

# SCHOOL LIGHT LINES



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Volume 45 ■ 2024–2025 ■ Number 4

## Jesus' School...

### “Rest for Your Souls” | Ken Kauffman

In the first issue of this series (2024–2025, #1), we discovered that Jesus was using typical school language when He invited students to “take my [school] upon you and *learn* from me.”

In the next issue we explored the meaning of “I am meek and lowly of heart” and what are the evidences of a meek and lowly teacher.

The last issue dealt with the concept of “My school is easy and my invoice is light.” Jesus’ school fits!

This final article in the series doesn’t exactly follow the order of Jesus’ words. Here we return to the gracious invitation of Jesus to come to His school, this time to find *rest*.

In his book, *Natural Law in the Spiritual World*, Henry Drummond said, “No other teacher, since the world began, has ever

associated learning with rest. ‘Learn of me,’ says the philosopher, ‘and you shall find restlessness.’ ‘Learn of me,’ says Christ, ‘and you shall find rest.’” I suppose most of us educators can associate learning and *restlessness*. Can we even picture learning and *rest*?

What did Teacher Jesus mean? How could He offer rest when it seemed like rest often evaded Him? Unrest is a great characteristic of society and most certainly was in Jesus’ day. The other rabbis could not honestly invite their students to come to their school and find rest. How could this Rabbi offer rest?

Did you notice He says that this is *rest for your soul*?

This rest implies intermission and refreshment. Recess! Cease your striving. You, the *you* deep inside, are

cared for. Jesus’ rest brings order and peace to the inner *you*. This Teacher’s rest doesn’t hush the hubbub and unrest of society or make everything right that’s wrong in the world. It brings calmness and order to individual souls within that unrest. This rest comes as we learn from Him in His school.

So, Jesus’ school offers rest to students’ souls. Does yours? What are some evidences of soul rest in Jesus’ school? Let’s consider five. Note that more is *felt* than seen.

1. Students feel cared for and loved.
2. There is order. Students feel secure and are relaxed.

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A teacher realizes the weight of his responsibility.

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3. The teacher's humility brings authority to his teaching.
4. Proper discipline brings peace, both to the individual conscience and to the classroom.
5. The teacher feels respected and loved.

Come! Come to Jesus' school. Learn from Him. Experience His meekness and lowliness. Discover that His school "fits."

Come, here is rest for your soul. Look around your school and "visit" your classroom. Is this Jesus' school? 

*Ken taught school for eight years, served on several school boards, and was a Christian Light school rep for nearly eighteen years. He and his wife Barb have six children and eleven grandchildren. In the summer of 2024, they moved to Virginia to work at Christian Light as services manager. Ken is the editor of LightLines.*

## The Nerdy Student | Mary Dueck

Most teachers will know which student I'm talking about. He walks into the classroom quoting Thomas Edison or A.W. Tozer. He hears the double meaning in, "You may take your seats."

He grins as he observes a second grader read to himself under his breath and leans forward in his seat, panting slightly as the story climaxes.

You believe he has a lot of potential, yet you feel subtly concerned about him. Is he a bit conceited? Slightly arrogant? Or simply more perceptive?

He comes to your desk with jolting questions. Anything from, "Why didn't Noah kill the two mosquitoes on the ark?" to, "What medication increases the norepinephrine level in the brain?" to, "Why isn't a royal family member allowed to be politically inclined?"

He makes quiet observations like, "Some people read just enough to stay misinformed." You hope he doesn't mean you. When you read *Green Eggs and Ham* during story hour, there is just a trace of a sneer on his face.


You overhear him saying to his older brother, "With an attitude like that, you are likely to lose all your vowels." Upon questioning, you come to realize that "reputation" includes all five vowels.

He may be a lovable fellow, but he keeps his teacher on tiptoes to stay ahead mentally. Having him in your classroom ensures that you prepare for lessons. His presence challenges the laziness in the teacher's brain. My pride is unhappy to admit that he knows more than I do about the current subject in geography class.

I cringe to compliment this student. I am afraid a compliment will hype him up, and he will become insufferably obnoxious. I'm scared he will walk off with the class and sweep me under the mat. I must conquer this fear.

I have come to realize that a compliment may actually leave him blushing and unsure of himself. He may not know he is a nerd. He may not feel as overly confident as he seems. In fact, his smart-aleck front may be a cover for a weakness he is embarrassed about: his looks, lack of social graces, or inability to carry a tune.

Don't fear this student. Accept him as God's sieve to remove some nonsense from your classroom. At the same time, keep Romans 14:1 in mind: accept him, but not to doubtful disputation. If he starts openly challenging your authority, set firm boundaries. "We'll discuss this after dismissal." It might take the wind out of his sails to find himself alone with a teacher who seems a lot smarter after three o'clock.

A bike ride with him after school can reveal his quest for inner peace. It is easy to miss opportunities to care for his soul because he doesn't seem to have any needs or insecurities in the presence of his peers. Do you hear Jesus say, "What you have done for these [difficult to understand] people, you have done for Me"? 

*Mary taught school in Belize for eleven years, grades ranging from one to nine. She believed "Teaching is the hardest job you'll ever love" until she tried parenting. She lives in Boley, Oklahoma, with her husband Justin and her four lively children.*

## The Assignment I Didn't Know I Had | Davin Martin

God assigns homework without always telling us the weight of its grade. I recently completed an assignment without realizing it.

Rylan Weiler entered my life when one of my students asked, "Did you hear my youngest brother has leukemia?"

How can one process an eleven-year-old diagnosed with leukemia? We ought to pray, and I did. We ought to care, and so I would occasionally ask how Rylan was doing. "Pretty good," his brother would say, but then I'd hear about the eight doctors in the room as Rylan experienced days-long chemotherapy-induced seizures.

The first time I saw Rylan, he was swinging with a few boys on a twenty-foot-high contraption, half Ferris wheel, half glider. As they rode higher and higher, I remember a boyish glee breaking through the ashen mask of a pale bald lad, sick with chemotherapy. *Would I ever teach him?*

Rylan's oldest brother graduated, and two years later the next brother entered my classroom. I asked how Rylan was doing. "He's doing great." But now the reports indeed were better. One day his brother said, "Mr. Martin, Rylan rang the bell yesterday." The bell was a final celebration for those whose cancer was declared in remission. After the good experience with his two older brothers, I hoped I could teach Rylan.

It was a good day when Rylan walked into my office for his orientation interview. I stood up, shook his hand, and said, "Rylan, I am so glad to see you! I remember the grim updates, but God healed you!" Rylan smiled, but this

smile came from a vigorous face under a thick mop of blond hair.

I enjoyed Rylan. His calm demeanor made him everyone's friend. He turned in good, consistent work, including a half-comic persuasive essay, "Bucks or Ducks?" He told me he ran a five-minute mile on his elliptical. He pumped out three hundred seventeen push-ups in the guys' all-day, push-up contest, winning second place.

The year didn't feel extraordinary. I tried to be faithful, to motivate the students to their best in academics, and to demonstrate the character of a godly man. For the young men's devotions, I taught a series, "Shifts of Manhood," in which we looked at how boys need to break through childish tendencies to become real men.

On March 12, 2024, I said, "Boys are temporary focused, while men have a long-term and eternal focus. Someday you will hear about my funeral. Good chance that out of all you, I will outlive at least one of you. I might go to your funeral. Live your life to the fullest for God's glory."

On May 13th, the last day of school, I scrapped my prepared devotions and started a new one from scratch. My title, "You Are Graduating! Now What?"

"I press toward the mark for the prize of the high calling of God in Christ Jesus." That means (1.) I'm not going to live in the past. (2.) I'm not perfect yet, and (3.) I will run so that I might attain.

Rylan soon walked out of the school carrying his diploma and a poster with Rudyard Kipling's "If." On the poster I wrote, "Rylan, God healed you for

a purpose. Live it!" He left like most of the young men I've taught: with me sensing that I'd done my job in weakness, a bittersweet twang, and then a turn toward next year's students.

On July 27th, the message came: "Rylan disappeared while kayaking with his dad and friends on a foggy lake. They found his kayak upright, boots floating in the water." That afternoon, search and rescue found his body at the bottom of the lake.

Unable to focus on anything else, I decided to bushhog the pasture. And think.

Rylan—the boy healed from leukemia. Rylan—the young man in the baptismal class. Rylan—the one who consistently paid attention in devotions. Rylan—one of the last men in the push-up contest. *Rylan—in the arms of God. No more goals to accomplish. No more struggles to overcome.*

Rylan's funeral was packed with sober-faced, teary-eyed teenage men. My tears came when the notes from my final morning's devotions became the sermon outline. They had been found in Rylan's desk.

*God, why didn't You tell me I had the assignment of preparing this young man to die?*

The assignment hadn't been mine alone. His father and mother, ministers, former teachers, brothers, and uncles all shared the task. There had been a team of us, but I had been on the team. About the time I regained my composure, my emotions somersaulted again when I saw his classmates Patrick and Adrian and Joshua in the crowd.

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# Pedagogical Meanderings

## Anabaptism—500 years

Anabaptist history could be the theme of Anabaptist schools in 2025. During this 500th anniversary of Anabaptism, schools could rehearse the illustrious history (good and bad) and the foundations of Anabaptism. Some resources you could consider include the new *Church History: Reformation to the 21<sup>st</sup> Century* (jr. high and up) published by Christian Light, *If Anyone Would Follow Me*, published by Faith Builders Resource Group (teens and adults), or *Faith of Our Fathers*, a new book for young readers by Romaine Stauffer, published by CAM Books. All three resources are available from Christian Light.

## Lawsuit For Faulty Phonics

A class action lawsuit filed in Massachusetts against the educational publishing company, Heinemann, accuses the company of misleading claims about the efficacy of the curriculum, and for failing to “warn” consumers that the products lacked sufficient phonics instruction. It claims that Heinemann and its authors “denigrated phonics at worst and paid mere lip service to phonics at best.”

—<https://www.apmreports.org/story/2024/12/04>

## Radical Shift

Early schoolteachers were uniformly male. However, about this time in the 1840s, the door began to open for women to become teachers. While this “radical” idea met with some protest, many argued that not only could women be paid less than men, but they were uniquely suited for the task of teaching and nurturing children.

In fact, according to the Littleton School Committee of Littleton, Massachusetts, in 1849, “God seems to have made women peculiarly suited to guide and develop the infant mind,

and it seems . . . very poor policy to pay a man 20 or 22 dollars a month, for teaching children the ABCs, when a female could do the work more successfully at one third of the price.”

—<https://www.hhhhistory.com>


## Wisdom Lives On

Readers of *LightLines* will remember that we have been following and occasionally reporting on Wisdom, a Laysan albatross, and the world’s oldest known bird. She apparently lost her mate Akeakamai (*seeker of wisdom*) in recent years and has not been known to lay an egg for a while. Her last known offspring hatched in 2021. Surprisingly, she showed up in late November 2024 at Midway Atoll, with a new mate, and laid an egg! Biologists say Wisdom, age 74, seems to have the energy and instincts to raise another chick, and there is a good chance of the egg hatching.

—[www.bbc.com](https://www.bbc.com)

## Goodbye to the U.S. Department of Education?

Jimmy Carter, former president, died on December 28, 2024, at the age of 100. One controversial “accomplishment” of his single term in office was to create the United States Department of Education in 1979.

In October 2024, current President Trump, during his campaign, pledged to disband the department, saying, “One other thing I’ll be doing . . . is closing up the Department of Education . . . and sending all education and education work and needs back to the states. We want them to run the education of our children because they’ll do a much better job of it.” 

—[Npr.org](https://www.npr.org)

Education Week, December 29, 2024



# Selfish Teacher



The Selfish Teacher woke up, his groggy thoughts only about how tired he still was. He failed to thank God for his good night. It didn't cross his mind to pray for the mother who stayed up most of the night and still had to get all the scholars dressed, fed, and off to school. Something between worry and disgust crossed Teacher's mind about the paycheck that was two days late (and hundreds of dollars less than his friends'). Without a thankful thought, he pulled out the eggs (freshly laid and freely given) from the fridge for his breakfast. Of course, he was blissfully unaware of the yawns of the father who got up several hours before Teacher did to make enough money to pay school tuition.

As the Teacher drove to school, he wondered how he was ever going to afford an upgrade when this car finally croaked. He had no idea that the local mechanic (a school patron) who had serviced this rust bucket had only charged him half his normal hourly rate. On the way to school, Teacher stewed on how the students were adding to his gray hairs by the day, and that it seemed the parents neither noticed nor cared. Teacher neglected to pray for each student and also failed to enjoy the rising sun. He could neither hear nor imagine that fourteen men of God had interceded for him that very morning.

As students arrived, Teacher watched each one with thoughts only on how their actions and attitudes might affect him. He noticed with a frown the shy boy who arrived and mumbled, "Good morning." He imagined how his own day would be harder, never once guessing that the poor boy had, only an hour before, buried the dog that had followed him around since his fifth birthday. As a stony-faced girl came in, Teacher imagined potential behavior problems instead of recalling the scary diagnosis her grandma got last week.

Teacher sighed his way through the geometry lesson instead of remembering that he had an opportunity to make his future carpenters' lives easier. He drilled measurement equivalents with a bark, not imagining the delight of the beautiful birthday cake that a student who understood the difference between teaspoons and tablespoons would make.


Nowhere in sight were thoughts for the future writer during Language Arts class, only the glum thought that by the looks of the checked lessons, yesterday's teaching was in vain. He missed the moment when the poorest speller in the class got only one wrong on the spelling test.

At recess, Teacher did a comical slide at first base but was so worried about his new pair of pants, he could not join in the outfielders' giggles. Teacher didn't bother to give a compliment for the home run to the boy whose father rarely praised him.

Teacher wondered if he would ever get the chance to be a real missionary. He never once calculated the exponential impact that an army of well-trained children can have on the world. Teacher was not humbled or grateful to be part of the process of equipping this army.

Not surprisingly, he was so internally focused that the sight of tests needing to be checked stole the joy of the bell that closed the school day. Teacher was still thinking only about himself as he sat down and wrote this article.

Signed,  
Teacher

P.S. Sorry, students and parents. I'll do better tomorrow. Thanks for the eggs, the fixed car, and the prayers. And for the doughnuts you snuck onto my desk during dismissal. And for not giving up on me. 

The Heavens Declare



OUT OF THIS WORLD  
**EXPERIENCES**

Morris Yoder

A lot of things are happening in the solar system that we think of as extraordinary, but they are normal on other planets. Visiting other places in the solar system could set you up for a literal “out of this world experience.”

### Motions

The sun predictably moves from east to west every day. We’d be shocked if it would start turning in circles in the sky high overhead. That’s just what happens at certain times and places on the planet Uranus since the planet lays on its side while it orbits the sun.

On Venus the sun moves backward (from west to east) every day and does it so slowly it takes fifty-eight earth days to go from sunrise to sunset. On the moon, the sun also moves slowly enough that you could keep it from setting as long as you would run toward the sunset at about ten miles per hour. However, you would probably want to run anyway since the moon’s sunlit surface could be well over 200 degrees Fahrenheit.

### Atmospheres

The reason for the moon’s extreme daytime heat lies in the lack of an atmosphere to moderate the temperatures. The moon is almost like a frying pan in the sky. It’s hot enough to fry an egg on its surface.

It would be hard to cool off on the moon. A fan spinning at full speed right in front of you wouldn’t make the slightest breeze since there’s no air on the moon to be pushed around. Neither could you hear the fan running, or any

other sound from the moon for that matter. There would only be complete silence. Sound moves through air by the vibration of molecules, but there are no air molecules there to vibrate.

Most of the other planets have air surrounding them. Venus has an atmosphere so thick and heavy if you were to stand on the surface, you would feel a crushing pressure equivalent to being a half mile underwater.

On the other hand, the outer layer of the sun has less density than Earth’s atmosphere. An airplane could fly hundreds of miles straight into the visible surface of the sun with much less resistance than flying through the air on Earth. However, the 10,000 degree heat would pose a fiery trial for the airplane.

Mars has an atmosphere that’s mostly made up of carbon dioxide. During the Martian winter, it gets cold enough at the polar regions that the air literally freezes and falls to the ground. With my telescopes I can see this frozen air (dry ice) on the polar ice caps. When springtime comes the dry ice doesn’t melt. Instead, it sublimates. This means it changes directly from a solid to a gas, reforming the atmosphere.


### Sizes and Weights

Mars has a volcano that rises three times higher than the tallest mountain on Earth. It’s the biggest mountain of any planet in the solar system. Surprisingly, it’s so big you couldn’t even see the top if you would stand at the base. The reason is that the mountain is over 300 miles wide and the planet is small. The only way you

could see the peak is if you could peek over the horizon.

The moon is even smaller than Mars. It’s only about 2,000 miles across. As a result, the Moon’s gravity is only 1/6 the strength of Earth’s gravity. If you weigh 100 pounds on Earth, you would weigh only 17 pounds on the moon. If you can jump one foot high on Earth, you should be able to jump clear over a six-foot man on the moon.

On Jupiter, gravity is 2.4 times stronger than on Earth. If you weigh 100 pounds on Earth, you would have a heavier, 240-pound body to drag around on Jupiter. This is because Jupiter is so massive. It’s big enough that all the other planets could be stuffed inside Jupiter if they could be morphed out of their round shapes. There would be room to spare too. In fact, you could throw in an extra 300 Earths and still have extra room. The Sun, being much bigger than even Jupiter, could swallow up that whole conglomeration of planets and have room to do it all over again 1,000 times.


Things definitely seem to be “out of this world” if we leave this one and go to another. 

*Morris, his wife Beth, and their six children live in Montezuma, Georgia. He has taken a keen and well-studied interest in the heavens since he was a little boy coping with the death of his father. He is the author of The Celestial Message, published by CAM Books and available from Christian Light. You can learn more at [createdheavens.com](http://createdheavens.com).*

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God, what unknown assignment had I fulfilled in their lives?

But I had known about my assignment. I had told my students in March that they were going to die. I just didn't really know it could be so. As I continued to absorb the impact of Rylan's death, I realized that every one of my students is a Rylan: a youth suspended between Heaven and earth, as if on that swing, experiencing the wild, sometimes chaotic jolts and surprises of life, but guided and safe in God's hands, impacted in some way by my faithfulness to my assignment.

Now, to the task! Another year, another group of Rylans. Another opportunity to mold lives who will stand before God. And now, I really know: every one of my students—and yours—is a Rylan Weiler. 

*In addition to his full-time job as a father to six children, Davin runs a small farm to support his teaching habit, which he has engaged in over the last sixteen years. He and his wife Katelyn live in Ephrata, Pennsylvania, on a farm that was first bought by his ancestors in 1866. When he doesn't know what else to do, he writes.*

Last photo from Rylan's phone.



## Pedagogical Moments

### Metaphor | Carolyn Martin

*In the land beside the sea, the Great Teacher taught the multitudes. In His teaching He used stories, He asked questions, and demonstrated with objects. He was also a Master of metaphor or comparison.*

*He said, "Men do not light a candle and put it under a cover, but on a candlestick and it sheds light to all the house. Likewise, let your light shine before men that they may glorify your Father in Heaven."*

*He warned, "Beware of false prophets who come in sheep's clothing but really are ravaging wolves."*

*He exhorted, "Those who hear My teachings and follow them are like a house built on a rock."*

*He entreated, "The kingdom of Heaven is like a treasure hid in a field. It is like a merchant seeking for good pearls, and it is like a net thrown into the sea and filled."*

*He stated, "I am the Good Shepherd. I am the true Vine. I am the Bread of life. I am the living Water. I am the Way, the Truth, and the Life."*

*He taught, "A sower went forth to sow. And as he sowed some seed fell by the wayside, some seed in stony places, some among thorns, and some on good ground."*

#### Metaphor simplifies

A good teacher learns to use metaphor or comparisons to simplify concepts and lessons. Metaphors are comparisons of a new idea with something already understood. Metaphors recall the experiences of the known and places them upon the new concept. Metaphors also help facts and concepts be retrieved from the brain.

Metaphors give us mental pictures that make connections that cannot be readily put into words. I remember a co-teacher who described her students as a team of spirited horses. When the teacher had control of the reins, good things were accomplished. But the team was always at the point of wanting to take off on their own.

The teacher needed a steady hand on the reins. This mental picture expressed much in a less critical manner than a bold statement would have.

Metaphors are especially helpful in teaching young children who do not yet have the language capacity to express themselves fully. If you listen to young children, you will find them creating their own metaphors when they don't know how to explain what they need.

### Examples of metaphor

Metaphors give us hooks to hang concepts on for easier retrieval. Many memory aids are a type of metaphor. Understanding that the silent “e” at the end of a word gives the main vowel the long sound (all abstract ideas) is more readily remembered with Mr. E having a long arm that reaches over the neighboring consonant and taps the vowel, reminding it to say, “\_\_\_.” Young students enjoy the visual image and the idea sticks in their brains.


A common kindergarten or first-grade penmanship metaphor is comparing the various penmanship lines to a house: basement, floor, ceiling, roof. Placement of the letters is reinforced by the metaphor. Students enjoy stomping through the floor to the basement when they write g, j, p, q, or y. Lowercase f is so tall that he must bend his head because he can't stick it out the roof.

A classroom management metaphor could be a basketball game. There are rules to follow. The players (students) must know and understand the rules. The coach (teacher) explains and demonstrates how the game is played. The players

practice until they can execute the rules. The referee (also the teacher) calls the infractions as she sees them.

Young students walking down the hall as a line of little ducks or as quietly as a mouse is much more fun and interesting than simply walking in a straight line and not talking.

An imaginative teacher will find metaphors in their everyday lessons to help students understand, remember, and learn. Students can also learn to find metaphors to aid their learning.

*The Great Teacher taught with authority and not as the leading teachers of His day. He made use of stories and metaphors. He asked probing questions and illustrated His teachings with objects. Those listening to Him recognized the truth He taught and were amazed. Some acknowledged Him, and some turned away. The choice was theirs, but this Master Teacher made His truth plain by the way He taught.* 

First published on [thedockforlearning.org](http://thedockforlearning.org).

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*Carolyn calls the Shenandoah Valley of Virginia home. She has taught first grade at Hickory Hollow Christian School in Dayton, Virginia for over thirty years. Carolyn enjoys reading books, taking photos, and exploring history. If time travel were possible, she'd go back to twelfth-century England and the High Middle Ages, but only for a brief visit, and with the ability to take along a modern camera.*

*In which Teacher Elizabeth, an experienced teacher, writes letters to Teacher Julia, who is not so experienced . . .*

## Truth and Words

Dear Julia,

Unflinching, Loren looked me in the eye and said, “I did not do it.” I had overwhelming evidence that he had. Why was I wavering?

God created words and infused them with truth and power. They are His delegates, sent throughout the world to negotiate peace, conceive love, call the universe by name. These five, “I did not do it,” were so compelling. Creature

hailed creature—I yearned to believe them. To call truth false would be a high crime. In that moment, I understood the monstrosity of lying and the beauty of truth. It was awesome.

Remember as you speak before

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your students, words create. A teacher who says, "You may," or "You may not," erects tangible limits in the universe. A teacher who declares right right and wrong wrong builds an actual edifice in which minds can live and against which doubters can knock their heads.

may explain it, but it stands on its own feet. My reputation neither supports it nor embellishes it. I don't ensure its effectiveness. I don't create results for it. I merely speak it, let language loose into the void. These small servants, words, divinely charged with power, dance forth into darkness. And there is light.

Truth. Let your lips speak it. Let your pupils hear it. The beauty is awesome. Anything less is a monstrous crime.

Sincerely,  
Teacher Elizabeth 

Elizabeth Riall is a member of the Old Order Amish church in Humansville, Missouri. After homeschooling her siblings for two terms, and teaching in Ontario one winter, she has taught in the local one-room school since 2004. Her book, *Dear Julia*, recently published by Pathway Publishers, is now available from Christian Light.



- ❑ Update student permanent records—grade averages, attendance records, achievement test results, etc.
- ❑ Take inventory of classroom supplies and report needs to appropriate personnel.
- ❑ Order supplies and curriculum early. Give ample time to check orders and correct errors before school starts.
- ❑ Clean and organize your classroom, including the contents of desks, cabinets, and closets. Put textbooks and supplementary materials in their proper place.
- ❑ Add notes in your teacher notebook or planner that will assist you (or the next teacher) next term.
- ❑ Write reminders to yourself. Interesting how much you can forget if you're gone a couple months.
- ❑ Have your room and materials ready enough that another teacher doesn't have to start entirely from scratch.
- ❑ Allot sufficient time during the summer to study and prepare materials and possibly work through some courses in advance.
- ❑ Enroll new staff (or current staff that need a boost) in summer teacher events such as Christian Light's teacher training course and other regional institutes and teacher development events.
- ❑ Peruse Christian Light's *Classroom Manual* or *Handbook for Creative Teaching* (Rod and Staff) or other books like *The First Days of School* (Wong and Wong) for ideas and inspirations.
- ❑ Pray for your personal development and preparation and for your students during the summer. [\[1\]](#)




**Ask Another** is a question-answer space for teachers. Teachers are invited to pose questions on school-related subjects, offer responses to questions, or reply to responses. (LightLines will occasionally assign questions to experienced teachers for their qualified response.) Send questions or responses by email to [lightlines@christianlight.org](mailto:lightlines@christianlight.org) or by mail to LightLines Editor, P.O. Box 1212, Harrisonburg, VA 22803. (Try to limit responses to fewer than 400 words.)

### Question:

I teach Grades 5 – 6. I need ideas for rainy day activities. We do not have a gym. —Question posed in *LightLines*, 2024 – 2025, #2.

Since we did not receive any responses to this teacher's question, we will refer the questioner to *Handbook for Creative Teaching* by Rod and Staff Publishers, pp. 756 – 763 for ideas for recess activities in the classroom on rainy days. Also consider these additional sources.

- Christian Light's *Classroom Manual*, page 225, has a list of recess ideas for in the classroom.

- Retired teachers. Back in the day most teachers didn't have gyms.
- Parents and grandparents. What do they remember? One person mentioned "Blind Man's Buff" and "Running Water, Still Water." 

**Next question:** What are some practical ways to encourage true friendship among students and avoid cliques?

Please respond by May 15, 2025. We'll print responses to questions in a future issue of *LightLines*. Please respond with answers or new questions to [lightlines@christianlight.org](mailto:lightlines@christianlight.org), fax to 540-433-8896, or mail them to *LightLines*, P.O. Box 1212, Harrisonburg, VA 22803.

A long-tenured teacher was once asked why he spent several hours daily preparing his lessons that he had taught for many years. His answer was,

**"I wish my students to drink from a running stream and not from a stagnant pool."**



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