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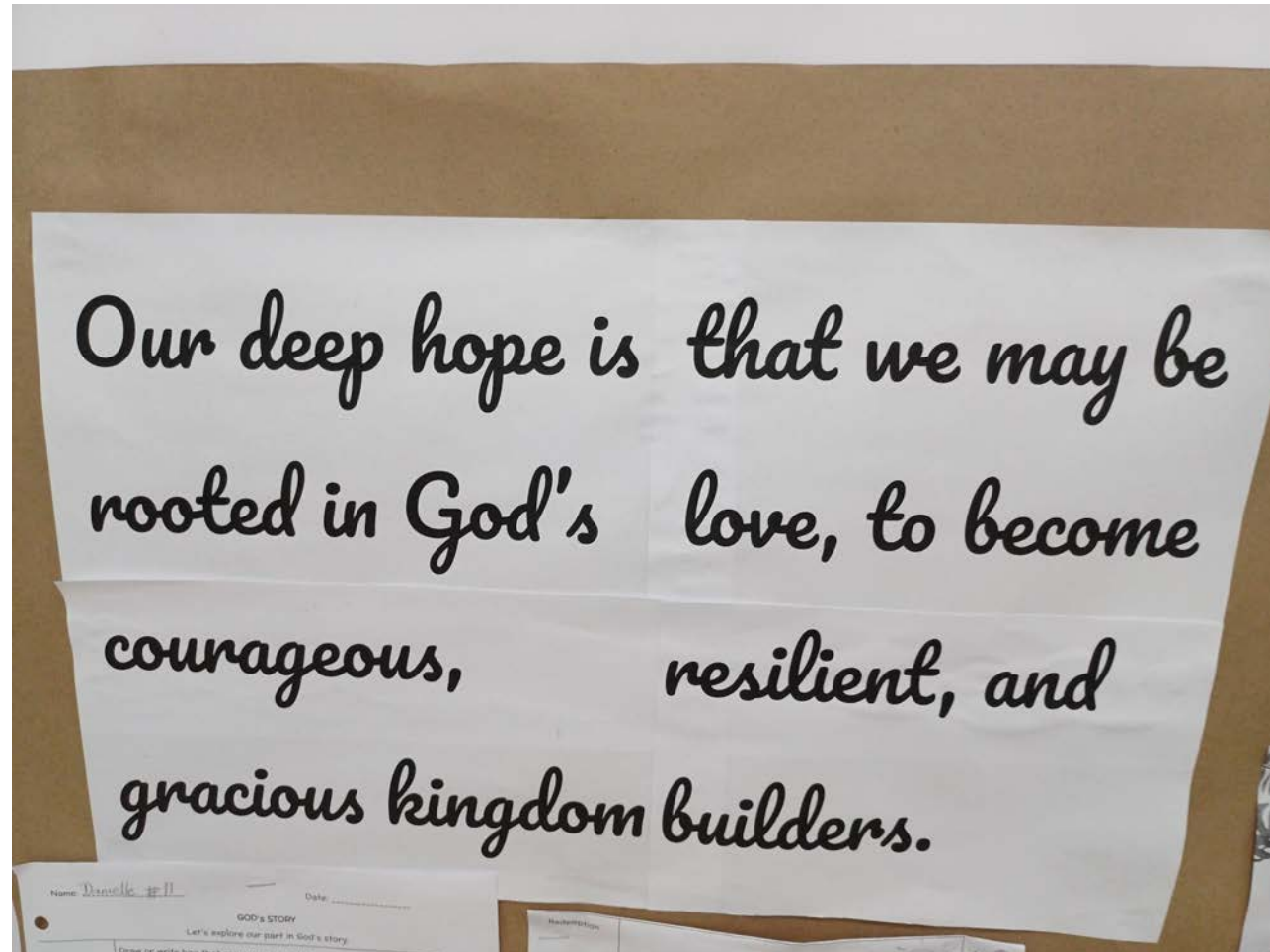
Caring for God's Creation Language Arts/Science/Bible and 5th Grade

Mrs. Wendy Gomez
Nicaragua Christian Academy



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Deep Hope:





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Long Term Learning Targets:

- 🎯 I can develop a plan that can bring restoration to relationships with people with disabilities by being courageous, resilient, and gracious.
- 🎯 I can care for God's creation by using the research on trees, plants, and animals, and applying it at Tesoros de Dios by caring for the horses and planting trees.



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Curricular Outcomes:

LANGUAGE ARTS

Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts (T195, T343)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points (T176, T185, T186, T187, T199, T265)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (T49, T347)

SCIENCE

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.



Habit(s) of Learning:

Courageous designing - students will design a plan of activities to teach and do alongside people with disabilities on Tesoros de Dios campus. This includes: planning a devotional, picking plants they will plant, and planning how to proactively include people with disabilities.

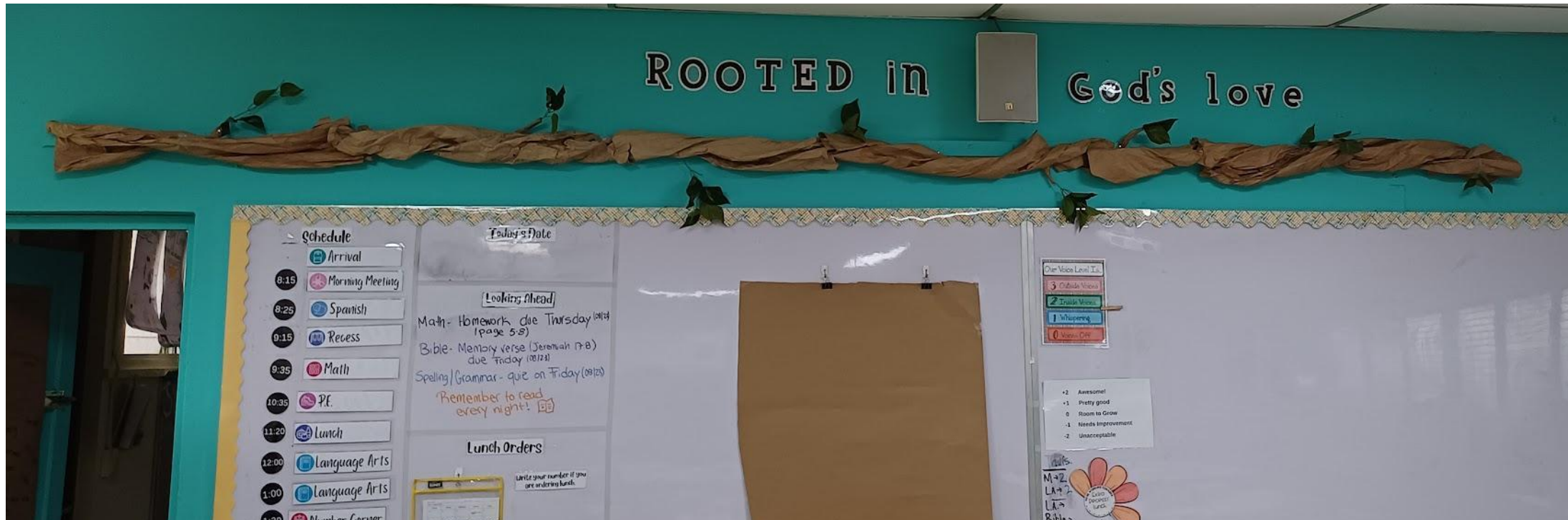
Joy-filled collaboration - in planning the activities, they have to collaborate with each other. Also, while at Tesoros de Dios, they will be collaborating alongside students with disabilities and exchange knowledge about caring for horses and planting trees. Students at Tesoros de Dios have been learning by doing it/in practice, and our 5th graders have researched and learned from other experts.

Gracious Communicating - as part of our deep hope and storyline, students are challenged to communicate with patience, love, and kindness when relating with people with disabilities. This challenges them that this should be their way of communicating all the time.

See God's Story:

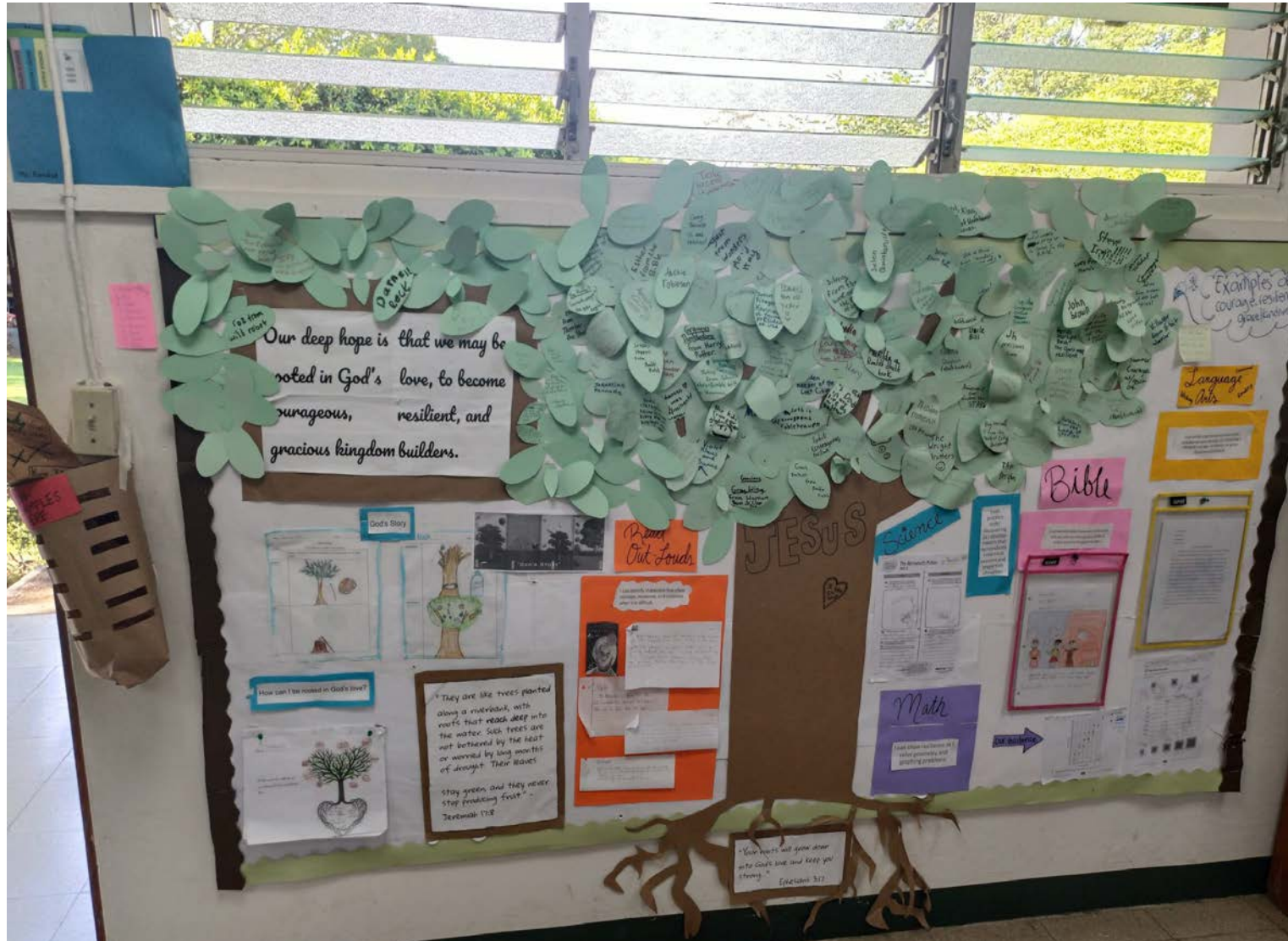
In preparation to our FLEx trip to Tesoros de Dios, we talked about the effect the Fall has with disability and brokenness in relationships. People with disabilities are excluded and put aside, and that is not God's intention. We then reflected on how we can restore those relationships by demonstrating God's love to others, and what inclusion looks like. We also talked about therapy being part of God's redemptive work.

Storyline Rooted in God's Love





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Throughlines:

Creation Caretaking: *In the FLEx, students planted trees in the ground of Tesoros de Dios, along with the students with disabilities from Tesoros. They also cared for the horses. This connects with the science unit on trees and to their procedural composition about planting trees or caring for horses.*

Kingdom Building: *They planned and gave devotionals to the students with disabilities, their parents, and staff. They also learned about the continuum of perspective of disability, which is not to see people with disabilities with pity or shame, but with dignity, and as a peer. This allows them to restore relationships with people with disabilities.*

Throughlines:

Image Reflection: *In the FLEX they were able to reflect Jesus by showing courage, kindness, patience, and resilience as they tried new things, and as they interacted and worked together with people with disabilities. They also saw how people with disabilities reflect God's image.*



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Formational Learning Experience:

Real needs: Tesoros de Dios receives people with disabilities, and their grounds needs more shade and more fruits. The students also need to have relationships with other kids their age, since some of them don't go to regular school. They need the opportunity to share what they have learned, and learn from others with peers.

Real people: People with disabilities from Tesoros de Dios.

Real work: Plant trees with people with disabilities, clean stables, ride horses with people with disabilities, share a devotional for new friends, share food with the students with disabilities.



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INVITE

We learned about trees in science, and we asked an expert from our school (gardener) to teach us more about that. He shared the importance not only to plant trees but also to share the gospel and be solid trees. Then, when we were learning about caring for animals, and I invited experts on horses from Tesoros de Dios, and the students loved learning about horse therapy. At the end of the presentation, students asked if we could go to Tesoros de Dios.





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They wrote an exit ticket after saying that they wanted to go to Tesoros de Dios. I asked them if we were to go to Tesoros de Dios, how can we be kingdom builders at Tesoros de Dios? Here is a list of things they responded:

- Make new friends
- Teach about Jesus
- Teach about numbers
- Help care for horses (bathe them, feed them, ride them)
- Sing worship songs with the students
- Eat snacks with kids from Tesoros



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NURTURE

Wrote a research report about disability therapy (which includes horse therapy).

Andrew Jurgenson

Research Report

2024/Dec/11

Animal Therapy

Animal therapy has the ability to push you past your limits through therapy.

Therapy is great for people, especially people with disabilities like anxiety. Animal therapy can help people get out of their comfort zones.

Therapy dogs are important because they provide a safe space and alleviate stress. Dogs also bring families together and improves social and development growth. Dogs can also calm them down and make them gentle and slow them down.

Ideal animals for the elderly are: cats. They help with self- esteem and dealing with loneliness and depression. Alzheimer patients by stimulating forgotten emotions and memories. They also help with anxiety and physical and mental health.

Horses can help kids with disabilities. Horses can help with kids that have problems like trust, self-concept. They can also help with assertiveness improvement and locus control. Horses also can help with hyperactivity disorders.

Therapy for people with disabilities

Therapy for people with disabilities is important for our world. Nobody should criticize these people, because for these people it is hard to do some kind of things. They are unique and special people.

Physical therapy is a type of therapy that helps people move correctly. Some people use this type of therapy when they are about to leave a hospital. Like if they had an accident that includes breaking bones. So doctors that specialize in physical therapy might help this person. It helps to strengthen their bones. And to flex muscles.

Speech therapy helps people to speak properly, or to say words that are hard for them to pronounce. Usually people with speech disorders use this type of therapy. Speech disorders contain articulations disorders. Fluency disorders, and Resonance of voice disorders. Speech therapists will help people with speech disorders by teaching them movements so that they can speak properly.

Special education that can't understand specific things. Sometimes people with disabilities only can learn some things. Not everything, because it is a little harder for them. Also in the case of kids that are ahead of other students will have advanced education. Finally the goal of special education is so that kids can have a restrictive environment until they reach adulthood.

People should never bully people with disabilities. For this kind of person it is hard to do some stuff. What people should do is help instead of making fun of them.

People do all this for people with disabilities. It is excellent that they care for God's creation. And it should keep up like that.



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NURTURE

Then, they put the presentations in slides, and presented them to their classmates.


The Three Disabilities

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1 2 3 4 5 6 7

Since people with disabilities are less sometimes cared for, people must be nice instead of being bullied, because they're unique. These are not the only disabilities people have. Learn about many other disabilities.



Animal Therapy


File Edit View Insert Format Slide Arrange Tools Extensions Help

Search Menus + - Background Layout Theme Transition

1 2 3 4 5 6 7 8

Horses help adolescents because they are facing rising rates of emotional and behavioral disorders. We need urgent solutions to address this crisis. It's crucial to support our youth actively.

Horses



NURTURE

Invited an expert to talk about disability, and how to relate with people with disabilities.

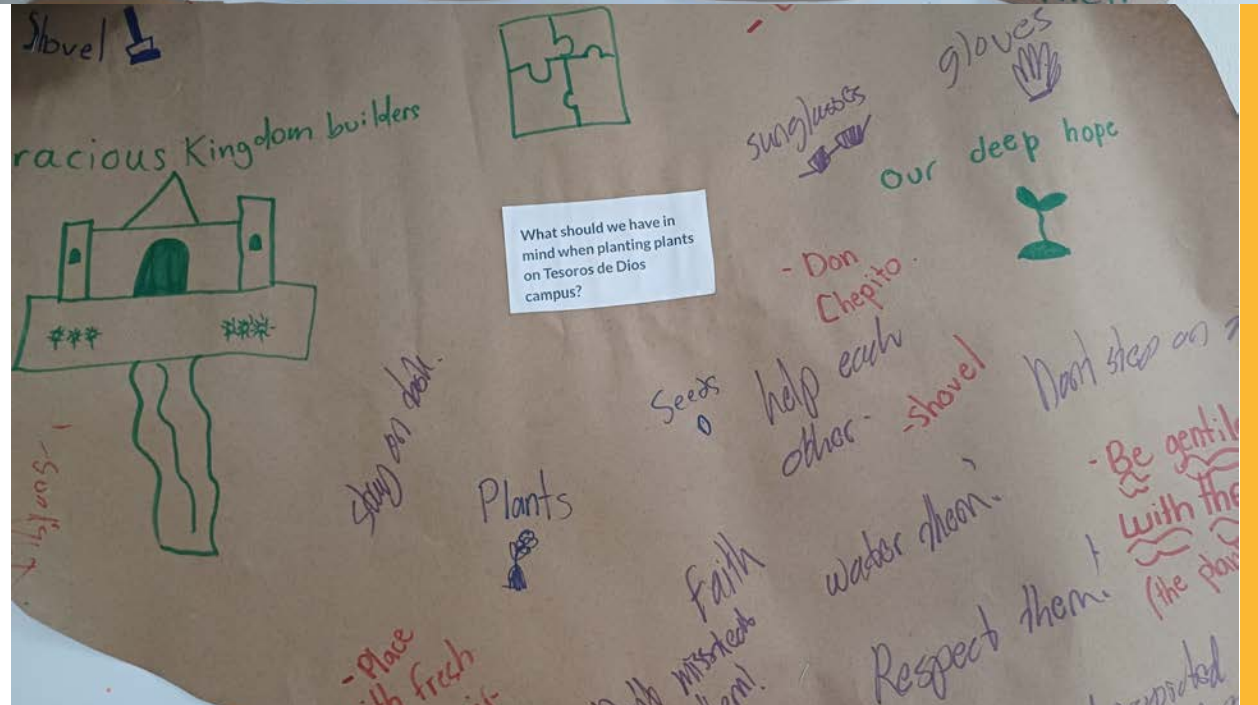
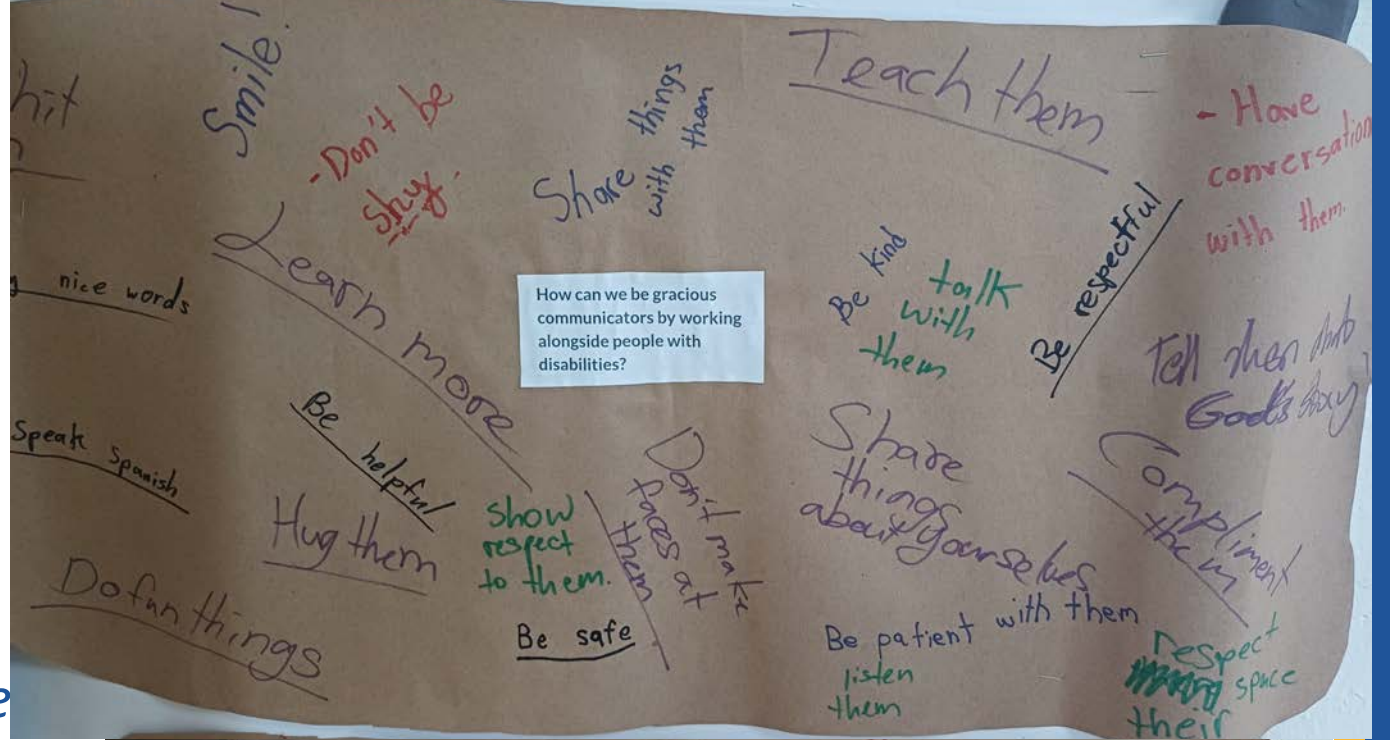


Continuum

Exclusion
Avoidance
Fear of Difference
Tolerance
Situational Friendship
Acceptance
Inclusion
Meaningful Inclusion
Authentic Friendship



We created small groups, and they rotated to four different posters, and wrote down concrete ideas of things we can do at Tesoros de Dios considering all that they have learned in science and through their research reports.



EMPOWER

Students chose the story of David and Goliath to be shared with the students and families at Tesoros de Dios. Then, I made it into a Reader's Theater, and they presented it to the students. Three students asked if they could share a reflection of the story. They wrote their interpretation of the story and words of encouragement to the students and families.





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EMPOWER

They went to Tesoros with much joy and planted trees, cared for the horses, made new friends, taught math, sang songs and danced, and shared snacks with their new friends.





Teach
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EMPOWER



EMPOWER





EMPOWER



Student Reflections:

Name: JD

Reflection on Flex Trip

Who did we help? We helped the kids in Tesoros de Dios	How did you live the story? What throughlines did you use and how did you use it? Was there another throughline you used? Kingdom builders	Why is that important? So we can have faith in God so we can go to heaven
What problem did we help with? The problem was that they had disabilities	We planted plants and each plant represents a person, the plant was rooted in the dirt, so a person is rooted in God's love.	Love this!
What work did we do? How to plant, get in horses and worship to God.	Now what? Is there a need that you can identify that you think you can help at school, home, Tesoros de Dios, or your community? To be kind because in school/s are bullying.	yes!

Name: Samuel 4

Reflection on Flex Trip

Who did we help? The kids from Tesoros de Dios!	How did you live the story? What throughlines did you use and how did you use it? Was there another throughline you used? Image Reflectors	Why is that important? Because I had to respect them and have FUN with them.
What problem did we help with? To be nicer with them.	is what I used and this is how I used it: I saw those kids and I respected them.	
What work did we do? All the 3 stages that we went to.	Now what? Is there a need that you can identify that you think you can help at school, home, Tesoros de Dios, or your community? I know some kids that are always SAD and that I need to help them.	



Student Reflections:

Name: Mattias 16

Reflection on Flex Trip

Who did we help? <u>Tesoros de Dios kids.</u>	How did you live the story? What throughlines did you use and how did you use it? Was there another throughline you used? <u>I did two storylines: <u>Servant</u> working and <u>Image</u> reflectors by helping and supporting the kids.</u>	Why is that important? <u>It's important because we can show God's love to the kids.</u> <u>yes!</u>
What problem did we help with? <u>Exclusion.</u>		
What work did we do? <u>We planted, <u>cloned</u> and <u>played</u>.</u>	Now what? Is there a need that you can identify that you think you can help at school, home, Tesoros de Dios, or your community? <u>I think that we can donate new paint for some of the buildings in Tesoros de Dios.</u> <u>YES!</u>	

Name: Danielle #11

Reflection on Flex Trip

Who did we help? <u>People with disabilities and the staffs at Tesoros de Dios.</u>	How did you live the story? What throughlines did you use and how did you use it? Was there another throughline you used? <u>I was creation care-taking by planting plants. Also, me and my classmates were <u>kingdom builders</u> by helping them and teaching them the Bible.</u>	Why is that important? <u>Because God wants us to do all good things.</u>
What problem did we help with? <u>Their relationships and maybe having the students at Tesoros de Dios to have fun and math.</u>		
What work did we do? <u>We taught them math, planted plants together, and did horse back riding.</u>	Now what? Is there a need that you can identify that you think you can help at school, home, Tesoros de Dios, or your community? <u>I can help people that are feeling down (and myself) to say to stay strong because people with disabilities are <u>happy</u> and <u>strong</u>.</u>	



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Student Reflections:





Teacher Reflections:

My 5th graders were able to show courage, resilience, and grace to others by sharing what they have learned. I believe their roots in God's love were deepened by this experience.

Additional Information to tell the story:

- Parent info letters:

I sent out this letter to parents to inform them about our FLEX trip.

5th Grade 2025
Rooted in God's Love

Our deep hope is that we may be rooted in God's love, to become courageous, resilient, and gracious kingdom builders.

Dear 5th Grade parents,

This school year, we have been focusing on how we can be rooted in God's love, and build God's kingdom. Last semester, we learned in science and in language arts, about God's creation, and how we are called to care for His creation. We reflected that His creation includes plants, animals, and people (including people who are excluded). They each wrote a research report about God's creation that demonstrates how we can be gracious earth keepers. Therefore, we have decided to take our FLEX trip (learning and service trip) to a ministry called Tesoros de Dios, to build God's kingdom by planting trees, learning/caring/riding horses, and most importantly, build relationships with children and teenagers with disabilities.

Our students have learned so much about caring for His creation, and have shown courage, resiliency, and kindness, and I am so excited that they can apply their learning in such a dear place like Tesoros de Dios. As you might know, I worked in Tesoros de Dios for ten years. I was director of the ministry before coming to teach 5th grade, and I can guarantee it is a safe place for your children to grow and deepen their roots in God. If you wish to learn more about Tesoros de Dios, click this link: <https://tesorosdedios.org/>

Location: It is on km 13, carretera vieja leon, 1 km al norte, 200 metros arriba.

When: We are planning on going **Thursday, February 20th**, leave NCA 8:15 AM, and return at 12:00 PM.

What: The students are planning what they will do to share. But this is the overall structure of the trip, based on the student's input:

8:15 - Leave NCA

8:30 - Arrive to Tesoros de Dios

8:35 - Orientation and quick guidance of where places are at (not necessarily a tour)

8:45 - Devotional with Parents and Students (Introduce with names, 5th Graders can do their planned activity with the students and parents).

9:15- Share snack with new friends

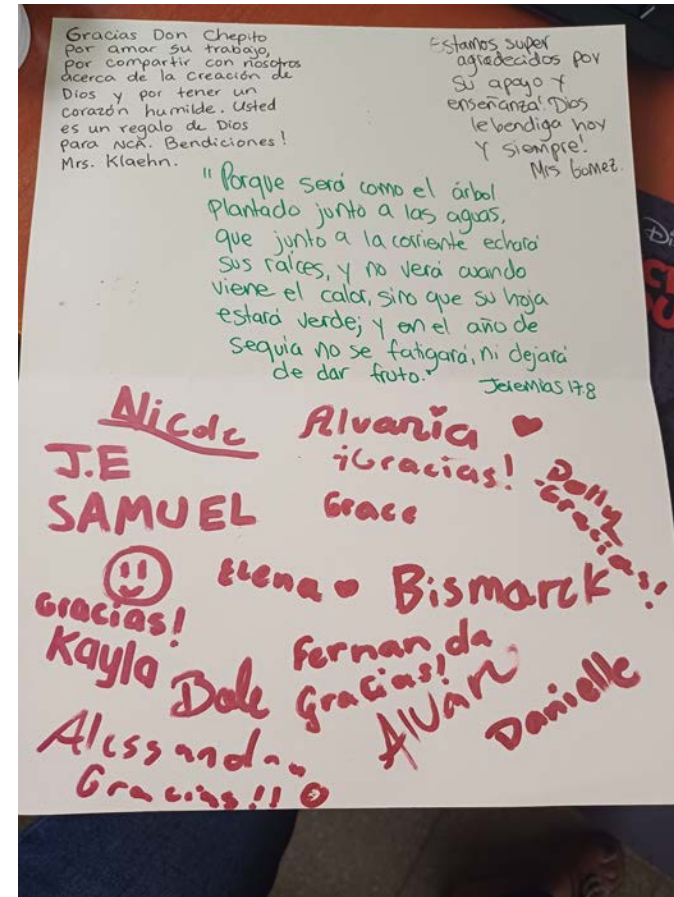
9:30 - Students of 5th grade will be grouped with students from Tesoros de Dios, and will learn to do things together. They will be grouped in three different groups. There will be station leaders, and rotation group leaders.

	1 st Rotation	2nd Rotation	3rd Rotation
9:30 - 10	Plant plants in one	Teach math	Care for horses, and ride



Additional Information to tell the story:

Thank you card for Mr. Jose, our gardener, for teaching us about planting trees, and going with us to Tesoros de Dios.



Additional Information to tell the story:

Thank you cards
for Tesoros de
Dios for allowing
us to come in and
serve, and get to
know them more.





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I collaborated with the music teacher, the resource teacher, and the Spanish for the FLEX. Students wanted to return to Tesoros de Dios to give more, and the Spanish teacher had them do fundraisers by writing letters and collect goods for Tesoros de Dios, and then returned to give what they collected from the fundraiser.





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With the music teacher, they also prepared songs to lead worship for the students and families.

