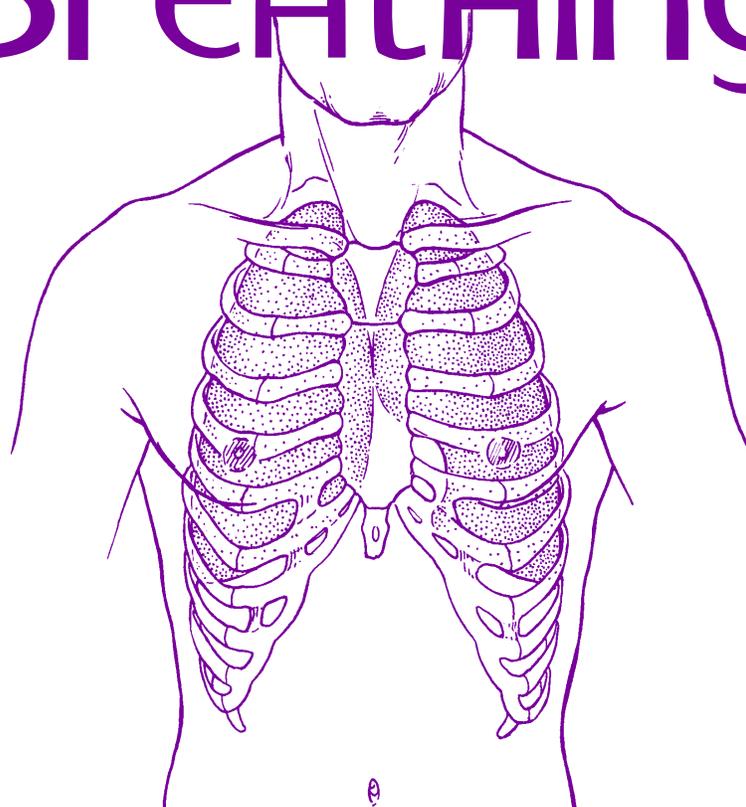


Designing Your
Own School Program

5

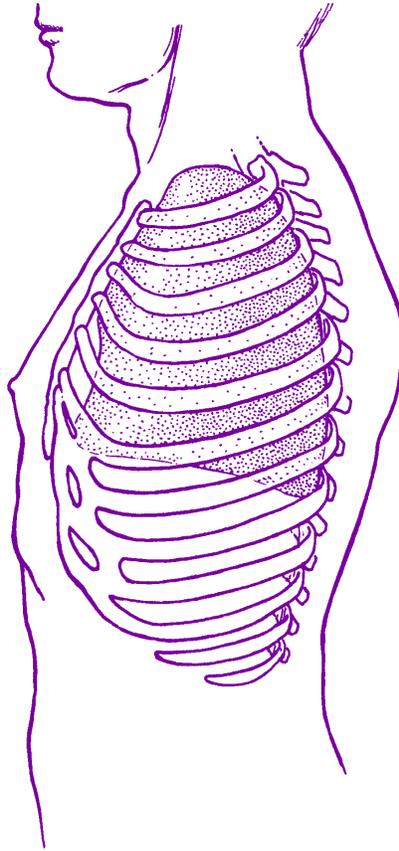
MUSCLES AND Breathing



A "True Education" Voice Series

“The inspiration of the Almighty
giveth them understanding.”

Job 32:8



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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

The Dedication – Luke 2:21-38

Memory Verses

I Peter 1:18-19; Isaiah 11:1-5; 9:2, 6; Revelation 15:3-4

Character Quality

Discernment – the power or faculty of the mind by which it distinguishes one thing from another, as truth from falsehood, virtue from vice; acuteness of judgment; power of perceiving differences of things or ideas, and their relations and tendencies

Antonyms – stupidity; slowness; dullness; density; crassness; blindness; lack of judgment

Character Quality Verse

I Samuel 16:7 – *“But the Lord said unto Samuel, Look not on his countenance, or on the height of his stature; because I have refused him: for the Lord seeth not as man seeth; for man looketh on the outward appearance, but the Lord looketh on the heart.”*

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 **discernment**.

D. Familiarize Yourself With Muscles and Breathing. Notice the Projects.

E. Review the Scripture References for “Muscles and Breathing.”

F. Notice the Answer Key.

A. Spelling Cards

Spelling Lists

Voice Words

Place II - III

abdominal
arch
breathing
capacity
contracts
diaphragm
exhale
inhale
inspiration
intercostals
muscles
regulate
separation
shallow
veil
weakens
weakened

Bible Words

Anna
custom
consolation
devout
discernment
Gentiles
glory
Jerusalem
light (lighten)
name
peace
pigeon
pierce
prophetess
redemption
sacrifice
Simeon
widow

See the book
Spelling from the Scriptures
for instructions.

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 you need to.

C. Evaluate Your Student's Character

This section is for the purpose of helping the teacher know how to encourage the students in becoming more **discerning**.

See page 7.

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

D. Familiarize Yourself With Muscles and Breathing – Notice the Projects

Projects

1. Work with your family on a task that requires more than one part to complete the whole task. Each part must be done in a certain order.

Example: Dishes washed, rinsed, drained, dried, then put away.

Discuss as a family how this task relates to the muscles that work together to perform breathing. How does it take **discernment** to perform the task you just did? Discuss how the muscles have **discernment** to perform the function of breathing. Discuss how deep breathing helps the voice.

2. Have the student explain how the process of deep breathing is like Simeon and Anna's response to the Holy Spirit. He can explain why it is important for our voice that we breathe deeply.

3. Practice pausing and use **discernment** and think before answering a person.

4. The student can write a report about "The Spiritual Lessons in Breathing."

5. Attend a musical program and notice how the singers use deep breathing.

WHAT MUSCLES
ARE THESE SINGERS
USING?



E. SEE THE Student Section for Scripture References

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

F. Notice the Answer Key

The Answer Key for the student book is found on page 8.

Step 3

Read the Lesson Aim.

Lesson Aim

This lesson's goal is to give the student an awareness of the muscles involved in deep breathing. Deep breathing is a must for a good speaking or singing voice. The muscles involved work with **discerning** sensitivity to each other, as Simeon and Anna were **discerning** and sensitive to the Holy Spirit.

There are three primary muscles, or groups of muscles, that perform the

function of breathing. These muscles are; (1) the diaphragm, which starts the action of (2) the intercostals, which are attached to the ribs; and (3) the abdominal muscles. The brain is the coordinator of this process.

Each muscle **discerns** the action of the others, and with messages from the brain, it responds with an action of its own. Their combined actions allow deep breathing. This brings fresh air into the lungs which helps to cleanse the blood, bringing health to the body, and also improving the voice.

Simeon and Anna had **discernment**, and they moved in response to the Holy Spirit, just as the muscles respond to the brain and each other.

When all these muscles do not work together properly, it results in shallow breathing, leaving the blood unclean. Such shallow breathing is not very helpful, and may harm the body or voice.

The priests lost their **discernment** because they were not being directed by or working together with the Holy Spirit. They had a very shallow religious experience. They did not recognize the first-born Son who could cleanse them from their sins (I John 1:9).

We need to listen to the Holy Spirit so that we can **discern** and respond to His commands, just like the breathing muscles respond to the brain, and **discern** the actions of each other to work together in harmony. Then we will have a deep spiritual experience, “*for the Spirit searcheth all things, yea, the deep things of God*” (I Corinthians 2:10).

Step 4

Prepare to begin the Muscles and Breathing Lesson.

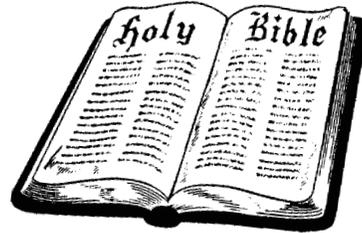
To Begin the VOICE LESSON

Do deep breathing exercises then practice reading together a paragraph from the Bible lesson.

Step 5

Begin the Voice 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.

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. How old was Jesus when He was named? (Luke 2:21)
2. When was He taken to the temple? For what purpose? (Luke 2:21-24)
3. Describe what took place in the temple when Jesus was brought in. (Luke 2:22-38)
4. What offering did His mother make? Why? (Luke 2:22-38)
5. Who was Simeon? What had been revealed to him? (Luke 2:25-26)
6. How did Simeon know that the baby was Jesus? (Luke 2:26-27)
7. What did Simeon pray for himself? (Luke 2:27-32)
8. What did Simeon say Jesus would be to the Gentiles? To Israel? (Luke 2:32)
9. What caused Joseph and Mary to marvel? (Luke 2:32)
10. Whom did Simeon bless? (Luke 2:34)
11. What did Simeon say to Mary? (Luke 2:34-35)
12. Who came in at this instant? Who was this person? (Luke 2:36-37)
13. How did she serve God? (Luke 2:37)
14. To whom did she speak of Jesus? (Luke 2:38)

**SIMEON AND ANNA
discerned
WHO
BABY JESUS
WAS!**



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)

Discernment

1. Is your child usually sensitive to or aware of the needs of others?

MN NI PD A

2. Does the child readily distinguish between right and wrong?

MN NI PD A



3. Does the child give evidence of the ability to **discern** God's ways of working in the circumstances of his life?

MN NI PD A

4. Does the child seek an understanding of related Biblical principles in trying to solve the problems of life?

MN NI PD A

5. Does the child show the ability to **discern** between good, better, and best, and willingly choose that which is spiritually strengthening?

MN NI PD A

Answer Key

Page 4

1. Diaphragm, intercostal muscles, and abdominal muscles
2. Brain
3. Shallow breathing
4. Shallow breathing
5. Descends
6. Down
7. It stimulates the stomach by massaging it, thus aiding digestion.
8. Downward, backward, inward

Page 9

1. Chest, abdominal
2. Veil between the most holy place and holy place
3. Sin
4. Veil

Reflect

Habitually dwelling upon Christ and His all-sufficient merits, increases faith, quickens the power of spiritual **discernment**, strengthens the desire to be like Him, and brings an earnestness into prayer that makes it efficacious.



Gardening SHEET

Lesson Five Subject Voice

Title "Muscles and Breathing"

In SEASON

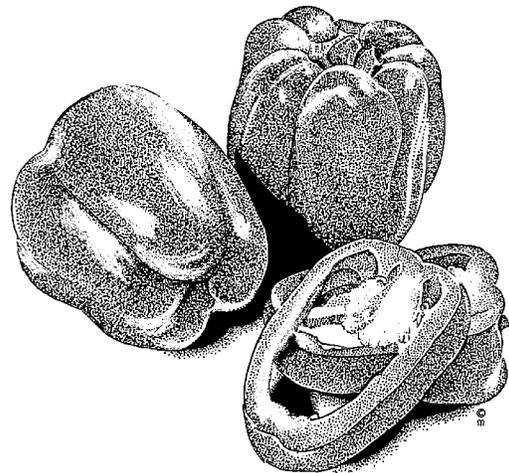
In some areas, May is the month to set out pepper plants. They are almost pest-free, but they require a long growing season, so start your plants indoors earlier. One dozen plants will produce plenty for a family of five. When the plants are about five inches (2.5 centimeters) tall, they can be set out. Set each plant two feet apart in good sandy loam (sand, clay, silt, and organic matter). Pour in a pint (0.47 liters) of water and watch it disappear. Then draw dry soil up over the roots. Shade with shingles of newspaper tents for two or three days.

With the exception of pimientos, the mild, sweet pepper types so good in salads are usually used while still green, however, they are more nutritious if left on the plant to mature. All peppers should be cut from the plants, not pulled, with a half inch (12.5 millimeters) of stems.

Out of SEASON

Make stuffed peppers, or Spanish rice with peppers diced in it. Serve them on a garden decorated table. (Example: a basket filled with packaged seeds, garden gloves, and hand tools; or a bowl of garden produce.)

Practice sitting up straight at the table so your muscles and breathing can work the very best. Speak clearly and remember to say please, and thank you!

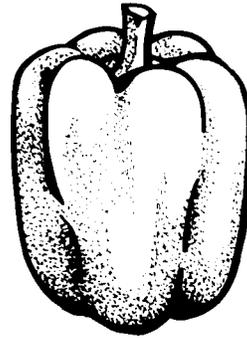


GARDENING SHEET

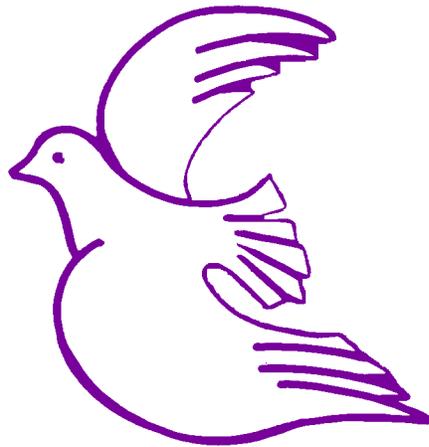
“Muscles and Breathing” continued

One dozen plants will yield eight to ten pounds (3.6 to 4.5 kilograms) of peppers.

Peppers cannot tolerate frost. When frost threatens, cut all fruit that are at least half-grown, and store in baskets in a cool spot in the basement where they will not freeze.



We need to listen to the Holy Spirit
that we may discern and respond
to His commands,
as the breathing muscles respond
to the brain and the other muscles.
Then we will have a deep
spiritual experience,
*“for the Spirit searcheth all things,
yea the deep things of God.”*
I Corinthians 2:10



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