

The AMO[®] Program

*Every child is a promise —
with a name, a passion, a story
and a place in His story.*

There are no ordinary children!



*Jesus said, “Do you love Me? . . .
Feed My lambs.” - John 21:15*

The Program Name

The program was created in 2002
and named “Feed My Lambs.”

It was piloted internationally in Brazil in 2005,
where the name “**AMO**” was coined
and our logo created.

Apasenta Minhas Ovelhas

Apacienta Mis Ovejas

“Amo” means “love” in Romance languages.



*Jesus said, “Do you love Me? . . .
Feed My lambs.” - John 21:15*

AMO[®] Is a Discipleship Tool

*Dr. Elizabeth Youmans designed AMO[®] for the Church as an educational tool to cultivate Christian culture by imparting principles of truth, beauty, and moral goodness to **two generations** — children and those who disciple them.*



AMO's Philosophy

AMO[®] was inspired by Jesus' command to "feed His lambs" (John 21:15). The word "**feed**" contains **a wholistic view for educating children:**

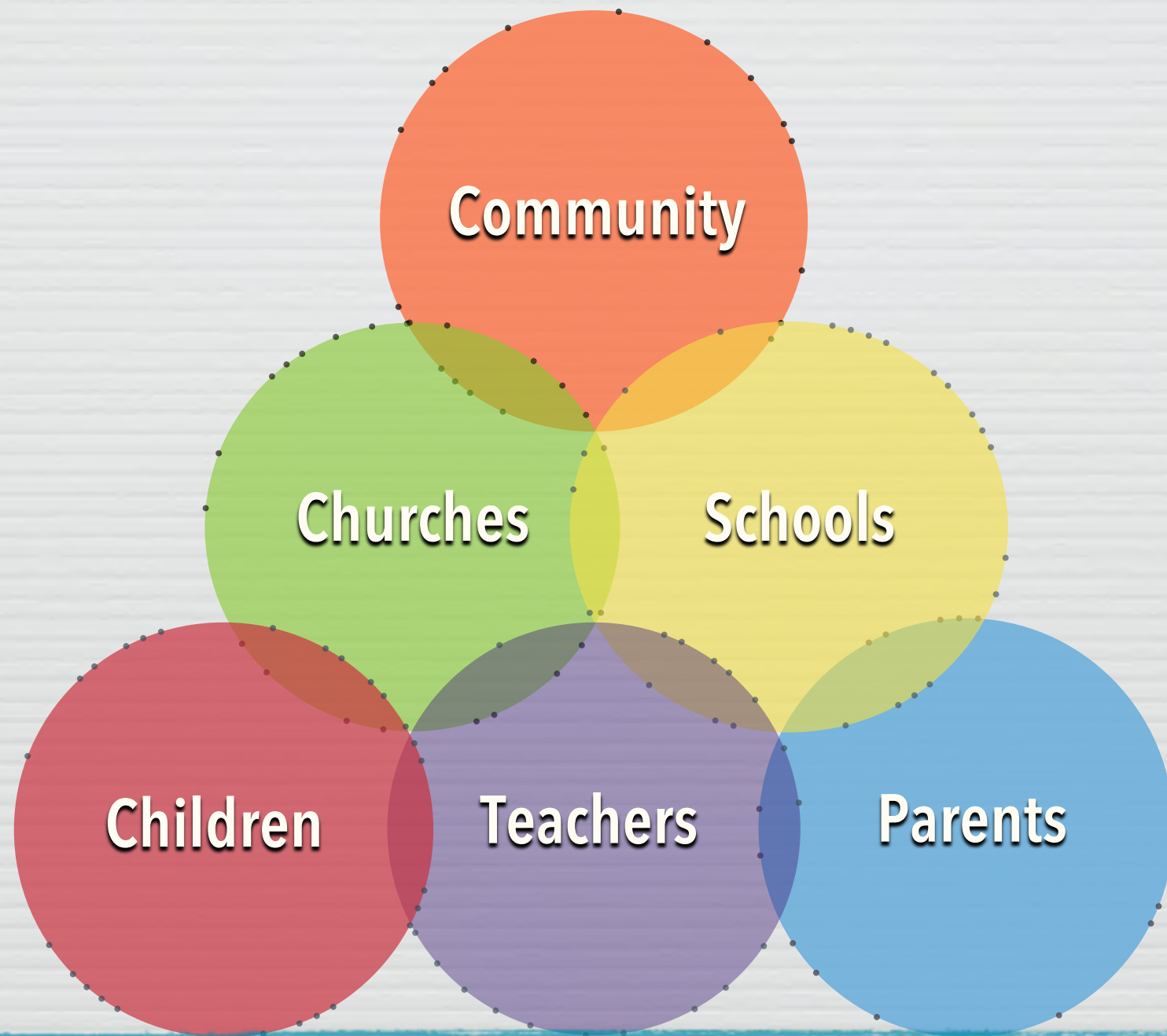
- ♦ *Nourish the inner man with spiritual food*
- ♦ *Provide hope and good expectation*
- ♦ *Cherish*
- ♦ *Delight*
- ♦ *Supply the eyes with beauty*
- ♦ *Guard and protect*
- ♦ *Tend with gentle care*
- ♦ *Lead to good pasture for sustained growth*

What is the model?



*Every child is a promise —
with a name, a passion, a story
and a place in His story.
There are no ordinary children!*

AMO[®] disciplines the nation through education



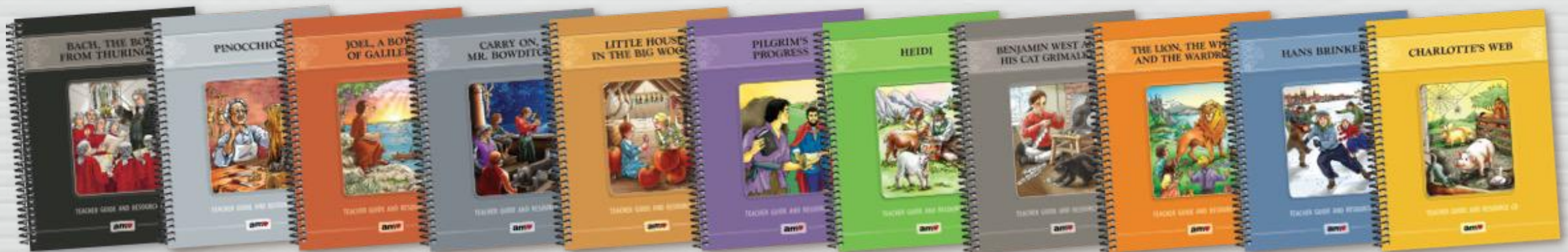
one individual at a time!

The AMO[®] Program is a model that equips and teaches two generations through:

1. An enriched **curriculum** for **CHILDREN** based on biblical principles of beauty, truth, and moral goodness



Bible units



Classic Literature units

2. Biblical, Christian worldview **courses** for the **ADULTS** that teach and disciple children

Level 1: Five-day training: Philosophy and practice

- ♦ Face-to-face or online in real time (5 days)
- ♦ Video course with a mentor (24 sessions)

Level 2: Trainer of teachers apprenticeship

- ♦ Online course in real time (9 months)
- ♦ Practicum (5 days)
- ♦ Diplomado in Christian education available (20 credits)

Training for teachers, parents, and pastors






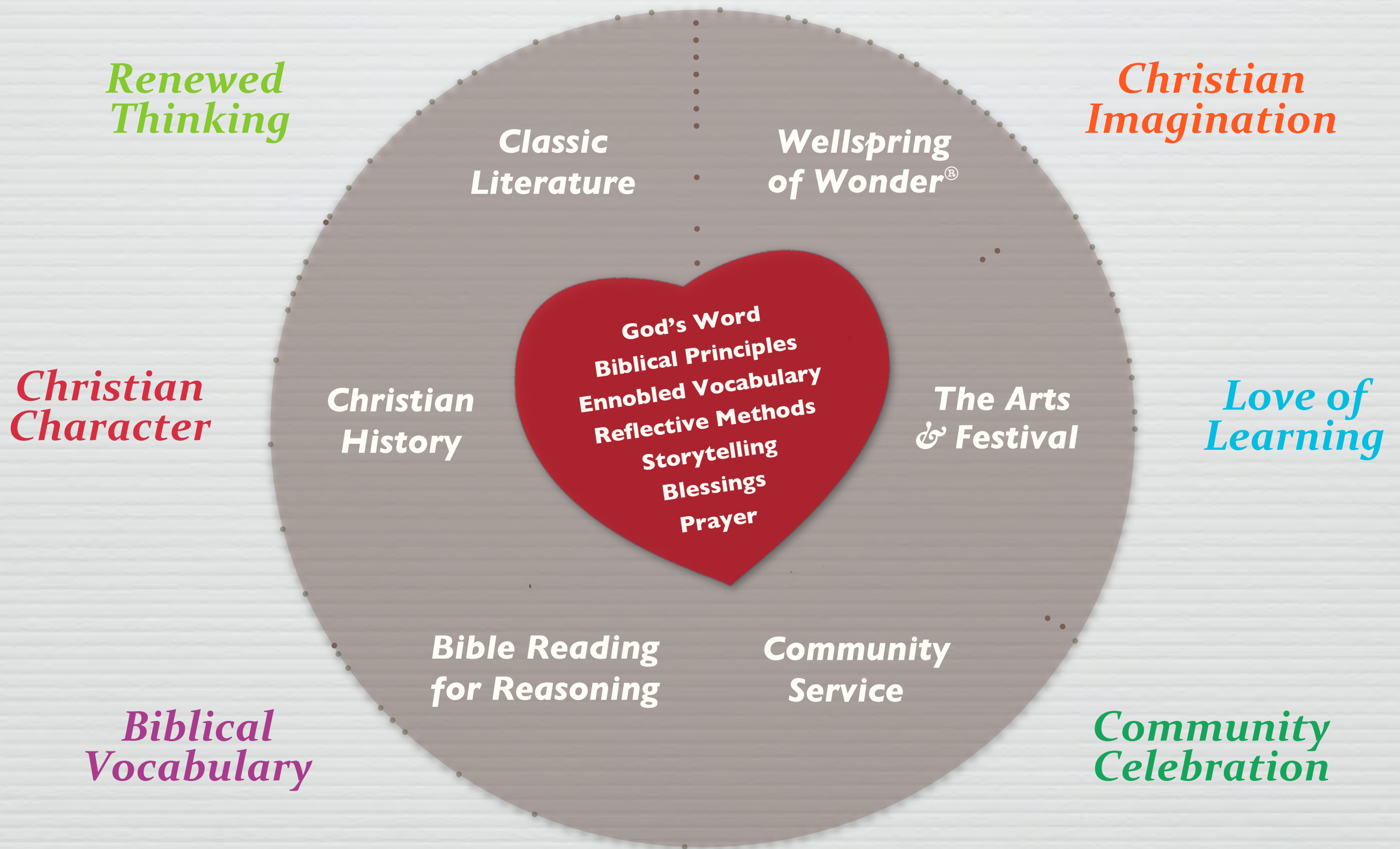
AMO[®] nurtures the individual **wholistically:** **body, soul and spirit.**



*AMO's Components contain the **DNA** for transformation*

- 
- ♦ Power of the **GOSPEL**
to transform children and their parents as new believers in Christ
 - ♦ Power of **GOD'S WORD**
to illumine the heart and renew the mind
 - ♦ Power of **STORY**
to transcend the mediocrity of the 21st century's pop culture and inspire Christian imagination
 - ♦ Power of **BIBLICAL PRINCIPLES**
to guide reasoning and direct the will in making decisions

AMO's Enriched Components



AMO[®] nurtures the head and the heart with the ideals of beauty, truth, and moral goodness. The curricular components balance the rational and intuitive learning modes that are targeted in each lesson.

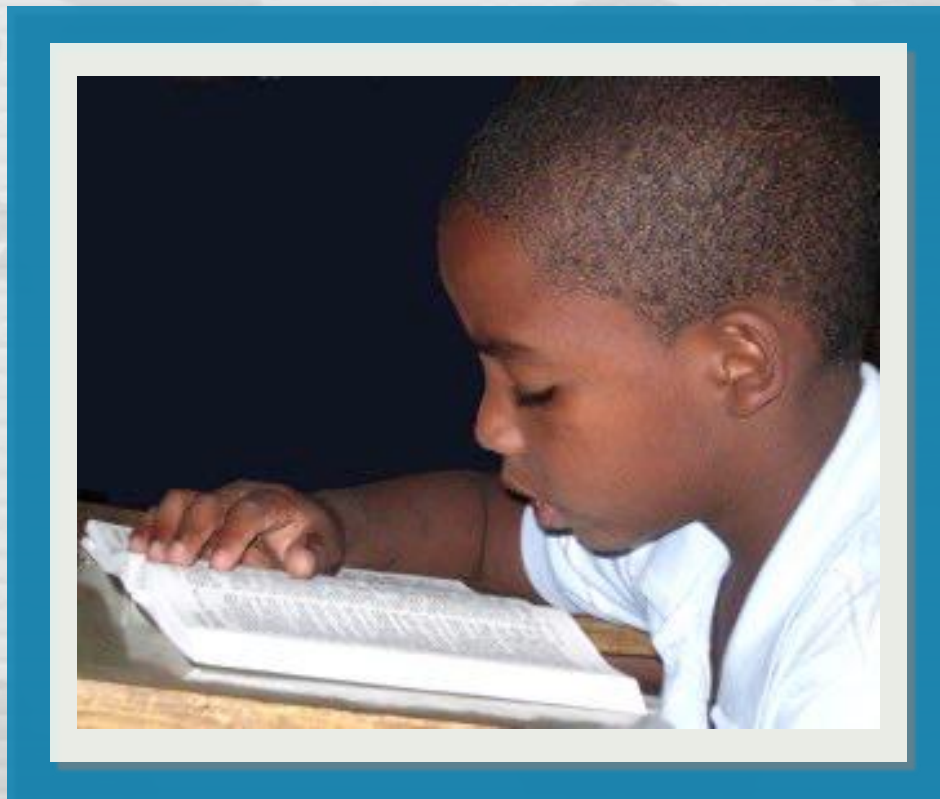
*Rather than amuse and entertain children, **the AMO[®] Program is intentionally designed to cultivate:***

- ♦ **Biblical, Christian worldview**
- ♦ **Christian imagination**
- ♦ **Christian conscience and character**

*Children discern the difference
and prefer classic stories
and creative and reflective activities.*

Biblical, Christian Worldview

The transforming power of God's Word is at the heart of the curriculum to renew thinking and to cultivate biblical vocabulary.



Children read the Scriptures to reason with principles for righteous ideas and solving problems God's way.

AMO's curriculum is Biblical worldview integrated

- ♦ The light of God's Word illumines each topic of study and inspires reflection.
- ♦ Every lesson is based on a Biblical principle and supporting Scriptures.
- ♦ Each subject is rooted in the providential view of God's hand in history.

Lesson plans are principle-based

3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.

4. Introduce God's principle of individuality to the children. Each one of us is created in the image of God which imputes immortality, dignity, value, and eternal worth. Each of us is a reflection of God's infinite individuality!

5. Read the second half of Chapter 1 aloud to the children.

6. Ask Reason Questions out loud and have children respond.

Internal:
"quick to work for money" (greedy) "lived as a hermit"

External:
"an eleven-year-old boy" who "earned his living" as a goatherd

Oral Work:
I will praise You, for I am fearfully and wonderfully made; marvelous are Your works!

Singing:
Savior, Like a Shepherd Lead Us"

HEIDI

Time: 40 minutes

Reading: 2nd half of Chapter 1: "Up the Mountain to Alm-Uncle"

Review: Conscience and conduct

Goal of the Lesson: Teach God's principle of individuality (teaching is located in AMO* Teacher Training Manual).

Principle: Each person reflects God's uniqueness, His infiniteness, and diversity. He made man in His image; therefore, each of us is unique and diverse.

Scripture: I will praise You, for I am fearfully and wonderfully made; marvelous are Your works (Psalm 139:14).

TEACHER

Vocabulary:

distinct (adj.) 1) Not the same in number or kind. 2) Having the difference marked. Difference; unlikeness.

diversity (n.) 1) Difference; unlikeness. 2) Variety. 3) Distinct being.

greedy (adj.) Eager to obtain, as greedy of gain.

unique (adj.) Being the only one of its kind.

Preparation to Teach:

1. Read the second half of Chapter 1 again. Study the vocabulary words before teaching.
2. Gather all the resources needed for the lesson: the classic, student vocabulary card and the "Peter's Character" Graphic Organizer.

Teaching Plan:

1. Distribute binders.
2. From Lesson 3, review the definition of conscience and the concept of a "prodigal son."

STUDENT

Key Word:

individuality (n.) Separate or distinct existence; a state of oneness; diverse; unique.

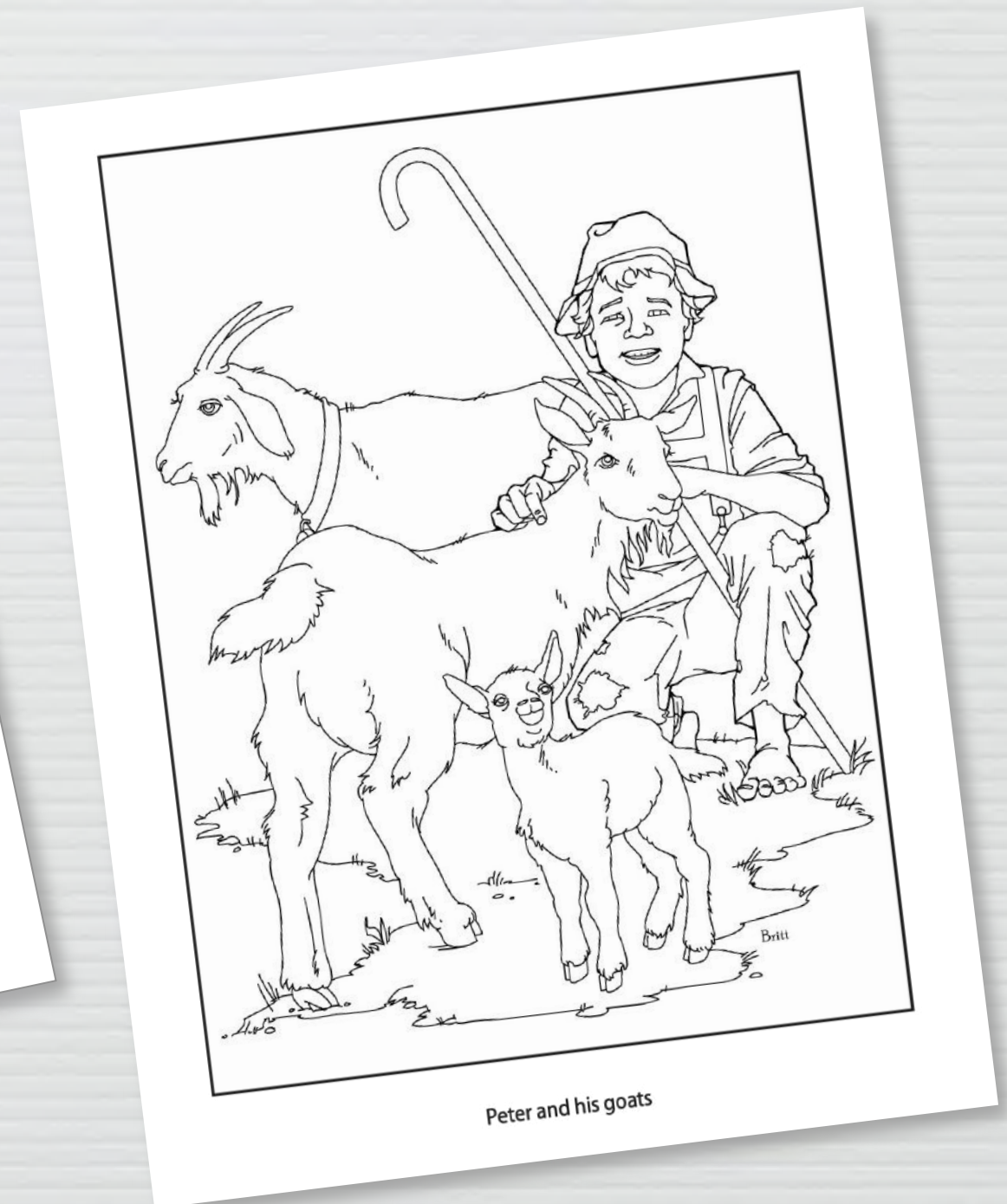
Reason Questions:

1. Describe Peter's individuality.
2. Describe your individuality.
3. How is the person sitting next to you a unique reflection of God?
4. Describe one distinctive feature (internal or external) about yourself.

Notebook Record:

1. Continue coloring your Coloring Page.
2. Record the following phrases on your Peter's Character Graphic Organizer:

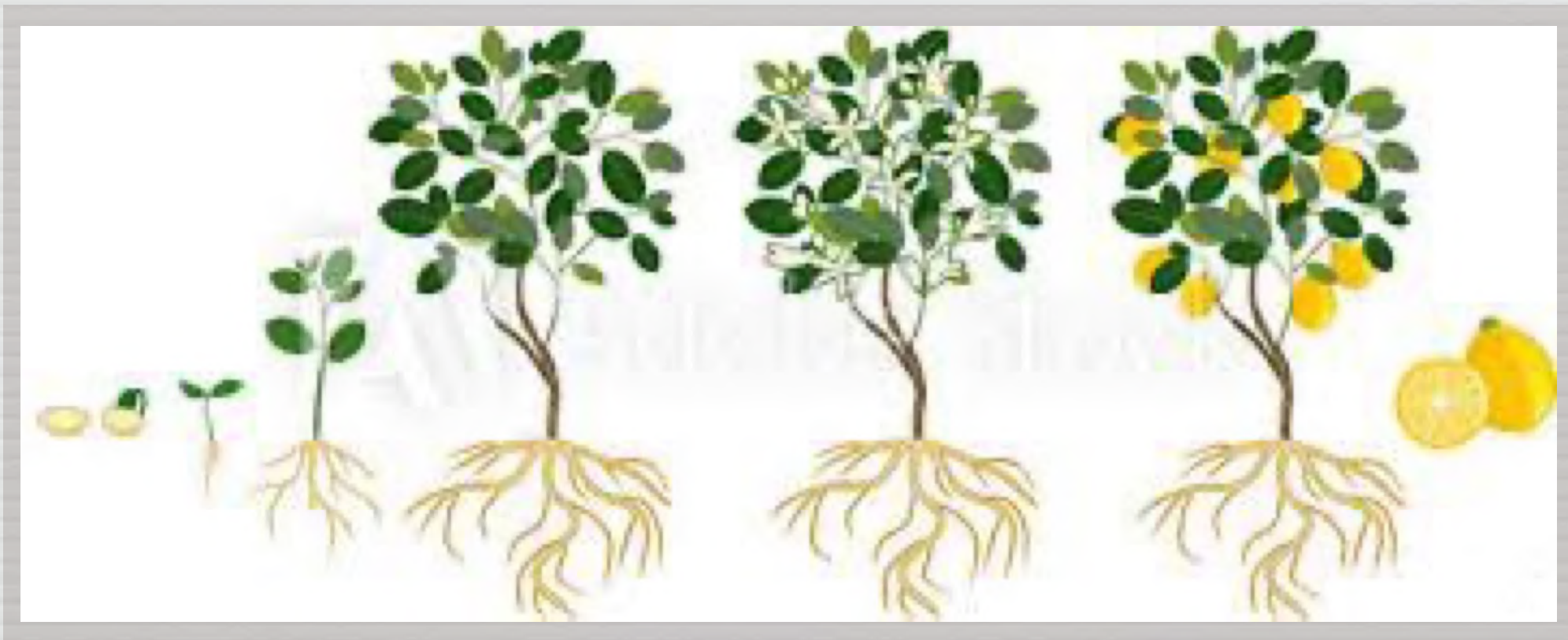
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Peter and his goats

Student Coloring Page

A **principle** is a basic truth or rudiment.
It is like a **seed** which contains within its coat
everything needed to **reproduce itself!**



- ◆ Biblical principles are derived from the subject's content.
- ◆ Children learn to reason with truth and apply it to their own lives.

AMO's lessons are designed for combined-age classes

- ◆ When you teach by principle, the Holy Spirit enlightens each learner at his individual learning threshold.
- ◆ All readers and writers can be grouped together in one class.
- ◆ The teacher need only mediate the vocabulary and the assignments.

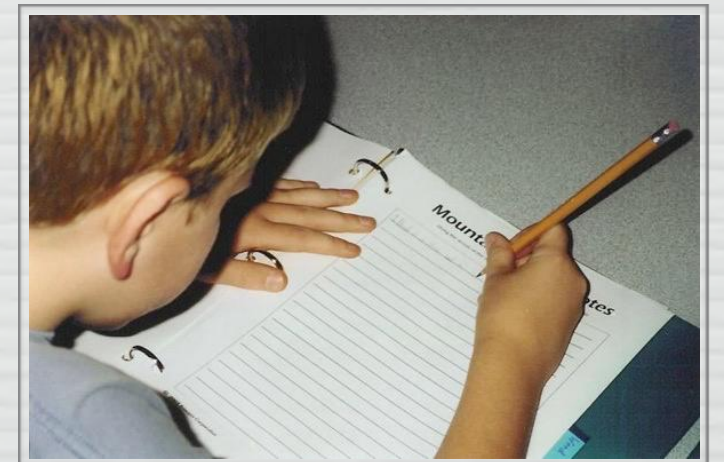
AMO's Methods are biblical and reflective

- ♦ The whole child is nurtured.
- ♦ The Gospel is proclaimed.
- ♦ Stories impart cultural and biblical values and virtues.
- ♦ Truth is imparted in every lesson.
- ♦ Reflective thinking and reasoning with the revelation of God's Word are practiced in every lesson.
- ♦ God's hand in history is memorialized.
- ♦ Creativity is inspired through the fine arts.
- ♦ A written record of learning is maintained by the child.
- ♦ Learning is celebrated through drama and festivals.

*The tool of reasoning used is
the Notebook Method.*



Child recording the elements of the classic



The Word of God

Christian Imagination



Is cultivated through stories, art, biblical imagery and vocabulary, and noble activities that are filled with colors, music, drama, and Christian ideals and virtues.

The imagination is God's gift of wonder. - Ronald B. Allen.



Classic Literature and the Arts

Wellspring of Wonder®



Children encounter the living God through biblical story, wooden figures, and underlays which transcend the mediocrity of the 21st century pop culture.

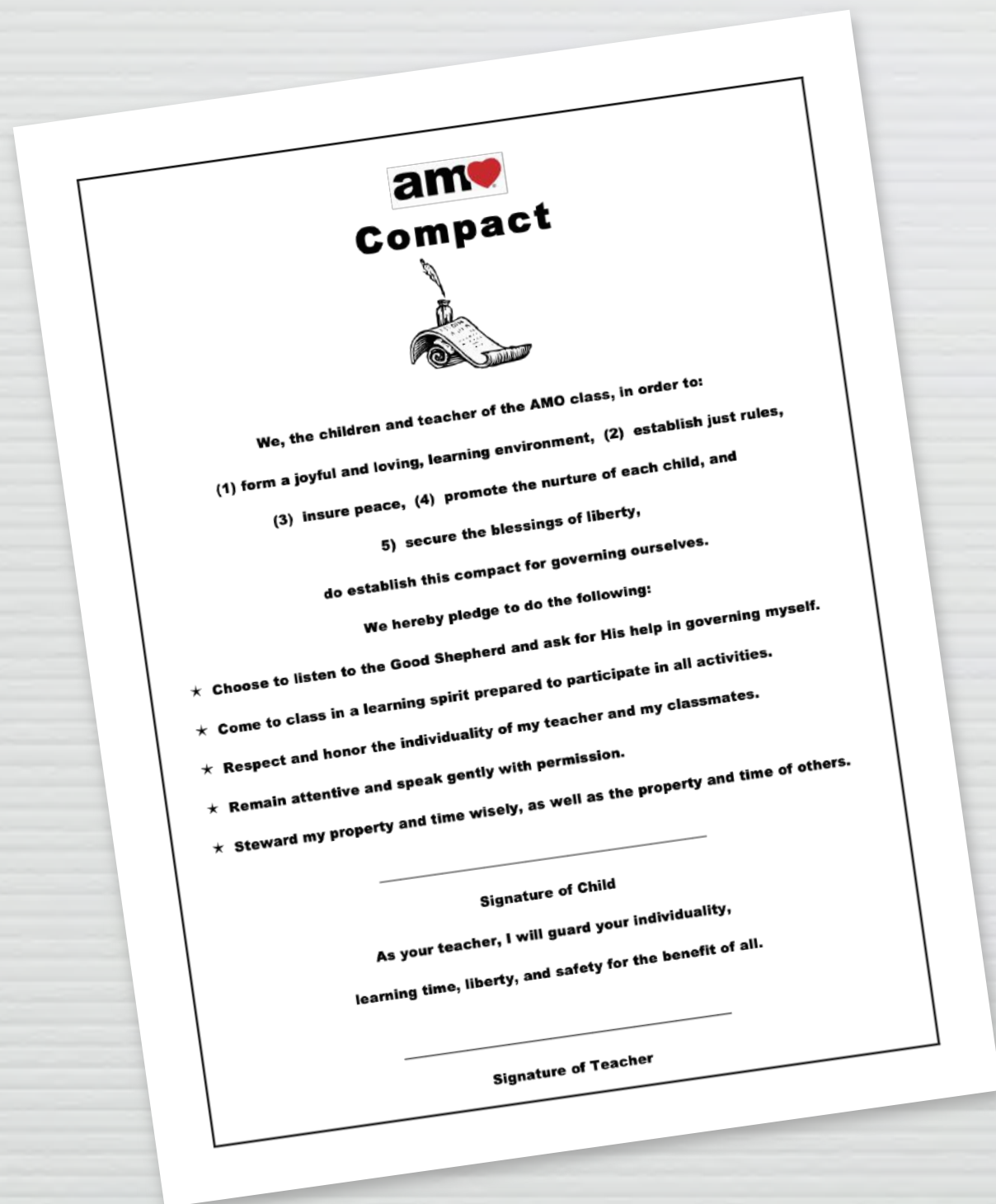
Wisdom begins in wonder. - Ronald B. Allen



**Learning
is celebrated!**

Christian Character & Conscience

The Christian principles of self-government, service, and stewardship are woven into the whole curriculum.



The AMO[®] Compact
*is a tool used in the class-
room to teach children
how to govern themselves
and become accountable
for their words and actions,
as well as how to steward
their property and the
property of others.*



*Community Service Projects
Parnamirim, Brazil*

Through loving relationships and community service projects, Christian character is taught, modeled, and practiced.

Do unto others as you would have them do unto you.

*Every child is a promise —
with a name, a passion, a story
and a place in His story.
There are no ordinary children!*



**How does the
model work?**

AMO's Teacher Guides are All-in-One

*Everything is provided for inspired
teaching and learning is provided:*

- ◆ Course overview
- ◆ Introduction to subject
- ◆ Scripted lesson plans
- ◆ Subject background
- ◆ Teacher glossary of terms
- ◆ Reason questions
- ◆ Writing assignments
- ◆ Enrichment: arts & crafts lessons; Power Points; readings; songs; plays; and festival instructions

*Each Teacher Guide has **Resources***

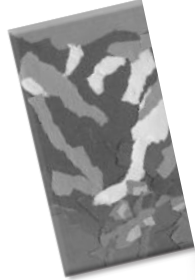
**All resources
may be duplicated:**

- ◆ Key vocabulary cards
- ◆ Student graphic organizers
- ◆ Beautiful coloring pages
- ◆ Maps
- ◆ Timeline wall cards
- ◆ Memory verse cards
- ◆ Blessing & prayer cards
- ◆ Drama scripts
- ◆ Recipes for festivals
- ◆ Wellspring patterns

Literature Lesson Plan Elements

Torn-Paper Mountainscapes in the Style of Swiss Artist Paul Klee

PAUL KLEE (1879–1940) was a Swiss painter born into a family of musicians. His childhood love of music was always a source of inspiration to him in his own artwork. He studied painting in Germany and later traveled in Europe where his visual sensibilities were nourished by the beauty of the European landscapes. Klee used color to define and give shape to his subject matter. He most often painted landscapes and is classified as a modern artist.



Our Project:
Torn colored construction paper mountainscape in the style of Paul Klee.

- Supplies:**
- picture of the Swiss Alps or show computer: <http://www.paulklee.org>
 - picture of a Paul Klee landscape from the internet or the computer: <http://www.paulklee.org>

3. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children. Connect the vocabulary word to the principle.
4. Introduce God's principle of individuality to the children. Each one of us is created in the image of God which imputes immortality, dignity, value, and eternal worth. Each of us is a reflection of God's infinite individuality!
5. Read the second half of Chapter 1 aloud to the children.
6. Ask Reason Questions out loud and have children respond orally.
7. Distribute Peter's Character Graphic Organizer to the children. Write the Peter internal and external character on the chalkboard and have children copy onto their own Character Graphic Organizers.
8. Before leaving class, have children repeat the Oral Prayer: "Savior, Like a Shepherd Lead Us."
9. You may end with a short prayer and a blessing for the children.

Internal:
"quick to work for money" (greedy) "lived as a hermit"

External:
"an eleven-year-old boy" who "earned his living" as a shepherd

Mountain Setting

Using the words of the author, record mountain setting notes for Dörfli, Switzerland.

HEIDI

Time: 40 minutes
Reading: 2nd half of Chapter 1: "Up the Mountain to Alm-Uncle"
Review: Conscience and conduct
Goal of the Lesson: Teach God's principle of individuality (teaching is located in AMO® Teacher Training Manual).
Principle: Each person reflects God's uniqueness, His infiniteness, and diversity. He made man in His image; therefore, each of us is unique and diverse.
Scripture: I will praise You, for I am fearfully and wonderfully made; marvelous are Your works (Psalm 139:14).

TEACHER



Vocabulary:

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Teaching Plan:

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Key Word:

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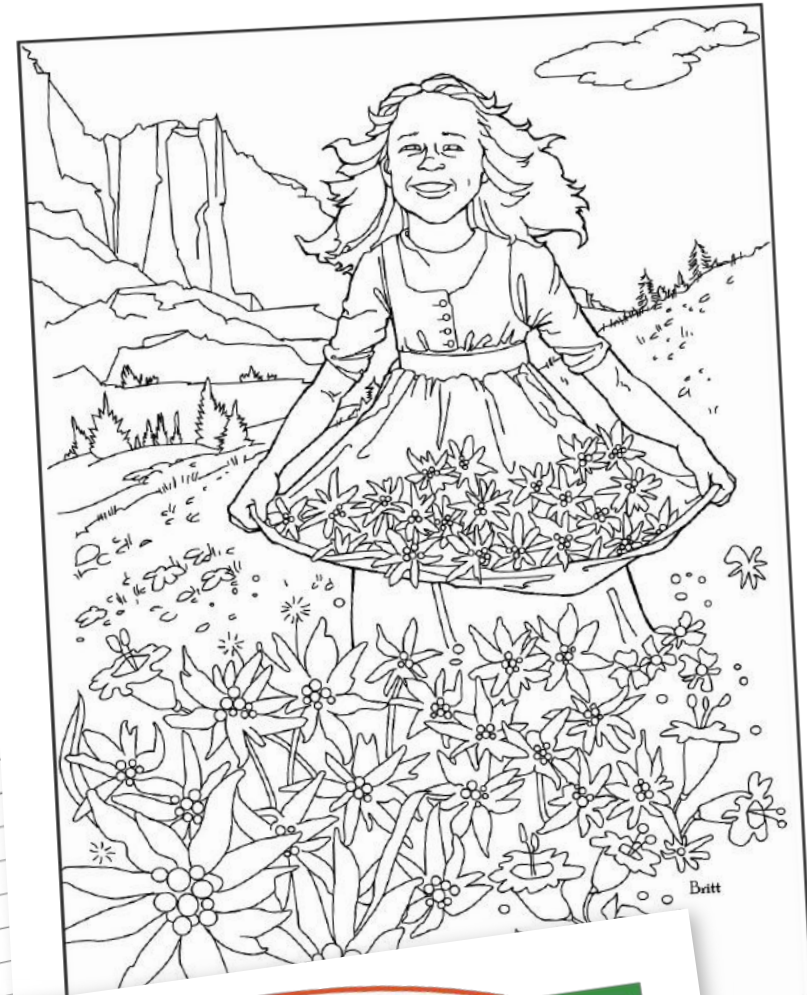
Reason Questions:

1. Describe Peter's individuality.
2. Describe your individuality.
3. How is the person sitting you a unique reflection of God's principle of individuality?
4. Describe one distinctive feature (internal or external) of yourself.



Notebook Record:

1. Continue coloring your Peter's Character Graphic Organizer.
2. Record the following on your Peter's Character Graphic Organizer:



Britt

individuality

noun

Separate or distinct existence;
a state of oneness;
diverse; unique.

CERTIFICATE



_____ has successfully completed the study of
HEIDI

Teacher _____

Date _____



Every child is a promise, with a name, a passion, a story, and a place in His story!

Festival and Service Projects

marriage. This set into motion a serious conflict among Abram's offspring that is still ongoing today!

A. God times and coordinates all events that pertain to His eternal, gospel plan. He has in place a divine timing throughout history and is patient to assure that all the conditions are met in Christ to bring His purposes to bear. What appears to be a delay from a human point of view is a demonstration of the sovereignty of the Father.

Goals:

1. Create a memorial or milestone of learning through reading by having a Festival of Readers in which each child participates.
2. Promote the establishment of a community children's library, which could make this project an annual event.
3. Network with local colleges, universities, seminaries, businesses, news community leaders.
4. Involve parents as volunteers.

Materials:

banners
streamers
flags

Suggestions for Organizers:

1. Get permission from officials to have a simple twelve-week study.
2. Locate a local business that is willing to help coordinate the event (planting and maintenance with this business could be able to see your efforts).
3. Advertise your festival in local newspapers, radio and TV.
4. Invite community leaders to give the opening prayer and read the opening words.
5. Have children dress as characters in the stories being read.
6. Choose two people to be the emcees.

50 GENESIS 15

5. Explain how the meaning of Hagar's name describes the way she solved her problem with Sarai.
6. What happens when we try to escape our problems and leave them unresolved?

batons the children made in crafts class. Dress them in a festive manner. Practice with them, so they wave and smile at the by-standers and greet them in a friendly manner.

7. Create a large banner with your ministry's name and the name of your festival to draw attention during the parade. This banner should be held by several teachers, who walk behind the parade leaders.

8. Tie colorful balloons on some of the children's heads and at the site of your festival.

Liberty through Reading Festival



He ate and drank the precious words,
His spirit grew robust,
He knew no more that he was poor,
Or that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings.
—EMILY DICKINSON

THIS CULMINATING FESTIVAL was inspired by one of the themes in *Heidi* as well as the book of Nehemiah. The young orphan, Heidi, learned to read at the age of eight and her spirit was set free. She was so excited, she taught her older friend Peter, the goat herder, to read. The book of Nehemiah in the Bible also proclaims the liberty that flows when people can read and understand the meanings of words. It contains the principles for rebuilding a nation through reading and understanding God's Word. After one hundred years of living in a war-torn, broken-down city without the Word of God, to inspire and guide them, God's people were delivered out of bondage and ignorance after hearing and comprehending God's Word! After the high priest and religious educator read the Law of God to the people and translated the meanings of the words so they could understand the Scriptures. After many days of reading God's Word, "all the people went away to celebrate a great festival, because they understood the words which had been made known to them" (Nehemiah 8). This is what the children in our AMO® Program have experienced, as well. They have been immersed in biblical language and reading and reasoning from the Bible. They have learned how to listen as *Heidi* was read aloud to

them. They have reflected on God's Story and His promises throughout history. And each lesson has had an emphasis on the biblical meanings of vocabulary words and the principles within each chapter.

Your creativity, your local resources, and your cultural ideals should also guide the production of your "Festival of Readers." Most communities around the world lack children's libraries. Even if your community has a children's lending library, you may want to see more classics and fine arts books on the shelves.

Pray before contacting the community. Put your ideas on paper. This culminating project can become a very important event with a far-reaching effect in the community. It can draw attention and support to your children's ministry and your desire to invest in your community. When the community gets involved in reading, everyone benefits: children, parents, church, schools, and the community at large. Children and families learn that reading is valued, not only for the lifelong skills it builds, but the joy and liberty that come from reading classics together. Community leaders and business-people learn that helping children read is a long-term investment in future leaders and the health of their community and nation!

HEIDI

36

Time: 1 hour

Lesson: "A Taste of Switzerland"

Goals: Celebrate your experience with Heidi and enjoy "a taste of Switzerland;" Construct "Handprint Paper Lilies."

Questions: Include this lesson prior to the Festival of Readers.

- Chocolate candy
- Hot chocolate for the children
- Coffee for the adults
- 5. While the breakfast is being prepared and the tables are being set, play selections of Mozart and Bach music and have the children make handprint lilies to decorate the tables.

Materials for Making Hand Lilies:

- Various colors of construction paper (no black, grey, or brown) for the flowers
- Green construction paper for the leaves
- Drinking straws or green pipe cleaners for stems
- Pencils, scissors, tape, and stapler

Directions:

1. Have each child trace his hand, including the palm, on a piece of construction paper and cut it out.
2. Using the pencil, curl each of the fingers around to form the petals of the lily.
3. Form the base of the flower with the palm of the handprint, fingers pointing outwards. Staple or tape together.
4. Staple the flower to a straw or pipe cleaner.
5. Have one of the mothers cut long slender leaves from green construction paper.
6. Place all the flowers and leaves in a large vase and put on the breakfast table as decor.
7. While the children eat their breakfast, have them describe their favorite part of the study of *Heidi*.
8. Be sure to take photographs of the children and their Swiss breakfast.

Community Butterfly Garden

Materials:

1. assorted seedlings or seed packets (annuals require less care and give color all through the season)
2. fertilizer or organic matter
3. garden tools
4. trash bags and gloves for trash pick up
5. watering can or hose
6. fungicide/insecticide
7. mulch
8. fencing (optional)
9. plaque



Instructions:

1. Call your local garden center or nursery for advice on what to plant, where to plant, and how to care for the plants.
2. Select a location for the garden. It should be a sunny, well-drained area. It should be near a water source and a place where you can easily access it.
3. Prepare the garden bed. Remove any weeds or old plants. Loosen the soil. Add fertilizer or organic matter. Mulch the bed.
4. Plant the seedlings or seed packets. Follow the instructions on the packets for spacing and watering.

Community Service Project



Jesus called them together and said, "You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave — just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many."

—Matthew 20:25-28

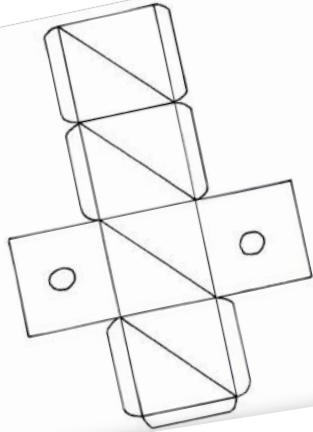
Goals:

1. Learn how to plant and maintain a flowerbed or vegetable garden.
 2. Learn principles of conservation and how to enhance and beautify common areas of the community.
 3. Begin building servanthood for leadership in youth through the spirit of volunteerism.
 4. Establish community relationships and partnerships.
 5. Make friends with a business in the greater community.
 6. Inspire others in the community to service.
- One of the ways to train youth in Christian character and leadership is through the principle of servanthood. This project will begin that process, as well as establish friendly community relationships



Additional Resources

Dreidel Pattern



Blintz Recipe



A dairy meal is traditionally served on the Festival of Pentecost. Pictured above are blintzes, which are thin pancakes that encase a rich cheese filling.

Yield: 32 servings (16 blintzes cut in half)

Crepes

- 3 eggs
- 1 1/4 cup milk
- 1 cup all-purpose flour
- 1 tablespoon cornstarch
- 1/2 teaspoon salt
- 1/2 cup butter for cooking

Filling:

- 15 ounces ricotta cheese
- 6 ounces cream cheese, softened
- 2 tablespoons sugar
- 1/4 teaspoon almond extract
- fresh fruit or cherry pie filling
- raspberry jam, powdered sugar, and/or sour cream (optional)

Blintz Preparation:

1. Combine eggs, milk, flour, cornstarch, and salt in a food processor or blender. Process just until smooth. Pour into 1-quart glass measuring cup and set aside.
2. Coat bottom of a 7- or 8-inch nonstick skillet with butter. Heat over medium heat until butter sizzles.
3. Remove skillet from heat. For each blintz, pour 3 tablespoons of batter into the bottom of hot skillet, swirling to cover the bottom. Return to heat and cook 1 to 2 minutes or until bottom of blintz is browned. Invert skillet over large plate, flipping blintz onto the plate. Rub butter over browned surface.
4. Continue making blintzes, stacking and buttering cooked blintzes on the plate.

Filling Preparation:

1. Beat ricotta cheese, cream cheese, sugar, and almond extract with electric mixer at medium speed just until blended.
2. To fill blintzes, place 2 tablespoons of filling in the center on the unbrowned side of each blintz. Fold in sides about 1 inch, then fold in opposite edges to enclose filling and form a rectangular shape.
3. Melt 2 tablespoons butter in large skillet over medium heat. Add blintzes in batches and cook 2 minutes per side, until heated through. Cut each blintz in half to get the larger number of servings.
4. Serve warm topped with powdered sugar and fruit; fruit and glaze and/or sour cream. (Those pictured above have warm a raspberry glaze with fresh raspberries, cut dates, and cut dried apricots.)



"The best recreation
is to do good."
William Penn, 1644-1718

We greet thee with our early song,
And welcome thee,
and wish thee long.
—John Milton, 1632

NARRATOR 4: With a wave of her wand, a witch turned Narnia into a land where it was always winter, but never Christmas!

(Witch dramatically waves her wand over the setting. Fake snow flakes could be tossed into the setting.)

NARRATOR 1: She established herself as the Queen of Narnia, but the creatures called her the White Witch, because everything in Narnia became as cold and white as winter.

NARRATOR 2: The witch ruled her subjects by fear with the evil power of her wand. When the Narnians did not obey her, she turned them into stone statues.

(Creatures freeze in a position as Witch waves her wand.)

NARRATOR 3: The Narni predicted its former

NARRATOR 4: "Wrong" At the so When he And when

NARRATOR 1: But for th must visit

NARRATOR 2: And of all wardrobe

NARRATOR 3: The time Land of N

NARRATOR 4: It was not Delight tr her ranks.

NARRATOR 1: According

Introduction

(Narrators stand with flashlights and read their scripts with animation.)
(Narrators stand with flashlights and read their scripts with animation.)

NARRATOR 1: Welcome to our production of *The Return of Aslan*, a short play inspired by C. S. Lewis's children's fantasy, *The Lion, the Witch and the Wardrobe*.

NARRATOR 2: When Lewis wrote and published this story in 1950, it became so popular that he wrote six more stories and published them as *The Chronicles of Narnia*.

NARRATOR 3: C. S. Lewis loved God and was a student of the Bible, so his children's stories are filled with biblical imagery, symbols, and Christian themes.

NARRATOR 4: This story is loved by children all over the world. Its primary theme is the same as the Bible—in the battle between good and evil, good triumphs over evil!

NARRATOR 1: Our play takes place in . . .

NARRATOR 2: (Holding finger to mouth) Ssshhhh . . . I hear voices!

SCENE I

Narnia

Narnia Creatures: 8 scurrying around the stage and walking through the audience toward the stage.)

Narnia!

(Lights dim.)
Narnia! It was a beautiful land with
der to the east.
ting creatures. There were talking beasts
and unicorns!
via Creatures move about and mime the action.
good! He was a lion named Aslan.
he was not always there, for he had other
(Enter White Witch with crown and wand.)
that a terrible spell was cast over Narnia.

The Return of Aslan

A Masked Play Written by Helen Wood



Inspired by C. S. Lewis's classic, *The Lion, the Witch and the Wardrobe*

Dramatis Personae

ASLAN

FOUR CHILDREN

NARNIA CREATURES

WHITE WITCH

FLOWERS

MOON & SUN

4 NARRATORS

WARDROBE CHOIR

The Lion-King of Narnia
Lucy and Susan, Daughters of Eve (No masks are worn)
Peter and Edmund, Sons of Adam (No masks are worn)
Lions Dogs Centaurs Birch-girls
Unicorns Birds Fauns Beech-girls
Kangaroos Foxes Satyrs Larch-girls
Horses Dwarfs Giants
Also called the Queen of Narnia (no mask worn)

One who holds a double-sided mask: one is the moon, the other the sun
Hold flashlights to read in the dark
Actors. Hold masks over their faces when NOT singing.

Staging

Stage Left:
Stage Right:
Center Stage:

The Choir (When not acting, all characters except the narrators sit here.)
The Narrators
Where the acting takes place

Scenery

Narnia mural that was painted by the children

AMO® Program

AMO's curriculum is used successfully in these settings:

- Family**
 - ◆ Homeschool curricular units
 - ◆ Family read aloud program
 - ◆ Family or neighborhood summer enrichment program
- School**
 - ◆ Curricular units for 2nd - 12th grade classrooms
 - ◆ Enrichment programs
 - ◆ Teaching a second language
- Church**
 - ◆ Sunday school or children's church curriculum
 - ◆ After school and daycare programs
 - ◆ Summer youth outreach programs
 - ◆ Children's hospital cancer unit
 - ◆ Orphanages
- Community**
 - ◆ Afterschool or summer youth programs
 - ◆ Enrichment program in youth reformatories
 - ◆ Adult literacy programs



Discipling nations . . .



. . . one individual at a time!

... one family at a time!





... one church at a time!









*... one Christian school
at a time!*











*... one public school
at a time!*



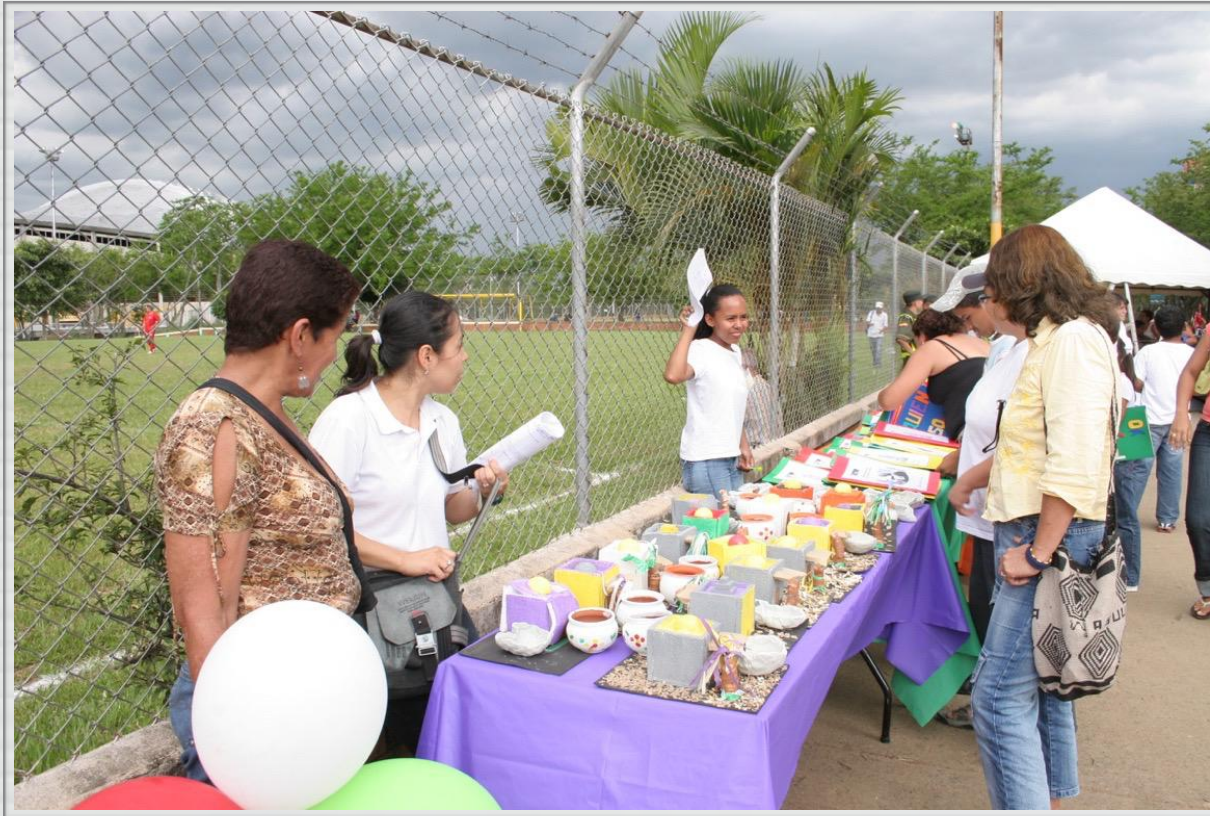


... one community at a time!

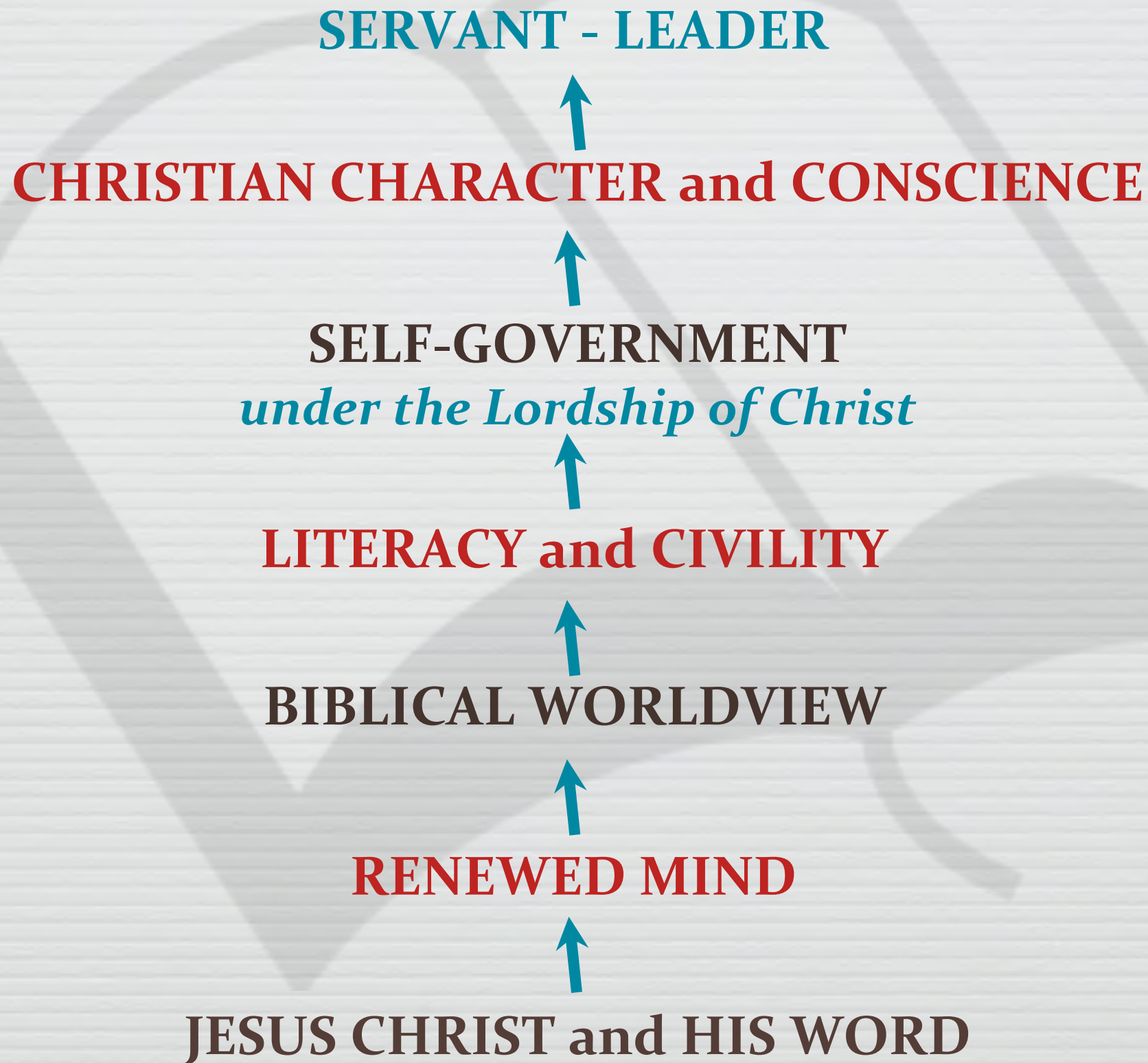


Comunidad de Fe Cali, Colombia





The AMO® Program provides education that changes individuals and nations



How do I engage the model?



*Every child is a promise —
with a name, a passion, a story
and a place in His Story.
There are no ordinary children!*

Attend an AMO[®] Training

Video or Online

- ◆ Philosophy and principles are imparted
- ◆ Curricular components are introduced
- ◆ Lessons and methods are modeled & practiced
- ◆ Five one-hour mentoring sessions

Instructional and Practical

For more information:

ENGLISH: USA@amoprogram.com

SPANISH: RD2@amoprogram.com

PORTUGUESE: Brasil@amoprogram.com

AMO Teacher Guides are available in these languages:

- 
- ◆ English
 - ◆ Spanish
 - ◆ Portuguese
 - ◆ French



Bible and Christian History Units:

1. Genesis Unit 1 (Chapters 1-11)
2. Genesis Unit 2 (Chapters 12-50)
3. Book of Exodus
4. Book of Joshua
5. Books of Ruth and Esther
6. Book of Psalms
7. Book of Proverbs
8. Gospel of Luke
9. Gospel of John
10. Be My Witnesses (Book of Acts)
11. Timeline of Promise
12. Wellspring of Wonder

Literature and Arts & Crafts Units:

1. Bach, a Boy from Thuringia
2. Benjamin West and His Cat Grimalkin
3. Carry On, Mr. Bowditch
4. Charlotte's Web
5. Hans Brinker or the Silver Skates
6. Heidi
7. Joel, a Boy of Galilee
8. Little House in the Big Woods
9. Pilgrim's Progress
10. Pinocchio
11. The Lion, the Witch, and the Wardrobe

Initiate an AMO[®] Program in your home, church or community!



*Every child is a promise
with a name, a passion,
a story, and a place
in His story.*

*There are no ordinary
children!*

Changed Lives in One Community



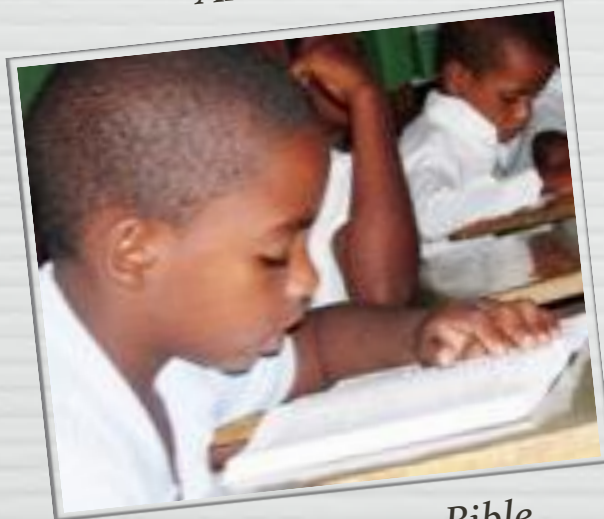
AMO Teacher Training



Small group practice



Children praying for their parents



Reading his own Bible



Student drama from classic literature study



Sharing the AMO Vision



Student reasoning and writing



Former gang members who found God's love and purpose through AMO

Veritas Education Africa

Liz Gitonga - Founder



Transformation through Truth based education

- Equipping churches, private schools, and homeschools for Christian Education
- Teacher training
- Curriculum development with biblical integration

The earth will be filled with the knowledge of the Lord as the waters cover the sea – Isaiah 11:9

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