

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.

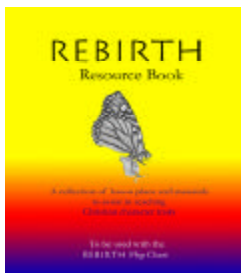
Seven Great Decisions of Life - REBIRTH

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.

PHYSICS

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

GOALS FOR PHYSICS

The realm of physics includes interactions of energy and matter in the physical universe. The course promotes the following:

creation	develop attitudes, values, and aspirations that strength belief in God as Creator.
Trinity	understand the physical properties, laws, and unifying principles of physics and how they make us aware of the Creator.
foresight	apply the concepts identified in the matrix to explain, communicate, and predict physical phenomena.
wisdom, common sense good judgment	be able to observe, collect, and interpret data and make inferences from that data, and value data collection as a mens of verifying scientific theories and models.
safety	safely use equipment such as meters, balance, thermometer, and computers.
learning	increase interest and knowledge of physics by learning from a variety of sources.
co-operative	understand that physics, technology, and society influence one another.
humility	recognize the tentative nature and limitations of science.
honesty	recognize the necessity of ethics and its application to physics.
appreciate beauty	appreciate the generosity of God in designing the universe not only for function, but also for beauty and order.
positive	increase appreciation for scientific explanations in vocations and avocations.

*from Curriculum Guide for Science Education K-12 by NAD, 1999

