

## Use REBIRTH to Teach Virtues.

There are virtues and beliefs that are essential to the ideals of Adventist Education. They are basic to Christian character development and should be carefully integrated into the curriculum. These have been grouped to help the student learn to face the Seven Great Decisions of Life. The term REBIRTH is taken from the first letter of each virtue group.

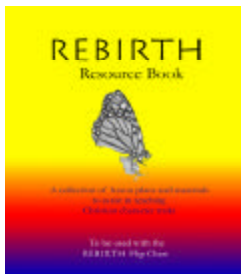
### Seven Great Decisions of Life - REBIRTH

Religious	How to be like Jesus?
Ethical	How to make good decisions?
Biblical	What to believe and do about God's Revelation?
Individual	How to be a person of virtue?
Relational	How to treat people?
Temporal	How to use my time wisely?
Healthful	How to be healthy?



Use the Chart of Virtues and carefully plan how you will utilize the time and experiences of your class to teach these issues and virtues. See Appendix for a full size Chart.

Use the REBIRTH Flip Chart for a visual aid to focus the student's attention on the virtue being taught.



Use the REBIRTH Resource Book for teaching aids and lesson plans for each virtue.

There are several ways you can use the REBIRTH materials. You can systematically go through the values, one a day or several a week. Use the flip chart as a visual aid and the Resource Book as a guide to emphasize the values to the students. Another way is to use the Seven Great Decisions of Life as themes for each month. Use the Chart of Virtues to decide which virtues you will emphasize each day. Sometimes you may recognize needs in your students

which will call for the reinforcement of certain virtues. Use the Resource Book and plan how best to focus the student's attention on building that character trait. You may want to plan a school wide values emphasis program where a coordinated effort is made to teach the values during chapel, in each class, on the playground and even at home and at church.

One way to use REBIRTH is by "Value Talk." There are three steps and they should be short and to the point. 1. Use the student's name. "Leni,..." 2. Label the virtue/belief that the student is using. "Leni, you are showing the virtue "Economy"... 3. Identify the action. "Leni, you are showing the virtue "Economy" when you use the back side of your math paper for practicing your spelling.

Teachers who do "Value Talk" consistently will teach the students to be aware of the virtues and seek to make them a part of their life. Teacher may want to use a "Value Box" where students and teacher may write values they see in the classroom in Value Talk form and then find time during the day to read them.

Consider that all of the virtues are essential to the goals and objectives of the school. Because of the nature and topics of the “subject area” some virtues are more easily emphasized than others. These include:

**Ethical Virtues:**

- Fairness: use social issues as subjects of art
- Honesty: list positive and negative aspects of one’s art work
- Economy: be conservative with art supplies
- Optimism: verbalize the value of one’s art work

**Relational Virtues:**

- Kindness: build up a relationship with the other artists, especially during frustration
- Acceptance: build an affirmative atmosphere in the classroom
- Respect: place one’s work on display
- Cooperation: share limited resources with other artists
- Gratitude: direct gratitude to God for creativity
- Trustworthiness: art folios will show results of perseverance

**Individual Virtues:**

- Self-worth: when one has attained a level of competence his self-worth is verified
- Self-control: meet production deadlines
- Courage: try new processes in art projects
- Organization: practice consistent structure and monitoring of one’s progress
- Responsibility: clarify how art influences artists and their audiences
- Adaptability: work in a group involving different mediums of art