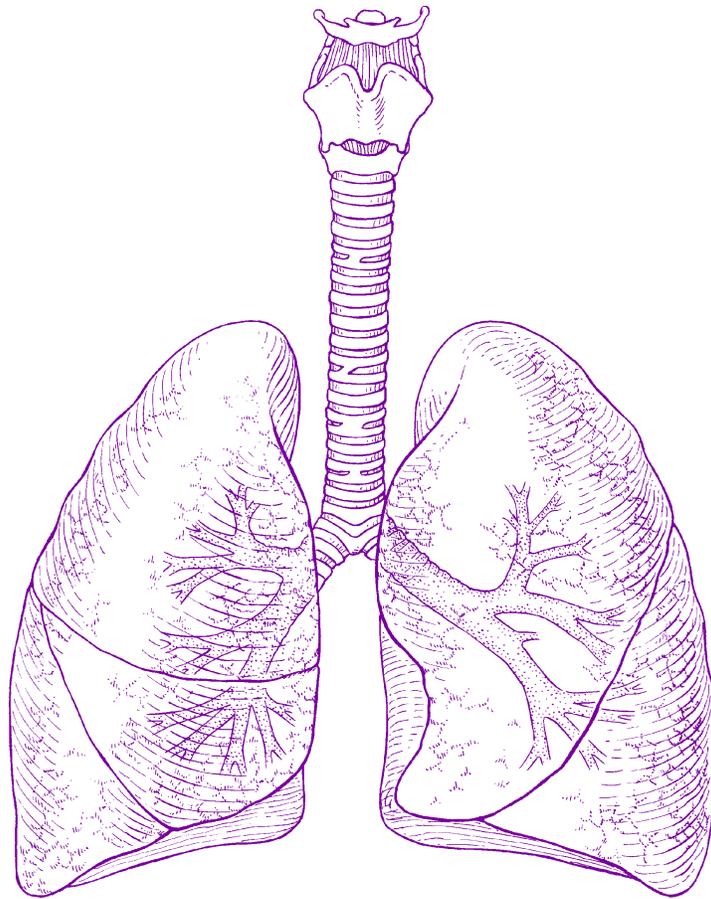


Designing Your
Own School Program **4**

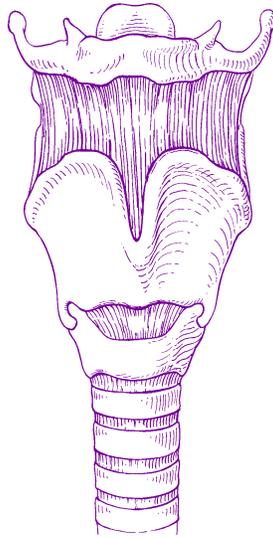
THE PRINCIPLE OF BREATHING



A "True Education" Voice Series

“THE Spirit of God HATH made me,
and the breath of the Almighty
HATH given me life.”

Job 33:4

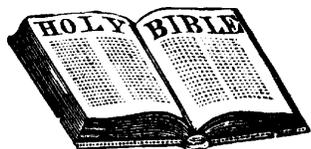


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TEACHER Section





INSTRUCTIONS

For the Teacher

Step 1

Study the Bible Lesson and begin to memorize the Memory Verses. Familiarize Yourself With the Character Quality. The student can answer the Bible Review Questions. See page 6. Use the Steps in Bible Study.

Bible Lesson

“Unto You a Saviour” – Luke 2:1-20

Memory Verses

Isaiah 44:3; Psalm 112:4;
Luke 2:10-14; Romans 11:33

Character Quality

Humbleness – freedom from pride and arrogance; **humility** of mind; a modest estimate of one’s own worth; lowliness of mind; a deep sense of one’s own unworthiness in the sight of God; self-abasement; penitence

for sin, and submission to divine will.

Antonyms – pride; arrogance; insolence; haughtiness; disdain; vainness; vainglory; ostentation; pretension; showiness; exaltation; aggradizement

Character Quality Verse

James 4:6 – “*But he giveth more grace. Wherefore he saith, God resisteth the proud, but giveth grace unto the **humble**.*”

Step 2

Understand How To/And

- A. Do the Spelling Cards so the student can begin to build his own spiritual dictionary.
- B. Mark the Bible.
- C. Evaluate Your Student’s Character in relation to the character quality of **humbleness**.
- D. Familiarize Yourself With Breathing. Notice the Projects.

E. See the Student Section for the Scripture References.

F. Notice the Answer Key.

A. Spelling Cards

Spelling Lists

Voice Words

Place I - II - III

cavity
chest
exhale
inhale
lungs
mouth
nasal
nose
organs
vitality

Place II - III

air-passages
bronchial
carbon dioxide
epiglottis
larynx
oxygen
pharynx
thorax
trachea
respiration
Windpipe

Bible Words

angels
babe
Bethlehem

Bible Words

born
circumcising
clothes
decree
eight
flock
firstborn
Galilee
glory
haste
heaven
humbleness
Joseph
joy
lineage
Lord
manger
Mary
multitude
Nazareth
night
peace
praising
Saviour
shepherds
shone
swaddling
taxed will
tidings wrapped

B. How to Mark the Bible

1. Copy the list of Bible texts in the back of the Bible on an empty page as a guide.

2. Go to the first text in the Bible and copy the next text beside it. Go to the next one and repeat the process until they are all chain-referenced.

3. Have the student present the study to family and/or friends.

4. In the Student Section collect the Bible verses and make your own Bible study. Mark your Bible. Add more verses if they are needed.

C. Evaluate Your Student's Character

This section is for the purpose of helping the teacher know how to encourage the students to become more **humble**.

See page 7.

See the book
Spelling from the Scriptures
for instructions about how to make
the Spelling Cards.

Place I = Grades 2-3-4
Place II = Grades 4-5-6
Place III = Grades 6-7-8

D. Familiarize Yourself With The Principle of Breathing Notice the Projects!

Projects

1. For one day let each member of the family practice taking the lowest position; and whenever an opportunity arises to be **humble**, do so. Each member should have at least one day to practice the lowest position. However, everyday each family member should be **humble**.

2. Stand in a circle facing one another, including each family member. Practice the principles of proper breathing. Help one another if anyone has difficulty.

3. The student could write a report why air moves in and then out of the lungs. Also have him write out Luke 14:11 on his paper. He can explain how this Bible principle compares to the principle of breathing.

4. The student can draw an illustration of the lungs when partially empty, and another picture when they are full. He can explain (using his illustrations), how this process works. How does this remind him of the **humility** Christ showed when

He added Himself to the human family.

Notes

“FOR WHOSOEVER
EXALTETH HIMSELF
SHALL BE ABASED;
AND HE THAT **humbleth**
HIMSELF SHALL BE EXALTED.”
LUKE 14:11

E. See the Student Section for Scripture References

See the Student Section, and check all the Bible verses listed there.

F. Notice the Answer Key

The Answer Key for the student book is found on page 9.

Step 3

Read the Lesson Aim.

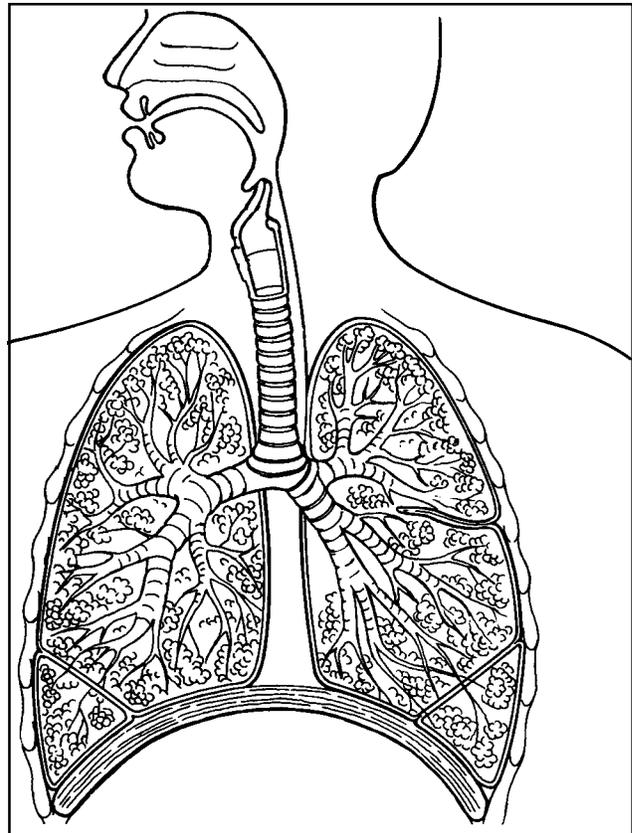
Lesson Aim

This lesson will help to teach the student how breathing takes place. The principle of how we breathe helps the student to understand how Christ **humbled** Himself and was added to the human family. Jesus **humbled** Himself to become a man. "...Jesus accepted humanity when the race had been weakened by four thousand years of sin...."* He traveled to a low place here on earth.

**The Desire of Ages 49*

Air flows in and out of the lungs because air always moves from a high-pressure area to a low-pressure area. When you lower the air pressure in your lungs (by breathing out), air from the outside rushes in to equalize the pressure. After you raise the air pressure in your lungs (by breathing in), some of the air moves to the lower-pressure area outside.

This reminds us of how Jesus **humbled** Himself by traveling from a high position to a low one that we may have an equal opportunity to be added back into the kingdom of heaven as sons and daughters of God.



Step 4

Prepare to begin The Principle of Breathing Lesson.

To Begin the Breathing Lesson

Read the story, "Heart Tones."

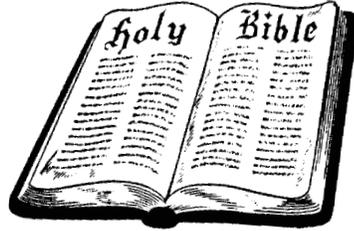
Step 5

Begin the breathing lesson. Cover only what can be understood by your student. Make the lessons a family project by all being involved in part or all of the lesson. These lessons are designed for the whole family.

**JESUS HUMBLED HIMSELF
by TRAVELING
from A HIGH position
to A LOW ONE**



Steps in Bible Study



1. Prayer
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meaning in the Hebrew or Greek dictionary in the back of that book.
4. Cross reference (marginal reference) with other Bible texts. An excellent study tool is *The Treasury of Scripture Knowledge*.
5. Use Bible custom books for more information on the times.
6. Write a summary of what you have learned from those verses.
7. Mark key thoughts in the margin of your Bible.
8. Share your study with others to reinforce the lessons you have learned.

Review Questions

1. In what way did the emperor of Rome become an agent of God? (Luke 2:1, 4, 7)
2. Where did the people go to be taxed? (Luke 2:3)
3. To what city did Joseph and Mary go? Why? (Luke 2:4)
4. Why did they not go to an inn? (Luke 2:7)
5. Who was born that night? (Luke 2:7, 11)
6. In what did His mother wrap Him? ((Luke 2:7)
7. Where did she lay Him? (Luke 2:7)
8. Who were in a field near where Jesus was born, and the only group of people at Bethlehem ready for the great news? (Luke 2:8)
9. What were these shepherds doing? (Luke 2:8)
10. What special thing did the angels do on the night Jesus was born? (Luke 2:9-14)
11. What did the shepherds say to one another when the angels had gone away? (Luke 2:15)
12. Where did they find Jesus? (Luke 2:16)
13. To whom did they tell what they had seen and heard? (Luke 2:17-18)
14. How was their story received? (Luke 2:18)
15. For what did they praise and glorify God? (Luke 2:20)
16. What did Mary ponder in her heart? (Luke 2:19)
17. How many reasons can you think of why the angels should have been interested in the birth of Jesus?
18. Why is Bethlehem called “the city of David?” (Because David had been born there)
19. What lesson do you get from the attitude of the shepherds both before and after the angels’ announcement of the birth of Jesus? (They were **humble** and believing of the good news, and eager to share it with others.)
20. Read the genealogies of Christ in Matthew 1:1-17, and Luke 3:23-35. (Note: Luke gives the regal line of Christ through Mary who was descended from Nathan, the son of David, while Matthew gives the regal line through Joseph, who was descended from Solomon, the son of David and heir to the throne.)

Evaluating Your Child's CHARACTER

Check the appropriate box for your student's level of development, or your own, as the case may be.

Maturing Nicely (MN), Needs Improvement (NI), Poorly Developed (PD), Absent (A)

Humbleness

1. "Seest thou a young man wise in his own conceit? there is more hope of a fool than of him." Is the child teachable, readily and **humbly** submitting themselves to the guidance of those more experienced than themselves?

MN NI PD A

2. Does the child show proper respect to those who are their superiors in knowledge, in station, and in years?

MN NI PD A

3. When praised for something he has done does the child deflect the praise to God or others who played some indirect part in his success?

MN NI PD A

4. Does the child think more highly of himself than he ought to think?

Yes No

5. When the child experiences a moral failure of some kind, does it **humble** him or does he seek to justify himself?

6. Does the child prefer showy or modest attire? _____

7. Do your children agree with you?

Yes No

8. Does the child find it difficult to admit when he is wrong?

Yes No

9. Does the child seldom ask for forgiveness on his own?

Yes No

10. Does the child usually respond to conflict in the family with the attitude, "It wasn't my fault?"

Yes No

11. Does the child ever choose to "lose face" himself in order to shield another from embarrassment?

MN NI PD A

Heart Tones

A story is told by a teacher of true culture which shows us that most charming possession of girlhood and womanhood. A sweet, musical voice, is not always a matter of breathing exercises. “The most exquisite voice I ever heard,” says this teacher, “is that of a woman who never in her life took a lesson in speech or singing, or appeared in public, in fact, she was a dressmaker in rather **humble** circumstances. Hers is what we call a talking voice. It was sweet and musical. It was not an affected voice—one of the kind some folks put on with their best clothes and company manners. It is her everyday voice, and she never uses any other.”

“The first time I heard her speak, I was struck by the gentleness, sweetness, and true refinement of her voice. I determined to find out all about her, and I did. It was not much, just a homey, simple little history of unselfishness and self-sacrifice; of years spent in frugal living and in working hard for others. But it explained the possession of that voice.”

“One day a pupil of mine, a wealthy society woman who had taken up tone culture as a mere fad, heard this dressmaker speak.”

“‘There!’ she exclaimed. ‘I want you to teach me to speak like that.’”

“‘I only wish I could, madam,’ I replied.”

“‘But why not?’ she insisted. ‘Isn’t it just a trick of managing the chest-tones?’”

“‘No, madam,’ I said. ‘Those are not mere chest-tones: they come from the heart.’”



Answer Key

Pages 5-6

1. Pray
2. Leaves, lungs
3. Larynx
4. Teacher, check.
5. The tree of life and the ark of the covenant.
6.
 - (1) Nose
 - (2) Pharynx,
 - (3) Larynx
 - (4) Trachea
 - (5) Bronchial tubes
 - (6) Lungs
7. Epiglottis
8. Air, tubes
9. Elastic Tissue
10. Thorax

Page 13

1. Oxygen purifies the blood.
Carbon dioxide is poisonous.
2. Oxygen

Page 13 Continued

3. Deep, full, regular breathing
4. Low vitality
5. Deep breathing
6. Increase, strength
7. It supplies the brain with more oxygen.
8. Breath control

NOTES

Glory to God

“Glory to God
in the Highest,
and on earth peace,
good will toward men.”



GARDENING SHEET

LESSON Four Subject Voice

Title "The Principle of Breathing"

In SEASON

Green crop manures, green manures, and cover crops usually occupy your land only a part of a growing season. When they are plowed under to decay, they improve the soil by adding organic matter.

Green Manures

Legumes

Cowpea
Soybean
Peanuts
Vetch
Canada Field Pea
Velvet Bean
Sweet Clover
Crimson Clover
Hairy Vetch
White Clover
Alsike Clover
Alfalfa

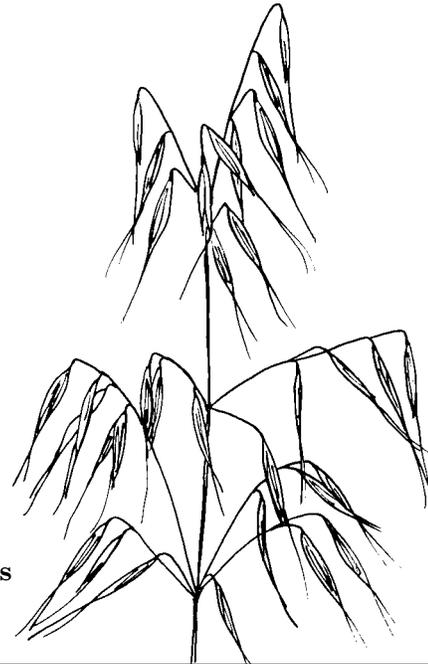
Non-legumes

Rye
Oats
Mustard
Mangles
Rope
Buckwheat

Out of SEASON

Research which green crop manures will grow best in your area, and when you should plant them.

Think about how a green crop has such a **humble** task.



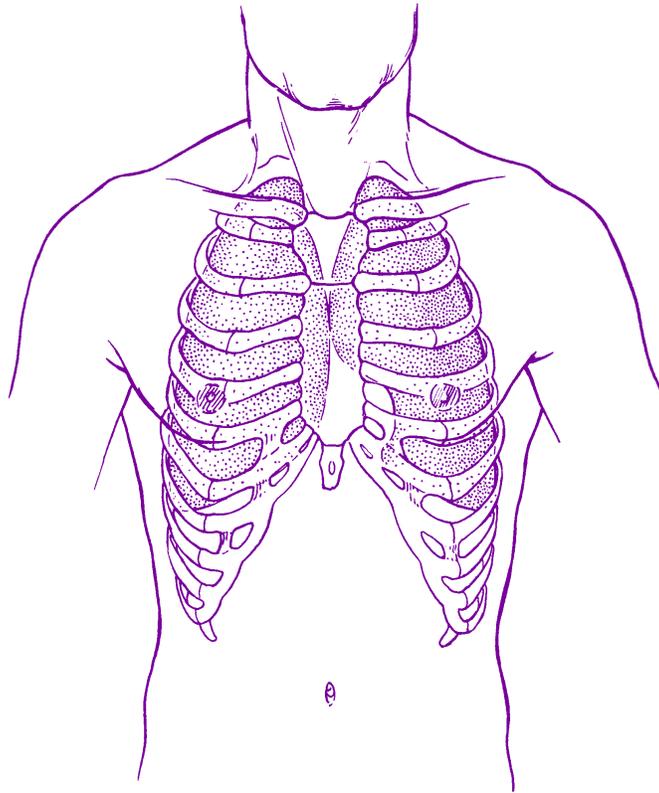
Oats

It is a **humble** task to “grow” to serve others. Jesus came to this earth to do just that.

He lived a short while (like the green crop) and His death brought a bountiful crop of many people.

“I AM COME
THAT THEY MIGHT HAVE LIFE,
AND THAT THEY MIGHT HAVE IT
MORE ABUNDANTLY.”

JOHN 10:10



Each booklet in the series,
“Designing Your Own School Program,”
is planned for a family to study together
for their homeschool curriculum;
yet versatile enough to be used
in the conventional classroom.

Learn the principles
of the subject matter from the Scriptures;
discover more academic information;
then apply it to your daily life.

Other titles in the voice series are available
in the following subjects:

- 1 – WHAT is the Voice?
- 2 – CARE of the Voice
- 3 – VOICE Culture
- 4 – THE Principle of BREATHING
- 5 – MUSCLES and BREATHING
- 6 – THE VOCAL Cords
- 7 – CORRECT Bodily ALIGNMENT
- 8 – RESONATING Chamber, RESONANCE
- 9 – GROWING VOICE
- 10 – VOICE in COMMUNICATION



Mark 4:29