, which are our standard teachers' textbooks.
5. They provide a good record of the children's consistent home schooling which can be shown to authorities if the need arises.

II ADVANTAGES OF SUPERWORKBOOKS—WITH AUNTIE JOY

1. All the basic 3R & 3G courses are provided in one book for each grade

level, saving investment in many different books.

2. They have edifying content, very few pages are not acceptable (though you have to check!)
3. They are economical.
4. They can be reprinted cheaply—no copyright problem. Each area is responsible to reprint when needed.
5. Each child has his own workbook which he can take with him wherever he goes.
6. Student can work at his/her own pace.
7. Answer sheets are provided for checking work.

III GRADE PLACEMENT—WITH AUNTIE JOY

1. Suggested ages for grade levels, by USA standards.
2. How to place a child in the correct level by testing them from the material covered in the books.
3. Importance of not placing child in too high a grade level.
4. Carefully grade children, especially in math & spelling, our weakest areas scholastically.
5. Making it easy for the children to do well—schooling without pressure!

IV TYPES OF SUPER WORKBOOKS—WITH AUNTIE ANN

1. Complete Super Workbooks for each grade.
 - a. Complete book is compact
 - b. Need for support of pages as they work.
 - c. Big book could discourage the child from completing.
2. Reprints in 3 or 4 parts for each grade.
 - a. Put child's name on each part right away & store parts not in use.
 - b. Print is smaller than in complete book.
 - c. Print of next page shows through a bit - remedy for this problem so students don't see backwards print!
3. Remove Teachers' Answer Sheets & store carefully.

V HOW TO BEGIN—WITH AUNTIE ANN

1. Read introduction
 - a. Choose regular, routine time each day to work on Super Workbooks, about 1 hour maximum.

- b. Quiet atmosphere, no distractions.
- c. Child should be comfortable & have good lighting.
- 2. Work systematically through the book.
- 3. Write child's name, & date begun, on cover.
- 4. Expect quality & accuracy, not speed.
- 5. Date each day's work with consistent format. (eg: 15 Sept. 1989)
- 6. Repair loose pages immediately.
- 7. Discourage competition.
- 8. Rewards for each 25 pages completed.

VI TEACHING BEFORE DRILLWORK—KNOW YOUR SUPER WORKBOOKS—WITH AUNTIE ANN

- 1. Super Workbooks are drillwork, not textbooks.
- 2. Importance of teachers knowing & teaching children's work ahead of time.
- 3. Super Workbooks are not babysitters, but a tool to be used in combination with Childcare Handbooks.
- 4. Divide the book into 25 page segments to look ahead & prepare lesson plans.
- 5. Example lesson plan chart
- 6. Grade levels start very easy with review
- 7. How to prepare child for Kindergarten Workbook.
 - a. Give clear instructions, teaching them to follow instructions in book.
 - b. Teach the child to colour properly.
 - c. Make flashcards of the colour words.
 - d. Give sample name for him to copy.
- 8. Examples of how to prepare ahead using a section from a Third Grade Workbook.
- 9. Sample lesson plan chart with teaching tips.
- 10. Using the Word as our standard in judging information.
- 11. Sample of adapting our symbol for American flag in Workbook; adapt other pages as needed.
- 12. Don't criticize, but do the best you can with the book.
- 13. Stay ahead of most advanced student.
- 14. Students in one class should not be too far apart.

VII CORRECTING THE CHILD'S WORK—WITH AUNTIE JOY

- 1. Super Workbook can be a detriment if work is not checked & corrected.
- 2. Examples of how to correct child's work.

- a. Mark grade papers on the left hand margin for consistency & clarity.
- b. Mark mistakes with an "x". Circle the "x" once child has corrected work, to redeem his mistakes.
- c. How not to mark mistakes.
- d. Sometimes provide the right answer, if easier for young student, but student must learn correct answer!
- e. Give extra drillwork in weak areas.
- f. Don't leave mistakes uncorrected.
- g. Give sincere praise for good work.
- 3. Child's results are a test of the teacher's teaching ability.
- 4. Don't allow incorrect work to remain within the children's eyesight.
- 5. Overseers, watch for incorrect work, in children's work, signs on walls, etc.
- 6. Grading work is not always important, but correction is.
- 7. Some examples of how to grade work. Not recommended for young students, possibly for ages 10 & over.

VIII WHAT NOT TO DO—REVIEW OF THIS PROGRAMME—WITH AUNTIE JOY

- 1. Don't offer drillwork they can't do without ease, skill & confidence.
- 2. Don't give drillwork on anything they haven't learned.
- 3. Don't use workbooks as a babysitter.
- 4. Don't allow work to go uncorrected.
- 5. "3 C's of Drillwork!" check, correct & commend.
- 6. Don't neglect a consistent teaching schedule.
- 7. Don't let child work ahead without knowing the contents of the book.
- 8. Don't try to correct & teach at the same time. Teach first, correct after drillwork is done.
- 9. Don't start the child on too high a level.
- 10. Don't treat Super Workbooks as a sole source of scholastics.
- 11. Don't neglect to keep a Master Set of Super Workbooks so you will be able to reproduce or reprint as necessary.
- 12. Don't neglect to keep a portfolio of each child's dated work as proof of your Home Schooling Programme to show authorities if need arises.
- 13. God's Word is our main education!

**PART 7 STEWARDSHIP
WITH AUNTIE ANN
(P&T, 0:22, DO)**

- I A SCHOOL & PLAY ROOM**
1. A place for everything & everything in its place!
 2. Toy shelf
 - a. Toys which need supervision should be on upper shelves.
 - b. Books in reach of children
 - c. Boxes for pieces to little sets
 3. School shelf
 - a. Place for flyswatter up high
 - b. Usually a closed shelf into which children don't go by themselves
 - c. All materials well labelled & organized.
 - d. Initial set-up takes time but is well worth it.
 4. Flannelgraph box
 5. Childcare Video Center with check-out chart.
 6. Sewing basket - children learn to recognize when clothes need repair & know where to put them.
 7. Shoe bag for girls' brushes
 8. Shelf for "Word" books
 9. Shoe box for each child's personal "treasures"
 10. Cassette tape box with chart for listening to tapes.
 11. Project List for teachers & helpers
 12. Emergency Light in each room
 13. Divided laundry box
 14. Cubicles for children's get-out clothes with "get-out bag" to take outside.
 15. Fan safety-strapped to the wall
 16. Fly swatter & deodorizers
 17. Potties to avoid too many bathroom trips
 18. Labelled shoe bag for outside shoes
 19. Hygenic set-up—toothbrushes, cups, etc. with Memory work & BM chart on wall
 20. Toy library with provisioned toys in organized baskets
- II SCHOOL SUPPLY CUPBOARD - FOR TEACHERS' & OVERSEERS' USE**

III SCHOOL LIBRARY

1. School Childcare library
 - a. Open at a certain hour dally
 - b. Extra books which can be a help to the different age groups
 - c. Posters & Picture Facts & storage
 - d. In care of a teen
 - e. Check-out chart
 - f. Teaching poster storage
 - g. List of all books & library materials distributed to teachers.
2. Picture Facts
 - a. Categorized by letter & number
 - b. Check-out card

WORDTIME WITH 3R'S
WITH AUNTIE JOY
(9&UP, 0:58, DO)

I SETTING UP & INTRODUCING THE CLASS

1. Checking to be sure students have all their materials at hand, have gone to the bathroom, had water, hands are washed & they are comfortable
2. Assigning Dictionary deacons & board monitors
3. Applying a teen Letter to the JETTs, replacing "teens" with "JETTs"
4. Setting up a vocabulary & grammar list on blackboard & in children's notebooks

II CLASSTIME

1. Teaching grammar while reading the Word
2. Encouraging class participation & keeping everyone's attention
3. Looking up vocabulary words in the dictionary
4. Applying the Word personally
5. Teaching with enthusiasm & excitement!
6. Asking the students lots of questions
7. Lots of encouragement for their answers
8. Teaching them to read properly & with the right intonation & emphasis
9. Acting out the lesson with a skit
10. Reading certain quotes out loud unitedly
11. Applying Bible verses to the class
12. Bringing them to a commitment
13. Boys & girls take turns reading unitedly
14. Encouragement even for wrong answers
15. Teacher apologizing & admitting her own weaknesses
16. Having them keep their finger on the place in the Letter
17. Teacher encouraging the class that she knows it's difficult
18. Having the children tell the Quote or lesson in their own words
19. Teacher encouraging good posture
20. Bringing out the main points of the class
21. Ending the class at the scheduled time
22. Making it fun! "Close your eyes for a surprise!"
23. Having them answer questions to bring out their reactions to the class

WITH AUNTIE JOY
(7&UP, 0:54, DO)

I SETTING UP FOR CLASS

1. Teacher checks that children are comfortable & sitting properly, have all their needs for school & have gone to the bathroom.

II CLASSTIME

1. Giving children the vision for their responsibility of working together with their teachers towards a goal.
2. Teaching new vocabulary words as they come up & making a "word list"—not being afraid to use difficult words.
3. Teacher shares her goals as a teacher
4. Establishing a clear discipline standard, showing love & authority
5. Encouraging the children & thanking them for their good work
6. Teaching spelling as they write
7. Challenging the children to make a commitment & making a list of their goals: to be loving, faithful, obedient, yielded, united, good listeners & forgiving.
8. Giving children time to stand up & stretch
9. Letting them know you realize some of the work is difficult & their feelings are understood
10. Giving Jesus all the glory & credit
11. Teaching children to apply themselves
12. Encouraging children to question teacher's work scholastically; the standard for spelling is the dictionary
13. Teacher shares personal lesson about commitment
14. Making learning fun
15. Children write out their commitments.
16. Teaching children to work neatly
17. Encouraging children to ask questions
18. Using the dictionary to look up words
19. Teacher reviews main points of the class & ends in prayer.

SUMMARY OF "MATH DOTS" GAP-009

(P&T, 1:06, DFO)

Early Math Programme on how to teach children 0-5 yrs.

Learn how simple it is to teach math to babies & small children using this fun & easy method from Glen Doman. You will learn how to make the cards, how to present them & have first-hand proof that it really does work!

MATERIALS NEEDED TO MAKE MATH DOTS: 100 uniform square thick cardboard cards, pencil, red permanent marker

PART 1 THE VISION

(P&T, 0:20, DFO)

1. How quickly & easily babies & small children learn facts.
2. Giving meaning, interest & value to numbers.
3. The difference between a numeral & a number & how to present these to the child.
4. Examples of how the child deducts rules from a given amount of facts.
5. How Math is always absolute as opposed to English which is often changeable in its rules.
6. Reference to Glen Doman's "Teach Your Baby Maths". (CCHB II, pg. 336)
7. Demonstration of how to present Math Dots to a 3 yr. old.
8. Observe the child while presenting the cards to see how attentive he is.
9. Be sure the child is in the mood for it. Make it a game that you both enjoy.

PART 2 THE HOW-TO

(P&T, 0:30, DFO)

1. Why we sit on the floor to present Math Dots.
2. How to make a second set of cards by photocopying.
3. Reference to CCHB class on how to make Math Dot cards.

4. Excerpts from Glen Doman's class on Math Dots.
5. When to teach the numerals.
6. How to flash the cards & make it interesting.
7. How to teach addition using Math Dot cards.
8. Have the addition problems written on the back of the cards.
9. Problem solving—how to teach it.
10. When to start your child on the Math Dots programme.
11. How to use the programme with children who have been taught Math the conventional way.
12. You can never lose even if you do not finish the programme or don't teach it exactly according to the Glen Doman's technique.
13. List of addresses where you can obtain these materials.

PART 3 A SESSION WITH SOME LITTLE ONES

(P&T, 0:16, DFO)

1. Introducing addition to small children.
2. Introducing addition in any order.
3. Introducing subtraction.
4. Introducing subtraction in any order.
5. Introducing multiplication.
6. Introducing division.
7. Introducing 3-step equations.
8. Introducing numerals

SUMMARY OF "SCHOOL DAYS"

3R classes for children of ages 4 & up with reading, applied math, practical knowledge & skills presented in a enjoyable & exciting way! Learn how you, too, can incorporate school time with everyday experiences & make learning fun!

"SCHOOL DAYS TAPE 1 GAP-040

PROGRAMME 1

"A VISIT TO THE FIRE STATION!" WITH UNCLE AARON (4&UP, 0:35, DFO)

1. ARITHMETIC

- a. Measure distances with steps, tape measure, meter stick, etc. (CCHB II, FC 197, pg. 211, par. 21)
- b. Use of containers & water to learn about amounts: some, few, less, more, empty, full, shallow, deep, how many, half, whole, etc. (CCHB II, FC 197, pg. 217, par. 29)
- c. Talk about the basic shapes. Find shapes in things around us: squares, triangles, circles. (CCHB II, FC 197, pg. 221, par. 42)
- d. Learning to tell time on the hour. Learning the jobs of little & big hand on the clock.
- e. Math dots 5-14

2. READING SKILLS

- a. 15 new reading words.

3. PRACTICAL KNOWLEDGE

- a. Opening & closing buttons, snaps & buckles & tips about getting dressed
- b. How to make a bed.
- c. Learning directions of clockwise & counter clockwise.
- d. Safety tips for walking or bike-riding at night
- e. Learning about a Fire Station & the Fireman's job
- f. Importance of taking good care of equipment

4. SPIRITUAL VALUES

- a. Faithfulness, cleanliness & being tidy
- b. Prayerfulness & going slow
- c. Teamwork & dedication
- d. Memory work with a poem

PROGRAMME 2 "A VISIT TO THE FARM!" WITH UNCLE AARON (4&UP, 0:45, DFO)

1. ARITHMETIC

- a. Learn to tell time in half hour intervals. (CCHB II, pgs. 242, 243, 265, 277, 300)
- b. Learn to weigh things in grams & kilograms with a real scale.
- c. Learn to measure in liters, practical application on the farm. (CCHB II, pgs. 265, 302, 303, 321-323, 332, 622)
- d. Learn about early multiplication & dozens & half dozens.
- e. Learn about temperature at the farm & discuss vocabulary: hot, cold, liquid, temperature, degrees, etc. & comparing hot & cold (CCHB II, pgs. 216, 303, 322)

2. READING SKILLS

- a. 20 new reading words.
- b. Read with Uncle Aaron about cows & milk & a story about unity.

3. PRACTICAL KNOWLEDGE & SKILLS

- a. Learn how to tell direction: North, South, East, West & how to tell direction with & without a compass.
- b. Picture Facts of poultry & livestock

4. SPIRITUAL VALUES

- a. Unity & dedication - with a song about "The Hen & the Hog!"
- b. Memory work with a Poem

**PROGRAMME 3
"BAKING COOKIES & SHOPPING!"
WITH AUNTIE CHRISTINA
(4&UP, 1:15, DFO)**

1. ARITHMETIC

- a. Telling time on the hour & by five minute intervals. (CCHB II, pg. 243, par 114 & pg. 55, par. 1 & pg. 277)
- b. The number of minutes in one hour. (CCHB II, pgs. 242 & 300)
- c. Adding prices of groceries using a place value chart. (CCHB II, pg. 329 "Activities")

2. READING

- a. 6 new reading words with flashcards plus lots more new words on labels.
- b. Learning to sound out words in spelling.

3. PRACTICAL KNOWLEDGE

- a. Kitchen safety & cleanliness rules with a song. (CCHB II, pgs. 613, 615, 619-621)
- b. Following instructions in a recipe (CCHB II, pgs. 536-537)
- c. Making a shopping list (HH 5, pgs. 288-289)
- d. Dressing warm enough for the weather

4. SPIRITUAL VALUES

- a. Teaching love for one another in an action song.
- b. Showing love for the neighbours by making cookies for them.
- c. A story with Uncle Sam with lessons on love.
- d. Prayer for all activities

1. ARITHMETIC

1. Learning addition & subtraction by games with clothes. (CCHB II, pg. 261, par. 15; Activity Book 4, pg. Q23 - Math Games & Q26 - Math Tables)
2. Learning about hours & days of the week, AM & PM—with a song. (CCHB II, pg. 243, par. 113 & 114; pg. 522 "Time"; pg. 304 "24 Hour Clock"; pg. 216, par. 28)

2. PRACTICAL SKILLS

1. Health rules—with a song (CCHB II, pg. 611)
2. Taking clothes off & putting them on a hanger the right way & the easy way.
3. How to get into bed keeping it neat.
4. Brushing teeth & rinsing mouth—with a song.

3. SPIRITUAL VALUES

1. Counting our blessings
2. What a Bible Girl is
3. Initiative & diligence
4. Having fun recounting the day's events
5. Prayer

SUMMARY OF "THE SCHOOL VISION"

"THE SCHOOL VISION" PART 1 GAP-026

"THE VIP TOUR" (ALL, 0:40, DFO)

Come along on a "Visitor's Inspired Programme" of the Japan School. See how simply but effectively they present the Work, the School, the children & for an exciting finish—the "Heavenly City Pyramid"!

I INTRODUCTION OF SCHOOL

1. Location
2. Fruits & sample of reaching the lost:
 - a. Souls saved
 - b. Massive lit distribution
 - c. Visitor's Inspired Programme (VIP) Tour
 - d. Shows
 - e. Newspaper articles
3. Projects & Improvements of the School
 - a. Scale model of Heavenly City build as a witness.
 - b. Rainbow Park - built by members on donated land with donated supplies

II THE VIP TOUR

1. Children's opportunity to witness while at school.
2. Teachers explain educational programme to visitors, & Greeters translate.
3. Challenge to use System educational terms to explain what we're doing.
4. Adapt the program to your visitors.
5. Purpose of VIP is to witness the fruits of our Godly, progressive education in terms visitors can relate to.
6. Brethren followed the "VIP" tour & attended a Seminar during a two week visit to the Japan School.

III SCHOOL SERVICES OFFERED

1. VIP Tour & witness
2. Regular Church of Love Services
3. Weekly Sunday School Services

IV THE MODEL HEAVENLY CITY

1. What it offers:
 - a. Heavenly posters
 - b. 3-dimensional models of Space City on display
 - c. Perfect atmosphere for visitors to

- receive Jesus
- d. View of Mt. Fuji & surrounding area
2. How it all began
 - a. Grandpa's vision to use it as a witness to show Heaven to visitors
 - b. Counsel from Grandpa on its creation
3. A symbol of Love & Salvation
4. Construction of the pyramid
5. Scenes of models of Space City & how they were made

"THE SCHOOL VISION" PART 2 GAP-026

"THE HAND THAT ROCKS THE CRADLE RULES THE WORLD!" (NURSERY DEPT.) (ALL, 0:45, DFO)

A visit to the Japan School Nursery with lots of tips & ideas of how you too, can set up a Nursery, & teach & train our smallest members!

I TEEN INTERVIEWS ON ATTENDING PUBLIC SCHOOLS

II INFLUENCES ON BABIES & CHILDREN

1. Receptivity to good & bad sounds & visions

III ORGANIZATION & SET-UP OF NURSERY

1. Gentle transition for children
2. Specific person helping to make it easier to get started
3. Word cards & Math Dots
4. Slide shows
5. Potty Time--use it as a learning opportunity
6. Quality of time & not quantity of material will make a difference.
7. Turning teens on to making teaching aids, etc.

IV INTERVIEW WITH KEZIA (14) - TEEN NURSERY WORKER

1. The key to holding their interest is your enthusiasm, excitement & vision to pour out to them at every opportunity.
2. Forsee crisis & change quickly to keep things moving as their attention span is so short. Keep materials close at hand & organized.
3. Counsel to fellow teens going through trials in Nursery
 - a. Hold on!

- b. Enemy fights you so keep in the Word & be positive & the Lord will do it.

V FAMILY TEENS IN CHILDCARE

1. Challenge them to train & raise babies. The teens are our "Childcare Army"!
2. Attending a natural delivery helped win the teens to Childcare
3. "Make it Work" Vision
4. The Word will give them the vision - Read our many Childcare pubs full of ideas on inspired teaching, early learning, varied activities, etc!

VI ENCOURAGEMENT TO THOSE ON THE FIELD TO SET UP SCHOOLS

1. Make it simple.
2. Pray & counsel together for solutions
3. 100% dedication & enthusiasm spreads.
4. Praise & encourage initiative.
5. Put together good teams
6. Have stable pillars in each Department
7. Put the right people in the right place
8. Overcome physical barriers (clutter, etc.)
 - a. Organizational people can be a help
 - b. A place for everything & everything in its place.
9. Getting everyone's cooperation.
10. Keep the spiritual supreme.
11. Make schedules & plans for each group so children & teachers will know what to expect.
12. Teach all the time - manners, Word, training, etc. Our schools are a "life-style" that provide fulltime training in every aspect of daily life. Our goal is not academics, but loving Godly education in discipleship & spiritual values. The "School Vision" provides opportunity for this all-round training, so make every opportunity a fun learning experience for all ages!

VII REACTIONS TO SCHOOL VISIT BY SEMINARIANS

VIII A TEEN CONCERT

"THE SCHOOL VISION" PART 3 GAP-055

"PRE-SCHOOL 2-4 YRS"
(P&T, 0:46, DO)

I INTRODUCTION BY JOHNNY B.

1. What's wrong with the U.S. educational system.
2. Benefits of Home Schooling
 - a. Teens share the advantages

II HOW TO SET-UP & OPERATE A PRE-SCHOOL

1. Importance of physical set-up
2. Finding the right personnel
3. Importance of good discipline (child-training)
4. Bottom wash how-to - keep a good cleanliness & hygiene standard daily
5. Daily Schedule

III EDUCATIONAL ACTIVITIES FOR PRE-SCHOOLERS

1. Pre-writing exercises
2. Reading & Math instruction

IV DISCIPLINE & CONTROLLING THE CLASS

1. One person assigned to teach & one to discipline - it helps to have communications & understanding together.
2. Teach the parents the same standard
3. Teacher help parents discipline & need close communications & understanding together
4. Instilling vision of consistent, loving discipline in new teachers & parents
5. Children's appreciation of order

V COUNSELLING TEACHERS & WORKERS

1. Hear out their frustrations & trials
2. Don't let Childcare people pressure themselves & feel they're not doing enough - sometimes more organization or disciplinary control of the group works wonders to overcome obstacles.
3. Encouragement just to have fun & love the kids

**"PRIMARY CLASS 7-9 YRS"
(P&T, 0:42, DO)**

I TEACHERS' ADVICE ON WORKING WITH 7-9 YR. OLDS

1. You need to have control of the class before you can teach the class. Gain their respect with loving firmness & definite set boundaries they agree to follow.
2. Have a vision of the importance of our children & their future.

II CHILDREN'S EDUCATION

1. Memorizing Scriptures - The Bible is the cornerstone of their education.
2. Basic Curriculum
 - a. Word of God
 - b. Mathematics
 - c. Language Arts (Reading, Writing, Grammar, etc.)
 - d. Social Studies
 - e. Science
3. Personal instruction
4. Student participation encouraged
5. Having teen monitors on hand to assist students.
6. Be excited with 100% dedication & serious commitment. Pray for daily inspiration, ideas & vision. Work & counsel together as a team.

III SEMINARIANS POSE QUESTIONS TO TEACHERS ABOUT HOW THEY RUN & ORGANISE A CLASS

1. Work first on discipline & control of class, & then on spiritual training & Scholastics. Children respect & need order, quiet & organization.
2. The necessity of consistent discipline (See "Rules are to Be Obeyed" by Maria)
3. Pow-wow problems with the class & challenge them with a vision.
4. Shiner Charts to keep standard up & work on weak areas

IV INTERVIEWS WITH PRIMARY SCHOOL STUDENTS ON DISCIPLINE

V PHYSICAL SET-UP & RESPONSIBLE HABITS

1. Room clean-up
2. Grooming
3. Importance of routine

4. Why they sleep on the floor:
 - a. More space & air compared to crowded bunkbeds
 - b. Heat distributed evenly during winter which helps prevent colds.
 - c. Trains kids to make beds & follow a routine daily

VI GROUPING OF CHILDREN

1. Depends on the amount in each age group
2. Depends on the individual child
3. We discovered 6 yr. olds did better in their own group with 5 yr. olds, rather than 6 yr. olds with 7-9 yr. olds.

VII SCHOLASTICS

1. One hour on Super Workbooks daily when possible
2. Extra time for their weak areas
3. This is a very important age to ground them in proper reading, writing, math & spelling, etc. They form habits now that are difficult to get rid of later.

VIII KEYS TO LEARNING

1. Teachers be enthusiastic & excited about teaching.
2. See GAP Video series, "What Is That In Thy Hand?" for more information on using our pubs & inspired teaching ideas.
3. Super Workbooks

IX SHEPHERDS SHARE LESSONS

X IMPORTANCE OF COMMUNICATION

1. Give them the opportunity to pour out
 - a. Word time
 - b. Bed time
2. Draw on the positive & stay simple
3. Encourage those going through trials. Our teachers are mostly Shepherds, who parent & love & care for the sheep.

XI A SCHOOL IS A BIG HOME

1. A place to minister to our children
2. Training center
3. Work & co-operate together as a team

XII ENCOURAGEMENT TO START A SCHOOL IN YOUR AREA

**"THE JETTS!" 10-12 YRS
(P&T, 0:46, DO)**

I TEACHING THE JETTS (JUNIOR ENDTIME TEENS)

1. Number One is to teach them to love Jesus
2. Academics:
 - a. Grammar
 - b. Math
 - c. Social Studies
 - d. Science
 - e. Practical Life
3. Need for a firm hand, working routine & orderliness

II OBSERVATIONS ON JETTS

1. JETTS are one of the largest age groups
2. More eager to learn than any other group!
3. Most enthusiastic, absorbent & needy of training & guidance before they become teens!

III TEACHERS

1. Put energetic, firm, loving, idea people with JETTS.
2. Give teachers a break because it's a strenuous job. Take turns teaching & pouring out.

IV NEEDS OF JETTS

1. Immediate oversight, close shepherding, variety & consistency in discipline
2. Training in different ministries
3. The Word - daily Word feeding & lessons

V PARENT TIME

1. One hour with parents or foster parents after dinner
2. Make it a constructive learning experience.
3. Activities in the groups
 - a. Video documentaries
 - b. Dances - folk & variety dances
 - c. Singing & voice lessons
 - d. Slide shows
 - e. Piano & guitar lessons
 - f. Bible quizzes, group games & toys
 - g. Library & reading together
4. Ask parents what their talents are to help teach the kids.
5. Ask the kids for their ideas of what to

do for activities. (See Activity Book Indexes, too!)

VI SPIRITUAL TRAINING

1. Similar attitudes as the teens towards coolness - campaign of hating sin
2. Standing up for convictions
3. Teach them conviction against wrongdoing, to report it & not join it.
4. Sing songs to Jesus with their whole hearts.

VII DISCIPLINE

1. Need for punishment for offences. Need to see "Crime doesn't pay."
2. They need & respect strictness
3. Setting down classroom rules they agree to follow.
4. Having a "Monitor" to discipline so teacher can continue the lesson.
5. Demerit Chart: 2 ticks (/) & they get an "X", 3 "X"s equals no get-out that day.

VIII JETTS INTERVIEWED ON VARIOUS SUBJECTS

IX DAILY SCHEDULE & ROOM ORGANIZATION

JETTS love a project, to support a new push, have a challenge - even clean-up!

X TEACHERS SHARE LESSONS

1. Enthusiasm is catchy
2. Need for discipline
 - a. Swats are love, but not even needed if firm control is enforced with strict warnings.
 - b. They're about to outgrow this stage & they need the fear of God now.
 - c. Follow-up brings forth good fruit.
 - d. Consistency in environment, teachers & learning has borne fruit.

XI VISITING SHEPHERDS SHARE THEIR OBSERVATIONS OF THE SCHOOL

1. Total sacrifice
2. United vision

"BEHIND THE SCENES"
(P&T, 1:01, DFO)

I THE OFFICE

1. Attitude of office workers
2. Security
3. Organization
4. Austerity
5. Responsibilities

II BASE

1. Functions to help Home run smoothly
2. Communications center
3. Co-ordinating schedules
4. Organizing business trips
5. Services for Home
 - a. Charging batteries
 - b. Tape library
 - c. Video library
 - d. Reports
 - e. Newspapers/magazines
 - f. Timetables & schedules
 - g. "Pigeon holes" or boxes for correspondence

III RAINBOW PARK

1. The Lord's supply & provision
2. Construction
3. A lesson on prayer & faith
4. Methods & plans used

IV THE KITCHEN

1. Set-up & equipment
2. Recipes
3. Responsibilities
4. Containers - storage & survival

V THE WINNERS (OR GREETERS)

1. How it operates

VI STAFF OPERATIONS

1. Jobs involved
2. Personnel qualifications
3. Importance of unity with other Departments
4. Meeting the work load
5. Distributing supplies

SUMMARY OF "TEACH ME TIME"

-Pre-school learning fun for ages 1 - 4
-Especially geared to new & teen teachers!

A series of programmes specifically for young children which makes learning lots of fun! Teachers will also greatly benefit from the many tips & examples in these shows. The contents of these programmes are taken from the Childcare Handbook Curriculum Guides.

"TEACH ME TIME" TAPE 1 GAP-015

PROGRAMME I
"PETS & ANIMALS"
(1-3 YRS, 1:00, DFO)

1. **READING**
 - a. Twenty new sight reading words
 - b. Hearing the initial & same beginning sounds of words
 - c. Learning story sequence in pictures
2. **EXERCISES TO DEVELOP COORDINATION**
 - a. Finger & toe rhymes for babies
 - b. An action song
3. **EARLY MATH PREPARATION**
 - a. Classifying & sorting into groups
 - b. Differentiating between pets, farm animals & wild animals
 - c. Finding opposites - male & female
 - d. Matching mother & baby animals
 - e. Math Dots 1 - 10
4. **PRACTICAL KNOWLEDGE & SKILLS**
 - a. Caring for pets
 - b. Animal traits & safety with animals
 - c. Personal cleanliness & hygiene
 - d. Picture Facts of pets, wild animals, & mother & baby animals
5. **SPIRITUAL VALUES**
 - a. Rhyme of the "Lost Sheep" story
 - b. Prayer & protection
 - c. Patience

PROGRAMME II
"FUN WITH TOTS"
(1-3 YRS, 0:20, DFO)

1. **READING**
 - a. Ten new sight reading words
2. **PRE-WRITING COORDINATION SKILLS**
 - a. Hopping, leaping, dancing
 - b. Five finger rhymes
3. **EARLY MATH PREPARATION**
 - a. Math Dots 1 - 10
 - b. Comparing & describing textures & size
4. **SPIRITUAL VALUES**
 - a. Healing & miracles in a Bible Story song
 - b. Inspiration & enthusiasm!

PROGRAMME III
"TEA PARTY"
(1-3 YRS, 0:40, DFO)

1. **READING**
 - a. Ten new sight reading words
2. **PRE-WRITING SKILLS**
 - a. Simple songs & dance steps to develop coordination
 - b. Finger rhymes for fine-finger muscle development
 - c. Carrying a tray: balancing & finger grip
3. **EARLY MATH PREPARATION**
 - a. Math Dots 2 - 11
 - b. Differentiation of left & right
 - c. Comparing & arranging by sizes, textures & tastes
 - d. Temperature terms & safety
 - e. Classifying & sorting by size, colour & texture
 - f. Days of the week
 - g. Counting 1 - 10
4. **PRACTICAL KNOWLEDGE & SKILLS**
 - a. Care of person: brushing & arranging hair, washing & drying hands, rinsing mouth
 - b. Care of environment: setting the table, pouring from a pitcher
 - c. Manners & introducing guests
5. **SPIRITUAL VALUES**
 - a. Prayer, praise, thankfulness & stewardship.

"TEACH ME TIME!" TAPE 2 GAP-016

PROGRAMME IV

"THE BUS"

(1-3 YRS, 0:25, DFO)

- 1. READING**
 - Ten new sight reading words
 - Looking at a labelled picture book
 - Directing the eyes from left to right in reading
 - New vocabulary
- 2. PRE-WRITING COORDINATION SKILLS**
 - Bending, stretching, rolling, crawling
 - Walking on tip toes
 - Finger rhymes
- 3. EARLY MATH PREPARATION**
 - Math Dots 1 - 10
- 4. PRACTICAL KNOWLEDGE & SKILLS**
 - Visit to a real bus
 - Different types & uses of transportation & vehicles
 - Mechanics
 - Cleanliness & hygiene
 - Tidying up after play
- 5. PLAY ACTIVITIES**
 - A home-made bus
 - Action songs

PROGRAMME V

"DRESS UP"

(1-3 YRS, 0:40, DFO)

- 1. READING**
 - Ten new reading words
- 2. PRE-WRITING SKILLS**
 - Simple songs & dance steps to develop coordination
- 3. EARLY MATH PREPARATION**
 - Math Dots 3 - 12
 - Comparing & arranging things
 - Sizes, textures, colours & patterns
 - Classifying & sorting clothing: grouping clothing & accessories
 - Differentiation of left & right
- 4. PRACTICAL KNOWLEDGE & SKILLS**
 - Picture Facts of types of ministries
 - Care of clothes: buttoning, tying, dressing in pants, folding clothes, keeping clothes & room tidy
- 5. SPIRITUAL VALUES**
 - Prayer
 - Appreciation for adult helpers & jobs
 - Stewardship & diligence

PROGRAMME VI
"THE LOST SHEEP"
(1-3 YRS, 0:55, DFO)

- 1. READING**
 - Eight new sight reading words
- 2. PRE-WRITING SKILLS**
 - Cutting, spooning, tracing, pouring
- 3. EARLY MATH PREPARATION**
 - Counting
 - Math Dots 5 - 14
 - Visual differentiation in number values
- 4. LEARNING ACTIVITIES**
 - Spontaneous drama
 - Class & song participation
 - Self-expression & responses
 - Bible story sandtray
 - Cut-out sheep figures
 - Colouring
- 5. SPIRITUAL VALUES**
 - Prayer
 - Memory Verses in song & review
 - Word theme: The Love of Jesus
 - Stewardship of school materials
 - Five Bible theme songs
 - Bible story flannelgraph of the "Lost Sheep"

"TEACH ME TIME" TAPE 3 GAP-017

PROGRAMME VII

"SCHOOL WITH TOTS!"

(1-3 YRS, 0:35, DFO)

- 1. READING**
 - Five new sight reading words
- 2. PRE-WRITING SKILLS**
 - Finger rhyme song for coordination
 - Manipulation exercise with tongs
 - Directing left to right in preparation for reading & writing
 - Gripping in climbing
- 3. MATH PREPARATION**
 - Math Dots 21 - 30
 - Addition with Math Dots 1 - 10
- 4. PRACTICAL KNOWLEDGE & SKILLS**
 - Musical instrument exercises in rhythm & song
 - Tidying up after activities
 - Picture Facts of cats & fish
 - Following verbal instructions
- 5. SPIRITUAL VALUES**
 - Bible story flannelgraph of Zacchaeus
 - Praise
 - Prayer for protection & safety

SUMMARY OF "TEACHING READING"

Tips for teaching sight-reading & phonics for all parents & teachers of children ages 0 - 8 yrs!

MATERIALS NEEDED TO MAKE READING CARDS:
White cardstock (6" X 22"), pencil, eraser, scissors, permanent red marker with broad tip, Heavenly Helpers 2.

"TEACHING READING" TAPE 1 GAP-007 WITH AUNTIE ANN (P&T, 2:00, DFO)

PROGRAMME I INCREASING THE VISION (0:15)

1. Tips & counsel from Glenn Doman's Video, "Teach Your Baby to Read"
2. Three important facts in using this early reading technique:
 - a. It is much easier to teach a one or 2 yr. old to read than it is a 4 yr. old & easier to teach a 4 yr. old than a 7 yr. old.
 - b. Teaching a tiny child to read brings great happiness to mother & child.
 - c. When a tiny child learns to read, not only does his knowledge grow by leaps & bounds, but so also does his alertness & curiosity. He becomes happier, his intelligence is increased & he becomes much more challenged & fulfilled.
3. Demonstration of "Picture Facts" by Keiko (13 yrs.) presented to 3 - 4 yr. olds. "Picture Facts" are edifying visualized input presented especially to small children who learn readily when this information is presented to them in a fun, inspiring way.
4. Excerpts from Glen Doman's book—What not to do.
5. Even a toddler, pre-schooler, or middle-school-aged child can learn using this method.

PROGRAMME II CHOOSING THE READING WORDS (0:20)

1. Words should be familiar to the child.

2. Words must be enjoyable.
3. Demonstration with Keiko showing words to a 6 month old baby.
4. Some categories to choose words from:
 - a. favorite people, books, videos, etc.
 - b. tools
5. Words must be interesting.
6. Words should be exciting.
7. More categories:
 - c. adjectives
 - d. around the house objects
 - c. bathtime
 - e. Bible heroes
 - f. body parts
 - g. characters from books
 - h. characters from video shows
 - i. colours
 - j. cuddly animals & dollies
 - k. food
 - l. loved ones
 - m. machines
 - n. outside words
 - o. shapes
 - p. tools
 - q. toys
 - r. verbs

PROGRAMME III MAKING THE CARDS (0:15)

1. Review of main points of previous "Teaching Reading" programmes.
2. Most important: make them big.
3. Size of card: approx. 6" x 22"
4. Use fairly strong card.
5. Print will be red to catch children's attention.
6. Good print size: 3" - 5" tall.
7. Worthwhile to use a stencil for babies but can use freehand for pre-schoolers.
8. How to make & use the stencils. (See Heavenly Helpers 2, alphabet section)
9. How to make the words without a stencil.
10. How to store the cards & make word card lists.

PROGRAMME IV FLASHING THE READING WORDS (0:30)

1. Demonstrations of flashing words & pictures to babies & children.
2. Eliminate possible distractions as much

as possible.

3. Give category of the words you show.
4. Most important factor: be enthusiastic & give lots of honest praise.
5. More points from Glenn Doman's book:
 - a. Be inventive, use games, add things that will work for your child, improvise within the rules.
 - b. Answer all the child's questions seriously & accurately.
 - c. Give him worthwhile material to read.
 - d. Reading gives you opportunity to spend personal time with your child.
6. How many words to flash & how often to flash them.
7. Could have five words in a category, several different categories.
8. Start with 3-5 different categories at least two or three times daily if possible—get into a routine.
9. Demonstration of adding new words to a category.
10. Drop a category if the child loses interest or you run out of words.
11. Keep the cards the same size.
12. Don't let the child see the back of cards where ink comes through the back & the word is then backwards - all the more reason to use thicker white cardstock, to prevent this from happening.
13. Could write the word small in pencil on the back so teacher can keep her eyes on the child when flashing word cards.
14. Don't move the cards so fast that the child sees two words at once.
15. How to use paper word cards, if that's all you have available.

PROGRAMME V PROGRESSIVE READING (0:15)

1. There is no hurry, take a step at a time & enjoy it as you do it over a long time - 1, 2, or even 3 years.
2. First step is single words - hundreds.
3. First make big bold words using stencils, then later draw them with markers.
4. How to present couplets - 2 word combinations. How to use three word combinations or little sentences.
5. Keep the print as big as you can as long as you can. A common mistake that

discourages early readers is that print size is reduced too soon.

6. How to make your own Readers & how to present them.
7. Presenting the "Happy Helpers Word Cards" ("the, a, in", etc.)
8. Suggestions for good system Readers

PROGRAMME VI READING WITH BABIES & TODDLERS (0:25)

1. Using the Pubdex Indexes
2. Good tips & ideas on how to teach
3. Choosing a teacher
4. Why we make the word cards big & clear.
5. Using mobiles to help develop babies' visual pathway.
6. Increasing the child's vocabulary.
7. Using pictures to teach babies to read.
8. Examples of types of books & materials to show & read to little babies & how to present them.
9. Demonstration of presenting books to a 1 yr. old baby.
10. Using "Time with Tiny Tots" (Activity Book 3) & "Tiny Peoples' Work & Play" (Childcare Handbook II, pg. 527) for more ideas.

"TEACHING READING" TAPE 2 GAP-008 WITH AUNTIE ANN (P&T, 2:00, DFO)

PROGRAMME VII TEACHING TODDLERS (0:20)

1. Presenting the reading programme to a group as opposed to just 1 child.
2. Use detail & explanatory words with young children to increase vocabulary & give more words for reading word lists.
3. Use "Baby's Basic Words", "Beginning Drama" & movement list, etc. for ideas & words. (CCHB II, pg. 56)
4. Using onomatopoea (words for sounds) to find interesting & fun words, as well as animal sounds.
5. Teaching colours using colour cards
6. Teaching shapes using cards
7. Teaching words about the weather, days of the week, opposites

8. Using the Arithmetic Curriculum Guide to find fun words to teach
9. Teach using activities
10. Have individual time with the toddler as well as group time.
11. Demonstration of presenting books & cards to a toddler.

PROGRAMME VIII PICTURE FACTS (0:20)

1. Using system Picture Cards & books to present Picture Facts.
2. Making your own Picture Cards & how to present them.
3. Photocopying & enlarging pictures from Family pubs & how to store them.
4. Using calendar pictures & posters for Picture Facts.
5. Making your own talkabout book with pictures from magazines.
6. Ideas from the CCHBs & Rhyme Book for making Picture Facts.
7. The purpose is, that as you present the picture cards the child's full concentration will be on that one picture & you teach about it.

PROGRAMME IX READING WITH PRE-SCHOOLERS (0:20)

1. Excerpts from Glen Doman's book on teaching small children to read.
2. "Musical" word lists of words you can teach in song.
3. Keeping a nice shelf of books handy for the children to use & teaching the children to care for them.
4. Keeping special books for special times.
5. Using system Readers.
6. How to teach a group of pre-schoolers & be sure everyone gets individual time.
7. Keeping a record book for their reading.
8. How to present & take care of readers.
9. Presenting all the new words in a reader before the child sees the reader.
10. How to add your own words to readers.
11. List of Family pubs where you can find good ideas for word lists.

PROGRAMME X READING WITH PRIMARY CHILDREN (ages 5-7 or 8) (0:20)

1. Lessons & tips from Teen Mary (14 yrs.)
2. Ideas of categories to use for word cards.
3. Having a set time each day for reading.
4. Keeping a chart or a booklet for each child of their progress.
5. Spending individual time with weak readers.
6. Working with more than one teacher.
7. Rewards & benefits of teaching reading.
8. Consistency is the main key to progress.
9. Keeping their reading on an individual level.
10. Example of readers which are available for primary children.
11. When to stop using flash cards.
12. Using different reading series as the child's interest changes.
13. List of ideas from Family pubs where you can find reading words for primary children.

PROGRAMME XI LATE STARTERS: HOW TO HELP (0:20)

1. Teaching reading should always be done in a fun & enjoyable way.
2. Warning against testing the child. Just give the input.
3. Don't be under pressure with the child.
4. Be consistent.
5. Make the print big enough.
6. How to make a fresh start after making mistakes in teaching a child reading.
7. Reading to the child is very important.
8. Examples of readers you could use for late starters.
9. Tips on how to interest a late starter in learning to read.
10. Excerpt from "Remedial Remedies Reaps Results", Family published article.

PROGRAMME III WORD FAMILY FUN
TEACHING PHONICS THE EASY WAY
(0:30)

1. Teaching by sight-reading or by phonics. How to combine the two methods.
2. Reference to "Open the Door to Sight-Reading" in the CCHB.
3. What are phonics?--relationship between written letters & spoken letters.
4. Examples of how to teach the child new words with phonics.
5. How to & why we should help the child understand what the words mean.
6. How to apply phonetic rules using word families rather than showing the child abstract phonetic sounds.
7. How to make up word families using sounds you want to present.
8. Teaching the child how to sound out new words using phonetic word families.
9. Examples of more word families.
10. Using word lists from the "Spalding Method of Teaching Reading" (CCHB II, pg. 120)
11. Examples of games you can play while teaching word families & phonics.
12. Hanging word family word lists in various places around the house.
13. Example of a reading series which uses the phonetic method.
14. Making your own books.
15. Making sentences using words from word families.
16. Examples of workbooks children can use in learning phonics.
17. How & when to teach the alphabet.
18. Teaching long & short vowel sounds.

See examples of Word Family Phonics lessons in GAP "I Can Read" series, Levels 2 & 3!

SUMMARY OF "WHAT IS THAT IN THY HAND?"

A six part video series on how to use our Family Childcare & Teachers Manuals.

To get the most benefit from the following summaries, the viewers should be looking at the very book mentioned to get familiar with it.

"WHAT IS THAT IN THY HAND?" TAPE 1 GAP-028

PART 1 ACTIVITY BOOKS 1-3 WITH AUNTIE JOY (P&T, 0:54, DO)

An introduction & vision of how to use Activity Books 1-3, for all parents & teachers, especially new or teen teachers or even part-time helpers!

I REFERENCE HELPS

1. Childcare Indexes
 - a. Individual Activity Book indexes
 - b. Pubdex Childcare Indexes
2. Combined Activity Book Index
Flannelgraph Guide
Kidz TK & Pub Index
3. The four indexes for each Activity Book
 - a. Title index
 - b. Subject index
 - c. Materials index
 - d. Letter Reference index
 - e. Age groups listing makes a fifth reference index
4. Activity Book Glossary
5. Table of Contents
6. Activity Guide by Age Groups

II ACTIVITY BOOK 1 "THINGS TO MAKE & DO"

1. Introduction to Activity Book 1--"Action Education" (A1)
 - a. Age group designation symbols (A2)
 - b. Construction Kit (A4)
 - c. Materials List (A8)
 - d. Activity Lists (A9)
2. Baby Learning & Stimulation (A22)
Important for nursery workers!
3. Simple & Special Craft Ideas--some of Auntie Joy's favorites! (B1)
4. Simple Toys to Make (D2)
5. Review of key contents of Activity Book

III ACTIVITY BOOK 2

"THINGS TO MAKE & DO"

1. Art (E1) (See "Action Education" A1 for how to save & display artwork)
2. Special Decorations & Cards (F2)
3. Advanced Crafts (G2)
4. Toys & Furnishings to Make for Children (H2)
5. Magic Fun (I2)
6. Review of key contents of Activity Book

IV ACTIVITY BOOK 3

"GAMES & ACTIVITIES"

More ideas for games & sports & get-out than you'd ever be able to use! Let's offer our children a variety in Physical Education!

1. Games & Activities (J2)--Part of our scholastic curriculum as well as activity time!
2. Puppets, Props & Performing (L2)
3. More Arts & Crafts
4. Practical Skills including cooking (see also HH 5) & sewing, typing, handyman activities, etc. (N2) Especially helpful for teens & Marriage Prep!
5. Time with Tiny Tots (O2) More ideas & challenges for nursery workers!

NOTES:

**PART 2 ACTIVITY BOOK 4
& HEAVENLY HELPERS 2 & 4
WITH AUNTIE JOY
(P&T, O:51, DO)**

An introduction & vision of how to use Activity Book 4, for all parents & teachers, especially new or teen teachers or even part-time helpers!

I ACTIVITY BOOK 4 "WORD FUN"

An indispensable handbook for every teacher's Word Curriculum! Word-based activities & helps for every age group! Turn your children on to this book & they'll never be bored or unchallenged as they learn to love the Word!

1. Activity Guide by Age Groups (pg. V)
2. Word Fun - Dress-Up Fun
3. No Letter & Word Games—a wealth of ways to keep your children soaked in the Word!
 - a. Auntie Joy's own "Game Packet"—How she organizes & keeps hers with lots of good ideas!
 - b. More storage ideas for keeping games & activities organized & teaching kids stewardship.
6. Memory & Review Fun—let the kids teach themselves with fun & challenging memory work ideas!
7. "Happy All The Time" songs—sing the Word with easy guitar chords for beginners!
8. Devotions for Little Kids
9. Kidz Pubs & TK Studies (also in Pubdex)
A thoroughly researched Word Curriculum - easy to follow!
10. Bible Activities—refer to Subject Index for your topic & enhance Bible classes with fun, creative activities!
11. Review of major learning benefits of Activity Book 4

**II HEAVENLY HELPERS VOL. 2—Special All
Childcare Edition! Especially helpful
reference on Health & Safety!**

1. Brief rundown of the Table of Contents.
—see good health book summaries!
2. Keeping this book with your Childcare Handbooks.
3. Using a "Highlighter" or yellow grease pen in your books.

III HEAVENLY HELPERS VOL. 5

1. Combo Recipes—austerity meals! Good for Marriage Prep! (see also Activity Book 3 for recipes)
2. Handbook of First Aid
3. Bible Handbook—an important part of your Word Studies & Curriculum
4. "Movies with Meaning" lists
5. Household Helps—excellent for Marriage Prep & Teen Training

NOTES:

**PART 3 CHILDCARE HANDBOOK I
—REAL MOTHERS & BABY CARE
WITH AUNTIE JOY
(P&T, 0:52, DO)**

An introduction & vision of how to use Childcare Handbook I, for all parents & teachers, especially new or teen teachers or even part-time helpers!

I TABLE OF CONTENTS—It's very important to know your book, major headings, contents, etc., for easy reference.

II INDEXES—Two separate indexes could be separated with tabs.

1. Real Mothers pg. 423—covers pregnancy & childbirth.
2. Baby care pg.441—covers layette, health, practical tips, newborn care
3. Indexes re-pubbed in Childcare Index in Pubdex—with other extensive childcare resources

III REAL MOTHERS

1. Auntie Joy takes us article-by-article through this section. All you basically need to know on pre-natal care & childbirth!
2. Pregnancy section—refer to Index for topics needed.
3. How to find different subjects.
4. Recommended video: "Natural Childbirth", by Gabriel Iowa on the Bradley Method. Seems easier to learn to use than Lamaze Method because of the use of deep slow breathing pattern for as long as you can. PG exercises in this book are excellent.
5. References to HH II, articles on pregnancy & baby care.
6. Glossary pg. 208—especially helpful for medical terms for doctor's visits.
7. Childbirth section
8. Update on Ultrasound tests on fetus (or called "Electronic Scan")—appears safe to use in pregnancy & many doctors insist on using it.

IV BABY CARE

1. Auntie Joy takes us article-by-article through this section on baby care.
2. Caring for baby—make this your daily

- handbook as you care for a newborn.
3. Baby's food—excellent tips & ideas for nutritious, healthy formula & baby foods.
4. Daily Details
5. Baby's Learning—see also Activity Book 1 on "Stimulation" & Activity Book 3 on "Time With Tiny Tots". Revolute your nursery & help produce "baby wonders" with early education!
6. Helpful Hints

V A CHILDCARE INDEX TO FATHER DAVID'S LETTERS

NOTES:

PART 4 FSM 37
BABY & TODDLER CURRICULUM
WITH AUNTIE JOY
(P&T, 1:00, DO)

How to, what to & when to teach babies & children up to 3 yrs.--plus a teaching sample!

I FSM 37

1. Auntie Joy takes us through the articles in this terrific pub., especially intended for teen helpers!
2. This pub is a BASIC curriculum, a teaching plan for babies & little ones --enough school plan ideas for months!
3. Learning to use indexes--get to know your Childcare pubs & tools!
4. Reference to "Teaching Tips" from Maria, Davidite Book, Chapter 105--important to review for teachers!
5. Having the vision to invest time in study & prayer for childcare will make each day a wonderful learning experience.
6. The children's interest in learning grows as we give more input to make learning more enjoyable!
7. Having Jesus ensures we can do it!
8. The Lord blesses our education because we always put the Word first!
9. We have these pubs so we don't have to research things ourselves, just follow these curriculums & you've got the best!
10. We are powerless as teachers without these tools.
11. If we just follow & use these pubs we can't fail.
12. Important for nursery workers to pray & ask the Lord for the vision & do homework in the pubs to get the needed inspiration.
13. Have one worker on the physical & the other in stimulating the babies. Take turns with teaching so you stay refreshed & inspired.
14. Babies' tremendous capacity to learn, as proven by Glen Doman's books & our fruits! Don't let learning opportunities pass with little ones. Learn the difference between a hum-drum babysitting service & a fruitful & progressive Nursery/Toddler room!

II TEACHING DEMONSTRATION

Exciting 15 minute sample of teaching a baby with Auntie Joy.

1. Have lots of varied materials right on hand.
2. Follow baby's interest.
3. Keep moving with sound effects, explanation, action, rhymes, song.
4. Commend baby for positive interest.
5. Teach tidy habits like a game.
6. Use baby's name to keep interest, as well as loving physical contact, hugs & kisses.

NOTES:

PART 5 CHILDCARE HANDBOOK II
"SCHOOL DAYS I"
WITH AUNTIE JOY
(P&T, 1:00, DO)

I INTRODUCTION & CURRICULUM

Essential to organized basic schooling!

1. School Days Introduction by Dad!
2. Table of Contents—everything you need to teach Reading, 'Riting & 'Rithmetic - the "3R's"
3. The Curriculum Guide—an easy outline study for teachers to follow! - by grades, ages & subtopics. No need to worry about what to teach - it's all here as a guideline & checklist.
4. The Word makes school exciting!
5. This Word Curriculum brings unity & consistency to Family education worldwide.
6. Auntie Joy takes us through this tremendous book, our standard in Family schooling - a teacher's textbook for consistent terminology & presentation to students. Just follow the classes & text!

II READING

1. CCHB offers several methods of teaching, all tried & proven!
2. See "Teaching Reading" & "I Can Read" series on GAP videos for early to middle range readers & a complete phonics course!
3. Following up Curriculum with references to other pubs. See also Ditto Book chapters on reading.

III WRITING

1. See "Writing Right" GAP video series! Let the video teach printing & handwriting for you, directly to the students.
2. If you follow the Curriculum Guide it leads you to drillwork.
3. Teachers don't have to know all the grammar terms, just where to find them so they can teach from the textbook!

IV ARITHMETIC

1. See "Uncle Dan's Math" series on GAP

videos for a full Math course taught to children ages 7 or 8 & over!

2. "Arithmetic Revolution" a "must"!—How to make math fun, Godly & useful in our children's daily service. Don't feel intimidated that you're no math expert - just teach from the textbook!
3. Following exact text in presenting math for consistency in teaching.
4. Math must be taught visually for children to learn values & concepts.
5. Using Math aids--the best compilation of all math teaching helps! (See Demonstration at end of programme)

V MUSIC, ART & DRAMA

1. Using "Flannegraphs & Fun" with Activity Book 1, B118 for background scene ideas.
2. Lots of great ideas for Parent Time & Activity Nights!
3. Teaching a Foreign Language—can also be used for teaching outsiders. Excellent, tried & proven teaching plans.

VI MATH AIDS—special Demonstration on how to use & benefit from these teaching tools!

1. Samples of making up the Math Aids & how useful, essential & fun they are in teaching!
2. Basics on how to use the Math Aids—kids consider it a game when allowed to figure out answers on their own!
3. Keeping many children busy with one packet of Math Aids.
4. Math Aids provide drillwork & games that reinforce learning, help concentration & provide a challenge. All you do is teach the textbook class & students drill with these Math Aids. Teens can teach younger students too, plus make the aids for schooling.
5. Care of Math Aids.
6. Math Aids makes math visual & meaningful, not so abSTRACT & boring!

PART 6 CHILDCARE HANDBOOK III
"SCHOOL DAYS 2"
PLUS REVIEW OF PARTS 1 - 6
WITH AUNTIE JOY
(P&T, 1:00, DO)

I TABLE OF CONTENTS OF THE 3 "G'S"

1. Classes listed by number (see chart on pg. 2 for key to numbering!)
2. General Social Studies (History, Geography)
3. General Science
4. General Biology

II CURRICULUM GUIDE—learn to use it for inspiring Godly "3 G" studies!

1. Curriculum Guide contains about 50% of schooling, & text of book has the rest. Neglect the Curriculum Guide & you'll not get full benefit of this textbook! The two work together to make a complete study! USE the Curriculum Guide for success!
2. Use TKs as part of your studies. (see list on pg. 7, also "Kidz TK Studies" in Pubdex)
3. Examples of suggested reference books. These titles, or good books like these, enhance daily Word & schooling & provide more input & reading! (See HR 2 for Recommended Booklist)
4. "Bible in Pictures" for terrific Word-based Social Studies.
5. One reference book can suffice for many children.
6. Secular books can provide pictures but Godly Family text is much superior.
7. How to use NO Letter Index to find science topics for study. (pg. 14)

III GENERAL SOCIAL STUDIES - HISTORY & GEOGRAPHY

1. Auntie Joy takes us through these articles—lots of good teaching tips! Try them!
2. Learning to use the index to find subjects you need to teach.
3. Interesting footnotes in "7000 Years Of World History". Kids learn for themselves if you display the Timeline provided!
4. We get the truth about history as the text is all based on & taken from the Bible & the NO Letters!
5. How to use "Study Topics" (pg. 385)

IV GENERAL SCIENCE

1. Auntie Joy goes through this section sharing lots of good teaching tips. Easy-to-follow class plans, for even beginning teachers to use!

V GENERAL BIOLOGY

1. Auntie Joy goes through General Biology sharing lots of good teaching tips. Easy to follow class plans for even beginning teachers to use!
2. Using picture books to supplement studies. Challenge your students to read & research topics.
3. Using pictures to teach principles of health & hygiene.

VI REVIEW OF PARTS 1 - 6

Don't miss the Home Schooling Videos on IVL Circuit for beautiful 3G programmes suited for children ages 1-7 and 7 & over!

SUMMARY FOR "BREAKOUT!" GAP-014

(0:33, 11&UP, DO)

-Teens expound on Worldliness & Coolness

I WHAT IS COOLNESS?

1. Reactions from teens at a Family School.
2. Why did they want to act Cool?
3. How does it start?

II HOW DOES BEING COOL AFFECT US?

1. Cuts off your relationship to the Lord.
2. Makes others want to be like the "cool" person.
3. Hurts others & cuts them down.
4. Leads straight out to the System--It's the Devil's device to destroy our teens.
5. It's so dangerous because it's so deceptive, looks like it's "not so bad".
6. Throws an air of shallowness over teens.
7. Brings division between teens & adults.
8. You put yourself before the Lord.
9. Causes some adults to be afraid to confront teens.

III HOW DOES WORLDLINESS CREEP IN?

1. Videos, contact with the System

5. More encouragement to the Teen about areas he's grown in.
6. The meeting is not to tear down the good the Teen's done but to be a help.
7. Teen Shepherd helps the Teen bring out the problem & make it clear.
8. Asking the other teens if they have seen any of these symptoms.
9. Confessions from another Teen about having done the same thing.
10. More Clarification from a Teen Shepherdess about the problem.
11. Teen goal: "teens helping teens"
12. Encouragement that the Teen already has the victory.
13. Lessons on taking on new responsibilities with the right attitude, knowing you're a novice.
14. Another Teen shares his NWOs.
15. Encouragement to this Teen about his good qualities & how he's changed.
16. Shepherd shares the history of the problem.
17. Shepherd shares how we're all prone to pride, especially those with natural ability.
18. Lessons on Teamwork this Teen needed to learn & which all can learn from.
19. Other teens share their own personal confessions, lessons & victories along the same lines.

SUMMARY FOR "HEART TO HEART" GAP-014

(1:13, 11&UP, DO)

-An example of public correction & prayer for teens.

I INTRODUCTION TO THE POW-WOW

1. Instilling a relaxed & trusting spirit.
2. Encouraging the help of the other teens.
3. People were spoken to ahead of time.

II THE POW-WOW

1. Goal of the session is for all to learn from it.
2. Bringing out the Teen's good qualities, strengths, & growth.
3. Letting the Teen share his NWOs with the group himself.
4. Problem of disrespect for leadership

III LESSONS & TESTIMONY FROM SINGING SAM

IV CLOSING PRAYER

1. Teens' specific prayer requests.
2. More lessons from teens.
3. Other teens lay hands on them in prayer & also they pray themselves.

V SIX MONTHS LATER

1. Lessons from the same two teens on fighting for the victory.
2. How the Shepherds helped them through to the victory.
3. Asking for prayer helped so much.
4. Teens' beautiful pledges of love & devotion to Jesus & Grandpa.

SUMMARY FOR "MAKE IT WORK" GAP-012

(0:38, 10 YRS & UP, DO)

I INTERVIEWS WITH TEENS ON MARRIAGE.

1. Are teens looking for marriage?
2. What kind of person are you looking for in a mate?

II INTRO FROM JOHNNY B ON TEEN MARRIAGE.

III WHAT KIND OF QUALITIES ARE FAMILY TEENS LOOKING FOR IN A MATE? SOMEONE WHO...

1. Is understanding, mature, dependable
2. Is a good mother for my kids, is a support, is not pushy but at the same time is a challenge.
3. Is a good father, is sweet & loyal, thinks like I do, loves the Lord & the Word.
4. Loves the Lord & His Work, is outgoing, is a strength to lift me up in the Work.
5. Is sold out to the Lord.
6. Has faith in me.
7. Is loving & considerate, sweet & kind, helpful, fun to be with; loves Jesus.

IV WHEN & WHY SHOULD YOU GET MARRIED & HOW DO YOU THINK IT WILL BE?

1. When you're sure it's the Lord's Will.
2. There will be lots of new lessons, forsaking.
3. Being so close to the End makes teens want to get together sooner.
4. Want to try it on Earth before we get to Heaven.
5. Would really like to have children.

V JOHNNY B ON MARRIAGE & UNSELFISHNESS

VI INTERVIEWS WITH NEWLY MARRIED TEENS

1. Biggest lessons learned in the first 3 months of marriage—honesty, communication, humility, sacrifice.
2. Lessons learned in waiting 2 years to get together with his mate.
3. Fun getting to know one another, seeing the good & weaknesses & helping one another.
4. The Lord put us together!
5. Just as excited about marriage after 3 months as in the beginning!

6. Learning lessons of unselfishness.
7. Love has deepened over the months.
8. First few months were tough, breaking old habits.
9. Lessons of being desperate & dependent on the Lord.
10. Going on a trial period means you're serious, not just on a fling.
11. Trust the Lord for it! Put His Work first & if it's His Will it will happen!
12. You are ready when you find the right mate & when He puts you together. Put aside pride.
13. You know when it's the Lord.
15. Staying desperate every day to keep it in the right place.

VII INTERVIEW WITH THE GIRL WHO HAD THE FIRST TEEN MARRIAGE IN THE FAMILY—FAITHY!

1. How it was growing up as a Missionary's daughter.
2. Dad's revelation about her marriage to Josh!
3. Faithy's personal testimony of her marriage & the good fruits!

VIII MORE LESSONS FROM A NEWLY MARRIED TEEN

1. If you know the Lord put you together, do your best. Pray together. You need your Shepherds!

IX GRANDPA ON MARRIAGE!

1. It's not good for man to be alone!
2. Anybody can find a mate if you have love!

X MORE FROM FAITHY ON TEEN MARRIAGE

1. You have precious people in the Family who you have so much in common with!
2. You never have to be lonely in the Family!

XI LETTERS THAT WILL HELP YOU "MAKE IT WORK!"

SUMMARY OF "MARRIAGE PREP!" GAP-052

(12&UP, 0:50, DO)

I BENEFITS OF "MAKE IT WORK" PROGRAM

1. Teens became more prayerful & sober in seeking God's Will in choosing mates & planning future.
2. Taught them to cope with emotions more maturely.
3. Taught them to go to the Word for the Lord's Will.

II AUNTIE JOY INTERVIEWS TEENS ON LESSONS LEARNED IN MARRIAGE PREP!

1. Learning about emotions, relationships & finding a mate
2. Teens interest in the programme
3. Discussion-style or instructional type of classes?
4. Talking freely about feelings in open-forum type discussions & with Shepherds privately as well
5. The Word helping envision the teens for marriage
6. The teens' relationships with one another & getting to know one another
7. Two-by-two fellowship walks
8. The steps involved in actually getting married:
 - a. Getting to know each other
 - b. Godly counsel
 - c. Dating on a more intimate basis
 - d. Going steady—engagement
 - e. Betrothal
9. The differences in dating before & after this programme:
 - a. More serious attitude now
 - b. More concern about others' emotions & needs
 - c. Appreciation of the privilege
 - d. Opportunity to start the right way
 - e. Vision of responsibility
 - f. Restrictions
10. Sex:
 - a. Good attitude & preparation for it
 - b. Freedom to ask Shepherds about it
 - c. Privilege for the married
11. Past relationships & getting victories over past & problems
12. Encouraged to voice questions & be honest

13. Combo Schools offer more opportunity to find a mate.
14. Reactions on their feelings towards getting married
15. A couple shares about their decision to go steady
16. Difference of being a single adult & a single Teen
17. Influence of system attitudes is changed through this training
18. Advice to Family Teens
 - a. Go to the Word for their training
 - b. Go to the adults & Shepherds & ask questions
19. Reactions to parents' separations & learning to understand them
20. Appreciation to Dad for his love & counsel to make these marriages work

NOTES:

A NATURAL CHILDBIRTH EXPERIENCE
(7&UP, 0:20, DO)

I REACTIONS FROM TEENS ATTENDING BIRTH

1. "It changed my life! The most beautiful thing I ever saw!"
2. "First birth I'd ever seen. Can't find enough words to express what I saw!"
3. "You could see the hand of God in the whole thing! One of the best experiences I had in my whole life! Any worries that I might have had, it took it all away! That little bundle of love was worth it all!"
4. "I just started crying, it was so beautiful! I want to have a baby too!"
5. "I think it's going to be really wonderful to have a baby!"

II FROM AUNTIE JOY

1. It's the most exciting thing that can happen, you can see or experience next to getting saved, filled with the Spirit & joining the Family!
2. My most favorite thing in the whole world, even better than having sex!
3. The most natural, normal occurrence
4. We're the Lord's & it's His Will & His baby so we just need to let Jesus have His way in each delivery.

III FROM AUNTIE LYDIA - 9 MOS. PG

1. Many people have a feeling that childbirth is a terrible, suffering ordeal & there's nothing you can do but suffer through, but it's really nice!
2. Childbirth is like running 12 miles - there's a goal, you use all your muscles, you practice & you enjoy it!
3. Reference to "Chariots of Fire", he learned to run in the Lord's strength.
4. When you run you learn to relax & let your body move.
5. You have to let your body open up.
6. When you run you don't usually smile & talk to people, you just look at the goal & you can't be distracted.
7. The coach is there to encourage, watch ahead, let the runner know how much more so he doesn't worry about it.

IV FROM AUNTIE GINNY - THE PRACTICAL SIDE

1. "Two are better than one for they have

- a good reward for their labour."
2. Really helps to have someone with you
3. The coach can really keep you inspired with the vision & also help with reading the Word, be the liaison between mid-wife & mother, help with breathing.
4. Breathing cuts down the awareness of contractions - gets your mind off them.
5. Breathe right & it conserves energy
6. The uterus is like a bag with muscles & when the Lord triggers it, your body starts having involuntary contractions.
7. Like your heart beating you don't have to worry about it, the Lord does it.
8. The opening of the cervix is like putting on a turtle neck sweater as it stretches & thins out.
9. It generally starts out easy & builds up to harder & longer contractions.
10. Each delivery is different & you never know what to expect.
11. Breathing usually starts slow & deep & as the contractions get harder the breathing gets more like a pant.
12. It's like 2 steps forward & 1 step back as you push the baby down.

V MORE COMMENTS ABOUT THE BIRTH

1. It's teamwork; if the runner wins, the team wins!
2. From the Japanese mid-wife who attended the birth: In the old days when the women had babies the relatives gathered around & encouraged them. It was a family affair.
3. Labour is the hardest of work you'll ever do as a woman, but very rewarding.
4. Contractions are like coming to a hill when you're running. Sometimes you even slide or slip, but you get up & fight again.
5. She had a picture of Jesus there & during & between contractions she'd look at it & it gave her strength.
6. "I felt like we were all fighting together & when she was pushing, we were all pushing together in the Spirit!"
7. Near the end of the race the runner knew the goal wasn't far away & so he could give everything he had!
8. "If the Lord can do that, He can just do anything!"

VI SOME BEAUTIFUL SCRIPTURES ON CHILDBIRTH

"THE SCHOOL VISION" PART 6 GAP-052

**"THE TEENS"
(12&UP, 0:45, DO)**

- I SCENES OF EARLY FAMILY TEENS & TEEN REACTIONS**
- II TEENS INTERVIEWED ABOUT THEIR REACTION TO THE EARLY FAMILY TEENS**
 1. Encouraged by their testimonies
 2. They can have the same fire today
 3. Same dedication but new set of lessons & responsibilities
- III LONG TERM GOALS FOR TEENS**
 1. Going to the Word & the Lord for answers
 2. Having fun serving Jesus
 3. Learning desperate prayer
 4. Emphasizing the gifts of the Spirit
- IV TEENS SHARE THEIR VICTORIES SINCE BEING IN THE TEEN GROUP**
- V SHEPHERD & TEEN COMMUNICATION**
 1. Teens need someone to talk to
 2. You don't need "magic" answers
 3. Daily Word classes & regular pow-wows
 4. Spiritual challenges
- VI TEENS SHARE HOW THEY FEEL BEING WITHOUT THEIR PARENTS**
- VII TEENS OPINIONS OF ADULTS & HOW THEY RELATE TO THEM**
- VIII SHEPHERDS' INTERVIEW ON TEENS**
 1. Considering them as adults, mature & dependable
 2. Teens are the back-bone of the work force in the Family
 3. Each teen is a treasure.
 - a. Turn them on to the Word
 - b. Be a sample to them
 - c. Show them the heart of David
 4. Worldwide vision for our new teens!
- IX GRADUATION CEREMONY**
 1. Emphasis on spiritual achievements & progress
 2. Teens are instrumental in making the School Vision work
 3. Diplomas given
 4. Prophecies to re-affirm anointing on teens
 5. Celebration party
 6. Teens' appreciation for adults

(11&UP, 0:47, DO)

I SONG: "WE'VE GOT TO GET IT TOGETHER!"**II INTRODUCTION FROM ADO, TEEN SHEPHERD**

1. Rainbow Park represents unity between the adults & teens in Japan School, because it took that unity & working side by side to make it possible.
2. A very serious problem was exposed at the School.
3. Some called it the "Generation Gap", others called it a division.
4. The root was that many teens were more loyal to "friends" than God, Grandpa & the Family. It was a deceitful trick of the Enemy to divide & conquer!
5. Time is short & the Devil would love to destroy our future leaders - the teens.
6. Teens & adults can learn to recognize this device & stop it.
7. It is up to each of us, adult or teen, to make a decision to stay loyal to the truth, Jesus & Dad!

III FROM ELAINE, A TEEN SHEPHERD

1. Some of the teens at the School were very "tough".
2. Got her desperate as to how to reach the teens.

IV FROM SOME OF THE TEENS

1. Joan, 13 - after growing up in a WS Unit most of her life she was surprised to see teens not accepting correction & not respecting adults. She didn't want to be a teen if she had to be like that. Now the teens are happier because they're now in unity with the adults & each other. The teens were putting on a show & were not honest & not happy.
2. Joshua, 13 - from a Field Home & had worked closely with adults, but didn't feel this at the School. He knew wasn't right but went along with it. Found it was a real trap of the Enemy.
3. Daniel, 13 - shocked by how far off the track they'd gotten & how much the Enemy had used it to disrupt the Work.
4. Joy, 14 - Division was caused by a competition between teens - division between those teens who were all out

for Jesus & the compromisers. Teens blamed it on adults. They didn't have conviction to correct each other, worried about their image.

V MORE FROM ADO

1. The problem was very serious.
2. They more they delved into it the more they could see how deeply-rooted it was.
3. The Shepherds couldn't see what it was at first.

VI HOW THE DIVISION WAS EVIDENCED

1. Inspirations were difficult as some teens didn't want to come & made others feel bad when they did want to join in.
2. John, 18 - System videos promote teens being rude & talking back to adults & some of our teens watched them without supervision or pow-wow & picked up these influences.
3. Timothy, 16 - Used to be resentful about not watching adult movies, but now we watch heavy movies with adults & with pow-wows & like it!
4. Gabriel, 18 - Got to where I thought I didn't need help of adults, but now I know we're all soldiers in one army!
5. ADO - Division was so strong at first - started by one boy who later backslid.
6. Gloria, 16 - picked up a seed of this bad attitude from one boy.
7. Keiko, 12 - always believed the adults until one boy lied to her about the adults. Her loyalties were drawn towards the teens & away from the adults till she became bitter.
8. Elaine - Shepherds had to learn to deal with this independent attitude & foresee incidents.
9. Windy, 17 - She let a very negative & independent teen influence her. They are rebellious against the Lord. It's been a fight every day to get over it.
10. Kezia, 14 - The Devil tries to divide teens from adults through wanting to dress different.
11. Rachel, 16 - Makeup was trick of the Enemy to cause division. A goal is to be more like Mama, a real Bible woman.
12. Benji, 16 - boys don't like a lot of jewelry & make-up, but like the girls natural, sweet & simple!

13. Timothy - important for teens to examine their hearts about attitudes about backslidden teens, that they don't glorify them, but see them as they are - rebellious & backslidden.
14. Rachel - some of those teens were very rebellious towards adults & it led right out the door.
15. Ricky - we don't blame these backsliders for our problems now, but want to recognize these influences.
16. Dave, 15 - at first it seemed fun to rebel. I picked it up from these other teens. I felt alone when they were sent away, but Jesus became my best friend & I made my personal stand to stay in the family!

VI HOW CAN WE PREVENT THESE PROBLEMS?

1. Ricky - Teen Shepherd - personal lesson as a Shepherd of how I'd failed to be watchful & in tune, as things had been going on that we weren't even aware of. - Learning to take time & listen, to let the teens pour out, even if you don't know the answers. Have conviction to tell the truth!
2. Gabriel - sometimes it's hard to take correction, but it gives you respect for that person & we prefer that.
3. Elaine - Don't be afraid to treat them as a new babe & expect the same standard, even though you may feel intimidated. They respect it.
4. Timothy - learning to want correction. Learned to love my Shepherds & now they're among my best friends.
5. David, 17 - We need to be willing to go to the adults & our Shepherds about what we feel. When they share their lessons & weaknesses it encourages us.
6. Elaine - lessons from "Don't Be a Delinquent Parent". We need to correct them - they desire it & the most rebellious can in the end receive the correction the best.
7. Gloria - we were being corrected because of our wrong attitude
8. Keiko - if our attitude changes & we receive the correction we won't be bitter.
9. Kristie, 16 - We admire adults who have a lot of conviction & are on fire!
10. Gloria - the Word is the standard, but we were not receiving the Word. Now

- we're so much closer to the adults & so much happier.
11. We were missing so much fun & fulfillment by listening to the Enemy that the adults don't care for us. After seeing how much the adults have sacrificed to be here, how much more should I give to make it work! I'm positive the adults love us!
 12. Mary, 14 - So thankful for Auntie Lydia allowing teens to see her childbirth. We have so much to learn from adults.
 13. Elaine - If you have to counsel a teen, share your same lesson. Often the Lord will put me through something & then a similar thing will come up with the teens & I have something fresh to share - shows we're not so different.
 14. David - Honesty is the most important thing to stop this division from spreading - our Shepherds listening to us. We couldn't make it without them.
 15. Gabriel - We older teens have a lot of responsibility & would be a greater help if we stood up for our convictions more. The Lord's faithful to give us checks & we could have reported & maybe even saved some teens from going back.
 16. David - Now we know we were wrong. I feel more fulfilled, content & happy & challenged that we've learned to be loyal & love Jesus. We've been having more fun & excitement now!
 17. Elaine - We have to make it exciting! It's got to be something that's happening in the Spirit - the way you're motivated by the Word. If you impart that to teens you've got them!
 18. Crystal, 16 - Planning fun & constructive activities really helps & brings unity.
 19. John - It helps to have open forum powwows when it's done in a loving way & we feel like we all won a victory!
 20. Ado - The problem was traced directly back to the backsliders who adversely affected the whole country. We Shepherds & the teens had to get militant about it & realize that we were fighting a common enemy who's trying to destroy the effectiveness of the teens.

VIII SONG - "SIDE BY SIDE!"

INTRODUCING THE JETTS!

(7&UP, 1:36, DO)

I INTERVIEW WITH AREA MOM, MARY ON THE JETT VISION & ORDINATION - WITH ADDED CLIPS OF THE TEEN DEPT. PLANNING & PREPARING THE JUNIOR ENDTIME TEENS' ORDINATION.

1. Age of children being ordained: 11 yr. olds soon to be 12 & 12 yr. olds.

ARE SOME MATURE OC'S MORE MATURE THAN IMMATURE TEENS?

2. Yes, sometimes it's just personality, sometimes it's their training.
3. Our 10, 11 & 12 yr. olds have had a lot more training & Word poured into them & more is expected of them than their older brothers & sisters.
4. TEEN INDIA: Our upcoming Teens should be a better batch of Teens than our older ones because of their training.
5. TEEN INDIA: The first batch of teens was more experimental & now we can learn from this experience.
6. Older teens having been through a lot of breakings will hopefully share all they've learned with these new ones.

DO YOU THINK OUR OC'S OF TODAY ARE BETTER OFF THAN OUR OC'S OF 3 OR 4 YRS. AGO?

7. Yes, because of all we've learned.
8. We're concerned about there being so many OC's now.

WHO IS GOING TO TRAIN THE OC'S?

9. We have a real heartcry for people who are willing to pour out to them & train them.
 10. We're hoping the older teens will catch the vision - they could do even more than the adults!
- TEEN GIDEON, 19: The JETTS really look up to the older teens & copy them, so they are responsible to be a good sample & help & teach them.

DO YOU THINK THE OC'S WILL NOT HAVE TO GO THROUGH SOME OF THE SAME BATTLES THE TEENS WENT THROUGH?

11. It is the JETTS' time when they'll be tested & have to come to a decision to give their lives to the Lord.
12. They've got someone right there with them to help make their battles easier, & they are stronger in the Word than their older brothers & sisters did.
13. Even the adults have gone through different breakings & have grown.
14. TEEN GABE, 19: A lot of teens had a great influence on his life, but the adults' care was the most important.

ARE THERE ANY REAL BIG PROBLEM AREAS THAT WE HAVE TO LOOK OUT FOR AS OUR OC'S BECOME TEENS?

15. Neglecting them & not taking the time & not considering it a calling & a ministry to give our lives.
16. The biggest obstacle is finding people who want to put their whole heart into it.

HOW TO THE OC'S FIGURE INTO THE WORK FORCE OF THE FAMILY?

17. Because of the large number of them in the average Home & School, they have become a main work & witnessing force.
18. The Lord is using them so much & they pour out a lot, but not enough is being poured into them.

WHAT DO YOU THINK THIS CEREMONY WILL MEAN TO THEM?

19. It's going to be very special to them.
20. They've seen their older brothers & sisters with special Teen Camps & activities & now this is new for them, to have special attention focused on them.
21. They're taking it seriously, they love the Lord & want to put the Lord first.
22. The Lord is requiring a lot of maturity from them at a younger age.
23. Even the younger OC's will be making this commitment & take it seriously & really want to give their all!
24. They are a strong force & are on fire!
25. FROM TEEN GIDEON: I think it's going to be a real changing point in their lives.

II THE JETT ORDINATION

1. Songs from our musicians, "Timothy, Take Up the Cross!", "Have Thine Own Way" & "Is Your All On the Altar Laid?"
2. The 10 & 11 yr. olds were then escorted to their seats by older teens & adults.
3. Next, the new 12 yr. olds to be ordained were escorted to the front row, and all participating adults were seated for the commencement of this beautiful ordination ceremony!
4. Ordination speech from Faithy.
 - a. "God has no grandchildren!" just those who are willing to forsake all & follow Him!
 - b. A privilege to be in the Family!
 - c. Prayer of dedication for the JETTS.
 - d. Faithy's personal experience of ordination as one of the original "Teens for Christ"!
 - e. What Grandpa thinks of teen disciples!
 - In the Family you're never too young to be a full-time disciple!
 - No longer treated them like kids
 - He asked them to make decisions too
 - They were serious, responsible members of the Kingdom
 - The Lord will guide & help them
 - Knowing the Lord at this crucial age is the best thing to help them.
 - Higher education? They're getting the best possible training now, trusting & obeying God & living by faith!
 - Costs something to be in this Family!
 - Are you living the Revolutionary Rules?
 - Each of us has to make our own decision to serve the Lord.
 - If you're busy for the Lord, you won't have time to be an old bottle, no matter how old you are!
 - Some 12 year olds can be an old bottle more than some 40 yr. olds!
 - f. Grandpa was always challenging them to serve the Lord.
 - g. Faithy's choice at 12 yrs. old to dedicate her life to the Lord.
 - h. The first Family ordination in the "Cruiser"
 - i. Poem - "Five Little Pebbles"
 - j. Poem - "If" & a Christian's Parody of the same poem read by Simon Peter
 - k. More from Grandpa on Ordination

- Jewish children entered into adulthood at 12 yrs. old.
 - l. Ordination Scriptures read from I Timothy: "Paul's Charge"
 - m. Faithy's own training & preparation for leadership as a young teen
5. Song - "I Surrender All", while each of the new 12 yr. olds took a stand before all, dedicating their lives to Jesus!
 6. Teen India shares her personal testimony about when she turned 12.
 7. Teen Gideon shares the personal decision he had to make as a young teen & how much the Family has learned & grown since then. Encouragement & Scriptures for the JETTS.
 8. More Quotes from Grandpa read by Faithy
 - a. The importance & vision for JETT training
 - b. Continues reading selected Quotes from "Teens for Christ--Are You One?" & "We Are It!".
 9. As the new teens knelt before the Lord & the congregation, & Auntie Faithy prayed the prayer from the Letter "Ordination", our new teens became newly-ordained ministers of the Gospel!
 10. The newly-ordained teens then received their "Certificate of Ordination" as they quoted their verse which they had chosen to claim for their commitment to the Lord's Endtime Army! - Our JETTS launch a new Endtime Revoution for Jesus!
 11. Song - "All I Want To Do Is Serve Him!"

III COUNSEL ABOUT FUTURE ORDINATIONS:

1. In future ordinations you might find it practical & helpful to cover the different readings in JETT classes before the actual ordination. Thus the Ceremony is shorter, as it already is so meaningful & beautiful & the JETTS might get more out of the reading material in a class-room situation where you can go slower, answer questions, etc. We pray you'll have many inspiring Ordinations! GBY! WRLY!

**TABLE OF CONTENTS FOR
"PERFORMING WITH CHILDREN"**

--A how-to on singing & choreography
with children

"PERFORMING WITH CHILDREN" TAPE 1 GAP-038
With Uncle Ricky
(P&T, 1:57, DFO)

- Programme 1: Let's start a children's
performing group (0:15)
Programme 2: Songs & singers (0:30)
Programme 3: Projections & vocals (0:30)
Programme 4: Singing & Back Music Tracks
(0:20)
Programme 5a: Dance Steps & Moves (part 1)
(0:22)

"PERFORMING WITH CHILDREN" TAPE 2 GAP-039
With Uncle Ricky & Auntie Elaine
(P&T, DFO)

- Programme 5b: Dance Steps & Moves (part 2)
(0:08)
Programme 6: Costumes (0:25)
Programme 7: Live Performances of our
children's show group
(Children's VIP Show) (0:20)

**TABLE OF CONTENTS FOR
"YOU CAN DRAW" GAP-006**

WITH AUNTIE HEAVEN
(ALL, 2:00, GP)

Auntie Heaven teaches directly to
children of all ages the basics of drawing,
using stick figures & simple lines.

Even the teachers will enjoy this
delightful series as they learn how simple
it is to illustrate stories & lessons for
their students & how to simply follow the
text & classes in our own pubs! (Taken from
CCHB & Activity Books)

- Programme 1: Drawing Simple Shapes (0:15)
Programme 2: Let's Draw a Picture (0:20)
Programme 3: Drawing Animals, Landscapes &
Faces (0:25)
Programme 4: Introduction to Stick Figures
(0:14)
Programme 5: More Stick Figures (0:25)
Programme 6: Advanced Stick Figures (0:15)

TABLE OF CONTENTS FOR "WRITING RIGHT"

This video series makes learning to print & write cursive lots of fun for both the students & the teachers, & allows teachers more time to give individual attention to each student while Auntie Heaven does the teaching! Then join Auntie Clara & her class as they enjoy learning about spelling, some basic grammar & even how to use a dictionary. Your students will remember so much more as they hear it, see it & participate in these lively classes!

**TAPE 1 PART 1A GAP-019
WITH AUNTIE HEAVEN
(1:54, DFO)**

(Follows CCHB II class, "Printing")

- Programme 1: Preparation (2-4, 0:25, DFO)
For teachers' vision & preparation of materials
- Programme 2: Prewriting exercises (2-4, 0:10, DFO)
- Programme 3: Printing letters a - d (4-7, 0:25, DFO)
- Programme 4: Printing letters e - h (4-7, 0:15, DFO)
- Programme 5: Printing letters i - l (4-7, 0:10, DFO)
- Programme 6: Printing letters m - p (4-7, 0:09, DFO)
- Programme 7: Printing letters q - t (4-7, 0:15, DFO)
- Programme 8: Printing letters u - x (4-7, 0:15, DFO)

**TAPE 2 PART 1B GAP-020
WITH AUNTIE HEAVEN
(1:55, DFO)**

- Programme 9: Printing letters y & z (4-7, 0:10, DFO)
- Note to Teachers (P&T, 0:20, DFO)
- Programme 10: Printing capital letters A - I (4-7, 0:15, DFO)
- Programme 11: Printing capital letters J - R (4-7, 0:20, DFO)
- Programme 12: Printing capital letters S - Z (4-7, 0:15, DFO)
- Programme 13: Numbers 1 - 10, with a song to teach along! (4-7, 0:35, DFO)

**TAPE 3 PART 1C GAP-021
WITH AUNTIE HEAVEN
(6&UP, 1:45, DFO)**

(Follows CCHB II class, "Handwriting")

- Programme 14: Introduction to cursive writing (0:25)
- Programme 15: Writing cursive letters a,c,d,g,h,i,j,l,m,n (0:20)
- Programme 16: Writing cursive letters o,p,q,t,u,v (0:20)
- Programme 17: Writing cursive letters w,x,y,b,e,f (0:15)
- Programme 18: Writing cursive letters k,r,s,z (0:10)
- Programme 19: Writing cursive capital letters A - I (0:15)

**TAPE 4 PART 1D GAP-022
WITH AUNTIE HEAVEN
(6&UP, 0:20, DFO)**

- Programme 20: Writing cursive capital letters J - R (0:10)
- Programme 21: Writing cursive capital letters S - Z (0:10)

**TAPE 4 PART 2A GAP-022
WITH AUNTIE CLARA
(8&UP, 1:25, DFO)**

(Taken from CCHB II class, "Spelling")

- Programme 22: The importance of spelling (0:50)
- Programme 23: The importance of vowels, consonants & syllables (0:50)

**TAPE 5 PART 2B GAP-023
WITH AUNTIE CLARA
(8&UP, 1:25, DFO)**

- Programme 24: How to use a dictionary & introduction to plurals (0:30)
- Programme 25: Plurals & compound words (0:30)
- Programme 26: Capitalization & review (0:20)

SUMMARY FOR "C'MON LET'S DANCE!" GAP-057

(9&UP, 0:54, DO)

I INTRODUCTION BY AUNTIE JOY

1. Sometimes you feel awkward at a dance when you don't know what to do.
2. We can teach you & then we're all in unity & we all know the same dances & can all dance with each other!
3. We want to enjoy the music & dancing together & all be in UNITY together!
4. It's a very special ~~sample~~ that you don't see hardly anywhere else!
5. If we come across in our own spirit & try to compete & compare, it stinks!

II COMMENTS FROM SOME OF THE TEENS

1. The difference between our dancing & the System is we give a lot of love & make them have an enjoyable time, but in the System you mainly look at yourself & don't care about the others.
2. Dancing started really beautiful but gradually the Devil starting using it as his tool.
3. Worldly dancing doesn't glorify the Lord, just self & body but, when we dance in the Family it's just for fun!

III MORE FROM AUNTIE JOY

1. We're not going to be "cool", compare or compete - the "3 C's".
2. The kind of dance music is important.
3. The new Memory Book series of Family music caused an explosion of dancing with the teens!

IV INTRODUCTION TO DANCE TIME!

1. When you start make sure you have your girls held really tight so you don't lose her.
2. Most dance steps are basic just like walking, it's very simple.
3. Take very small steps, don't try to cover a lot of ground. Stay close.
4. Before you start, wait for the music to start so you don't start off beat.
5. As in walking, one foot follows the other

V DEMO DANCE STEPS - THE JIVE!

1. The basic Jive step - it's just a simple walking-type step, holding each other's hands tight.

2. The Simple Turn
3. The Cuddle
4. The Diagonal
5. The Drop & Turn
6. The Double Turn
7. The Pretzel
8. The Back Pull
9. The Roll
10. The Spaghetti
11. Review of dance moves!

VI DEMO DANCE STEPS - THE STROLL!

1. The boys line up on one side of the room & the girls line up on the opposite side of the room facing boys.
2. The basic step - point-back, point-back, point-side, back-side.
3. Variations as you walk down the aisle:
 - a. Side-together, side-together
 - b. The Scoop
 - c. Back-to-back turn

VII DEMO DANCE STEPS - ROCK 'N' ROLL!

1. The basic step - slow-slow, quick-quick
2. Pivot around in a circle
3. Boy keeps a tight grasp on the girl & it's easy to lead her & easy for her to follow.
4. Inside foot stays in the same place during the step.
5. The Twirl
6. Doubling the step for faster music - 1-2-3 back step, 1-2-3 back step
7. Swivel Kick
8. Use some Jive steps such as the Cuddle & Kick & the Spaghetti.
9. After each special step go back to the Rock 'N Roll step.
10. Special steps that can be used for Jive or Rock 'N Roll, for Dance Routines in Witnessing, etc:
NOTE: Use safety precautions!
 - a. Front Slide
 - b. Back Slip
 - c. Front Jump
 - d. Side Jump
 - e. Swing

VIII EXAMPLE OF USING SPECIAL STEPS FOR WITNESSING!

1. The Jive, the Stroll & Rock 'N Roll
2. Three Sample Concert Performances
3. Sample Dance from Japan Promo Video

-"Are You a Good Sport?"
-Get Out Lesons with Uncle Abner

(7&UP, 0:25, DO)

I A GET-OUT SKIT WITH THE TEENS

II LESSONS FROM UNCLE ABNER

1. We need to learn how to play & teach our children how to play.
2. We can learn to work together, take directions, cooperate as a team.
3. A time for fellowship.
4. Dad's admonitions about daily get-out.
5. "All work & no play makes a dull student & a worse witness!"
6. Safety - players are more important than points being made.

III LESSONS FROM THE TEENS

1. Importance of not being foolish & off guard.
2. Need for prayer for protection.
3. Stop for prayer if we're getting competitive or off guard.
4. Learned to really participate for the sake of others.
5. Lesson learned from a broken collar-bone - competitiveness doesn't pay!
6. Flesh & Sports is the worship of Man!
7. Don't try to elevate ourselves & put others down.
8. Get-out is a good time to learn lessons.
9. You can have fun & still be cautious
10. Bring everybody in & make sure everybody's having fun.
11. Even if not personally interested in the games, enter in for unity's sake.
12. Teach young children about get-out. See Activity Book 3 for a list of games.
13. Tendency to be legalistic about the rules of the games can spoil the fun.
14. Replay when there is a discrepancy about a point or a play.

III MORE FROM UNCLE ABNER

1. Teaching the children the right attitudes at a young age saves them from having problems with it later.
2. Adults & teens set the right example as this speaks louder than our words.

IV LESSONS FROM THE JETTS

1. Learning to overcome self-consciousness & sensitivity through the Word & counsel from Shepherd.
2. Lessons on competitiveness & learning to play just for fun.
3. The Word & Letters such as "Are You A Good Sport?", "Playing it Safe" & "Flesh or Spirit" helped overcome wrong attitudes.
4. Prefer the slower & weaker ones & encourage them.
5. Lessons on not murmuring about games suggested & not arguing with the referee & just to enjoy the games!
6. Listening & not being so quick to judge
7. Closer oversight from Shepherds, the Word & Prayer helped overcome weaknesses & competitiveness.

V LESSONS FROM UNCLE ABNER

1. Lessons from a Shepherd on being aggressive.
2. Correct one another in love to keep the game loving & sweet.
3. Helping those who are not so active
4. Use Activity Book 3!
-Activity Guide by Age Groups
-Table of Contents
-353 Games for All! - Action games, relay races, hunting games, 20 ball games, body skills, etc.
-Get-out Games & Activities
-& much more!
5. Remember, one of the simplest, yet most effective forms of daily exercise is good vigorous WALKING!
6. Don't just jump right into a vigorous exercise without a warm-up first to get blood moving.
7. Look to Him & listen to Him while on get-outs!

VI WARM UP EXERCISES! - taken from Heavenly Helpers 5, to music!

1. Shoulder roll
2. Apple picking
3. Hand-turning
4. Jogging on the spot
5. Knees up against the elbows
6. Forward bends with stomach in
7. Double arm-swings
8. Bend & stretch

VII MR. JUMPIN' JIM NASTICS GET-OUT SONG!

SUMMARY OF "OFFICE OF A SECRETARY" GAP-058

I INTRODUCTION BY JOHNNY B

1. Office operations in the Family are very detailed & precise.
2. The Lord is concerned about details!

II HOW THEY GOT STARTED

1. The office started off small, but as they went the Lord supplied more.
2. Photocopy man added to their staff when the workload got too heavy.
3. Teen secretary added as needed
4. Training others drove them to the Word for the Standard (See "How to Love" & "How to Get Things Done")

III THE OFFICE JOBS

1. Reports, schedules, checklists
2. Taking notes at Meetings
3. Prayer request list
4. Home Newsletter & then later an Activity Report once a month. "Secretaries are reporters!"
5. Monthly GP Newsletter
6. Home announcements:
 - a. "Heavenly Memos" to each Department
 - b. Urgent Home announcements
 - c. Urgent Attention Slips
 - d. Optional Attention Slips
7. Mail - tools & methods:
 - a. Mail logs for incoming & outgoing mail (Date, Who To, Who From)
 - b. "Who To" & "Who From" & "Date" on outside of envelope in pencil
 - c. Security mail check by Dept. Heads
 - d. Move mail as quickly as possible
 - e. All mail processed in the office rather than the Post Office
 - f. Return address stamps
 - g. Weight scale
 - h. Printed matter stamp
 - i. Eraser for pencil marks on envelopes
 - j. Mail Book for postage rates, stamps, & airmail, express & customs stickers
 - k. Special instructions on some mail
8. Mail - lessons & tips
 - a. Mail should draw as little attention as possible. (See DB IV)
 - b. Fill up envelopes to get money's worth of postage
 - c. Use "Printed Matter" when possible
 - d. Encourage others to ask any questions about mail.

9. Distributing New Mailings:
 - a. Everyone was given a number, rather than putting names on new pubs
 - b. No new Mailings until the old ones are turned in
 - c. Log in new Mailings immediately
 - d. Anyone having a problem with their Mailing is encouraged to come & ask
8. Home Library:
 - a. Library trunks placed around School
 - b. List of pubs posted inside lid of each trunk. Weekly check made
 - c. Later on, due to security tightening, only one library was kept in office
 - d. One copy of all loose pubs kept & bound.
 - e. Daily library hours made, books returned by 10 PM each night or warning is given & then a ban
9. Monthly TRF:
 - a. Learned to do it quickly
 - b. Personnel moves recorded weekly
 - c. Greeters do daily visitors reports & weekly stats
 - d. Personal stats done on monthly basis via a monthly TRF form
 - e. Late stats saved for next month
 - f. Stats Notebook to keep records during the month
 - g. Monthly Personnel/Witnessing Stats
 - h. Yearly Personnel/Witnessing Stats
 - i. Keep good records of pubs printed
 - j. Comments, Suggestions & Problems taken from Department Head Reports
10. Personnel Lists:
 - a. Complete list updated once or twice a month - grouped by families
 - b. Ministry list
 - c. Childcare list - grouped by ages
 - d. Grand Birthday list
11. Photocopying:
 - a. Photocopy order forms kept at Base
 - b. Approval of orders by Dept. Heads or Leadership
 - c. Sign-out book for copying
12. Visas, Passports, Licenses etc.
 - a. Weekly office report on all legal papers checked by 3 people
 - b. Monthly calendar of all info
 - c. Legal Book or "Selah Book" with all personal records
 - d. Lesson learned on delegating this important job to an inexperienced person

MUSIC APPRECIATION GAP-061

(ALL, 0:47, DFO)

I ORCHESTRA INSTRUMENTS:

1. Stringed Instruments
 - a. Violin
 - b. Viola
 - c. Violoncello
 - d. Double Bass
2. Woodwinds
 - a. Flute
 - b. Piccolo
 - c. Clarinet
 - d. Oboe
 - e. Saxophone (brass)
 - f. Bassoon
 - g. Organ
3. Brass
 - a. Cornet
 - b. Trumpet
 - c. French horn
 - d. Trombone
 - e. Tuba
4. Percussion
 - a. Bass drum
 - b. Side or snare drum
 - c. Timpani or Kettle drum
 - d. Cymbals
 - e. Woodblocks
 - f. tamborine
 - g. Xylophone
 - h. Glockenspiel
 - i. Piano
 - j. Harpsichord
 - k. Harp

II MORE ABOUT THE ORCHESTRA

1. Recognizing the sounds
2. Number of instruments
3. Positioning instruments
4. Job of the Conductor
5. The Conductor's Score

III A CONDUCTOR IN ACTION!

- Leonard Bernstein conducting an orchestra playing Beethoven's Symphony No. 5

IV HOW THE MUSIC WAS WRITTEN

1. Many were supernaturally inspired.
2. Often they were inspired by nature.
3. Sometimes they were asked

- by a king
4. Some were written for religious services.
5. Many composers really prayed to the Lord to help them.

V SELECTIONS FROM SOME CLASSICAL MUSIC PIECES

1. "In the Hall of the Mountain King!"
Edvard Grieg
2. "Morning"
Edvard Grieg
3. "Four Seasons"
Antonio Vivaldi
4. "Water Music"
George Fredrick Handel
5. "Concerto for Violin"
Wolfgang Mozart
6. "Flying Dutchman" Wagner
(sounds of anger & war)
7. "The Blue Danube Waltz"
Johann Strauss
8. "Moonlight Sonata"
Ludvig Beethoven (played by Michael Listen)

FAMOUS ARTISTS & THEIR ART

GAP-061

(ALL, 0:18, DFO)

1. Rembrandt
2. Michelangelo
3. Leonardo Da Vinci
4. Vincent Van Gogh
5. Renoir
6. Raphael
6. Rubens
7. Van Dyck
8. Pablo Picasso
9. Maxfield Parrish

FAMOUS COMPOSERS GAP-061

(ALL, 0:17, DFO)

1. Johann Sebastian Bach
"Brandenberg Concerto No. 6"
2. George Frederick Handel
"Water Music"

3. Joseph Haydn
"Surprise Symphony"
4. Wolfgang Amadeus Mozart
"The Marriage of Figaro"
5. Ludwig Von Beethoven
"Moonlight Sonata"
The "Choral"
6. Antonio Vivaldi
"The Four Seasons - Spring"
7. Gioacchino Rossini
"William Tell Overture"
8. Franz Schubert
"The Trout"
9. Johann Strauss
"The Blue Danube"
10. Peter Tchaikovsky
"The Nutcracker Suite"
11. Johannes Brahms
"Waltz in A-Flat"

OCCUPATIONS GAP-062

(6&UP, 0:06, DFO)

1. Cashier
2. Pilot
3. Soldier
4. Sailor
5. Policeman
6. Factory worker
7. Woodsman
8. Dressmaker
9. Secretary
10. Judge
11. Surgeon
12. Miner
13. Gardener
14. Musician
15. Sculptor
16. Actor
17. Artist
18. Farmer
19. Chef
20. Grocer
21. Missionary

THE WORLD—A MAP STUDY!

GAP-062

(Pop. = Population)

C. = Capital

P. = People

L. = Language

R4J = Revolution for Jesus!

I THE GLOBE - ITS DIVISIONS

1. 7 continents
2. 4 oceans
3. North & South Pole
4. Equator, Northern & Southern Hemispheres

II OCEANS

1. Arctic
2. Pacific
3. Atlantic
4. Indian

III CONTINENTS

(largest to smallest)

1. Asia - largest pop.
2. Africa - 3rd largest pop.
3. N. America - 4th largest pop.
4. S. America - 5th largest pop.
5. Antarctica - no pop.
6. Europe - 2nd largest pop.
7. Australia - smallest pop.

IV WORLD FACTS

1. Pop. 5 billion
2. child born every 2.5 secs
3. 180 countries
4. Family Missionaries in 66 countries—every continent except Antarctica!
5. In the last 20 years our Family has won over 15 million souls to Jesus!

V NORTH AMERICA

1. U.S.A.
-R4J born on W. Coast-Huntington Beach '69!
C. - Washington D.C.
L. - English
2. Canada
C. - Ottawa
L. - English & French
3. Mexico
C. - Mexico City

L. - Spanish

VI WESTERN EUROPE

-R4J spread to Europe

after N. America

1. England
2. Wales
3. Scotland
4. N. Ireland
5. Netherlands (Holland)
C. - Amsterdam
P. - Dutch
L. - Dutch
6. West Germany
C. - Bonn
L. - German
7. Denmark
C. - Copenhagen
P. - Danes
L. - Danish
8. Sweden
C. - Stockholm
P. - Swedes
L. - Swedish
9. Norway
C. - Oslo
P. & L. - Norwegian
10. Finland
C. - Helsinki
P. - Finns
L. - Finnish
11. Iceland
C. - Reykjavik
P. & L. - Icelandic
12. Ireland
C. - Dublin
P. - Irish
L. - English & Gaelic
13. Belgium
C. - Brussels
P. - Belgians
L. - French & Flemish
14. Luxembourg
C. - Luxembourg
L. - French, German, Luxembourgian
15. France
C. - Paris
P. & L. - French
16. Spain
C. - Madrid
P. - Spaniards
L. - Spanish
17. Portugal
C. - Lisbon
P. & L. - Portuguese
18. Italy

C. - Rome

P. & L. - Italian

19. Greece
C. - Athens
P. & L. - Greek
20. Turkey
C. is in Asia
21. Switzerland
C. - Bern
L. - French, German, Italian & Romansh
22. Austria
C. - Vienna
L. - German

VII EASTERN EUROPE

1. Yugoslavia
C. - Belgrade
L. - Serbo Croatian, Slovenian & Macedonian
2. Albania
C. - Tirane
L. - Albania, Tosk
3. Bulgaria
C. - Sofia
L. - Bulgarian
4. Romanian
C. - Bucharest
L. - Romania
5. Hungary
C. - Budapest
L. - Hungarian
6. Czechoslovakia
C. - Prague
L. - Czech & Slovakian
7. East Germany
C. - Berlin
L. - German
8. Poland
C. - Warsaw
L. - Polish
9. Soviet Union
C. - Moscow
L. - Russian & others

VIII CENTRAL & SOUTH AMERICA

-R4J spread here after the pioneering of Europe

1. Cuba
C. - Havana
P. - Cubans
L. - Spanish
2. Puerto Rico
C. - San Juan
P. - Puerto Ricans
L. - Spanish
3. Other Caribbean Islands

**WORLD LEADERS & OTHER FAMOUS
PEOPLE OF THE 20TH CENTURY**

GAP-062

I. NORTH AMERICA

1. American Presidents:
Theodore Roosevelt
Franklin Delano Roosevelt
Harry Truman
Dwight D. Eisenhower
J. F. Kennedy
Lyndon B. Johnson
Richard Nixon
James E. Carter
Ronald Reagan
George Bush
2. Henry Ford, U.S. car
producer (Model T)
3. Albert Einstein,
brilliant U.S. scientist
4. General George Patton,
brilliant U.S. general
5. General Douglas MacArthur
brilliant U.S. general
6. J. Edgar Hoover,
director of FBI, 1924-72
7. Henry Kissinger, U.S.
Sec'y of State 1973-77
8. Dr. Martin Luther King
Jr., Civil Rights leader
9. Jessie Jackson, Civil
Rights activist
10. Billy Graham, World
famous Evangelist
11. Pierre E. Trudeau,
Canadian Prime Minister

SOUTH & CENTRAL AMERICA

1. Fidel Castro, Cuban leader
2. Salvador Allende, Com-
munist President of Chile
3. Augusto Pinochet,
President of Chile
4. Alan Garcia,
President of Peru
5. Janier Perez de Cuellar,
Secretary General of UN

EUROPE

1. King George VI, King of
England during WW2
2. Queen Elizabeth II,
Queen of England
3. Prince Phillip, husband
of Queen Elizabeth
4. Prince Charles, oldest

- son of Queen Elizabeth
5. Sir Winston Churchill,
Prime Minister of
England during WW2
6. Margaret Thatcher,
Prime Minister of
Britain since 1979
7. Adolf Hitler, German
leader of Nazi Party
8. Willy Brandt, Chan-
cellor of West Germany
9. William Kohl, Chan-
cellor of West Germany
10. Kurt Waldheim, Austria-
Secretary General of UN
11. Charles De Gaulle,
President of France
12. Valery Giscard d'Estaing
President of France
13. Francois Mitterrand,
President of France
14. Benito Mussolini,
Dictator of Italy
15. Pope Paul VI, Pope from
1963-78
16. Pope John Paul II,
Polish Pope since 1978
17. Francisco Franco,
Spanish Head of State
18. King Juan Carlos I,
King of Spain since 1975
19. Archbishop Makarios,
first Cyprus President
20. Wojciech Jaruzelski,
Polish Communist Leader
21. Lech Walesa, Polish
Solidarity Union Leader
22. Josif Tito, Yugoslavian
President, 1945-80
23. Vladimir Lenin, first
Russian Communist Leader
24. Joseph Stalin, second
Russian Communist Leader
25. Nikita Khrushchev,
Russian Leader
26. Leonid Brezhnev,
Russian Leader
27. Andrei Gromyko,
Soviet Foreign Minister
28. Mikhail Gorbachev,
Russian Leader
29. Alexander Solzhenitsyn
Soviet writer

AFRICA

1. Idi Amin - Dictatorial
President of Uganda

2. Robert Mugabe - Zimbabwe
Communist Terrorist
Leader
3. Pieter Botha, S. African
Prime Minister
4. Muammar Qaddafi - Libyan
Leader since 1969

MIDDLE EAST

1. Gamel Abdel Nasser,
President of Egypt
2. Anwar Sadat, President
of Egypt
3. Hosni Mubarak, President
of Egypt
4. Golda Meir, Prime
Minister of Israel
5. Menachem Begin, Prime
Minister of Israel
6. Yitzhak Shamir, Prime
Minister of Israel
7. Yassar Arafat, Leader of
Palestinian Government
8. Shah of Iran, King of
Iran 1967-79
9. Ayatollah Khomeini,
Leader of Iran

ASIA

1. Mohanda (Mohatma) Gandhi
Leader of India
2. Jawaharlal Nehru, Prime
Minister of India
3. Indira Gandhi, Prime
Minister of India
4. Rajiv Gandhi, Prime
Minister of India
5. Benazir Bhutto - Prime
Minister of Pakistan
6. Mao Tse-Tung, Chinese
Communist Chairman
7. Chou En-Lai - Chinese
Prime Minister
8. Chiang Kai-Shek,
Leader of Taiwan
9. Deng Xiaoping, Leader of
China
10. Emperor Hirohito, Japan
11. Emperor Akihito, Japan
12. Norodom Sihanouk, Rebel
Groups Leader, Cambodia
13. Ferdinand Marcos,
President of Philippines
14. Corazon Aquino,
President of Philippines
15. David Lange - Prime
Minister of New Zealand

4. Costa Rica
C. - San Jose
P. - Costa Rican
L. - Spanish
 5. Panama
 6. Other Central American countries
 7. Venezuela
C. - Caracas
P. - Venezuelan
L. - Spanish
 8. Colombia
C. - Bogota
P. - Colombian
L. - Spanish
 9. Brazil
C. - Brasilia
P. - Brazilian
L. - Portuguese
 10. Peru
C. - Lima
P. - Peruvian
L. - Spanish
 11. Chile
C. - Santiago
P. - Chilian
L. - Spanish
 12. Argentina
C. - Buenos Aries
P. - Argentinian
L. - Spanish
 13. Other S. American countries but these are the main ones.
- VIII ASIA
1. Asian U.S.S.R
 2. Turkey (Asian)
C. - Ankara
L. - Turkish
 3. Israel (Palestine to the Arabs)
C. - Jerusalem
P. - Israelis
L. - Jewish Israelis - Hebrew, Arabs - Arabic
 3. Lebanon
C. - Beirut
L. - Arabic & French
 4. Syria
C. - Damascus
P. - Syrians
L. - Arabic
 5. Jordan
C. - Amman
P. - Jordanians
L. - Arabic
 6. Iraq
C. - Baghdad
P. - Iraqis
L. - Arabic
 7. Iran
C. - Tehran
P. - Iranians
L. - Farsi
 8. Saudi Arabia
C. - Riyadh
L. - Arabic
 9. Other Middle Eastern countries
 10. India
C. - New Delhi
L. - Hindi, Tamil, English & others
 11. China
C. - Beijing (or Peking)
L. - Mandarin, Cantonese & others
 12. Burma
C. - Rangoon
L. - Burmese & others
 14. Thailand
C. - Bangkok
P. - Thai
L. - Thai
 15. Malaysia
C. - Kuala Lumpur
P. - Malay
L. - Bahasa Malay
 16. Singapore - a City State
P. - Singaporean
L. - Fukinese, Malay & English
 17. Indonesian Islands
C. - Jakarta
L. - Bahasa Indonesian
 18. Philippine Islands
C. - Quezon City
P. - Filipino
L. - Filipino, Tagalog & English
 19. Hong Kong
L. - Cantonese & English
 20. Taiwan
C. - Taipei
P. - Taiwanese
L. - Mandarin
 21. South Korea
C. - Seoul
P. & L. - Korean
 22. North Korea
C. - Pyongyang
P. & L. - Korean
 23. Japan
C. - Tokyo
P. & L. - Japanese
- IX OCEANIA
- pioneered in the early days of the RJJ shortly after Europe & S.America
1. Australia
C. - Canberra
L. - English
 2. New Zealand
C. - Wellington
L. - English
- X AFRICA
1. South Africa
C. - Pretoria
L. - English & Afrikaans & others
 2. Zaire
C. - Kinshasa
 3. Nigeria
C. - Lagos
 4. Canary Islands L. - Spanish
 5. Morocco - C. - Rabat
 6. Algeria - C. - Algiers
 7. Tunisia - C. - Tunis
 8. Lybia - C. - Tripoli
 9. Egypt - C. - Cairo
 10. Many more countries in Africa, but these are the main ones.
- ANTARCTICA
- no countries, cities or permanent population