

The AMO[®] Program

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



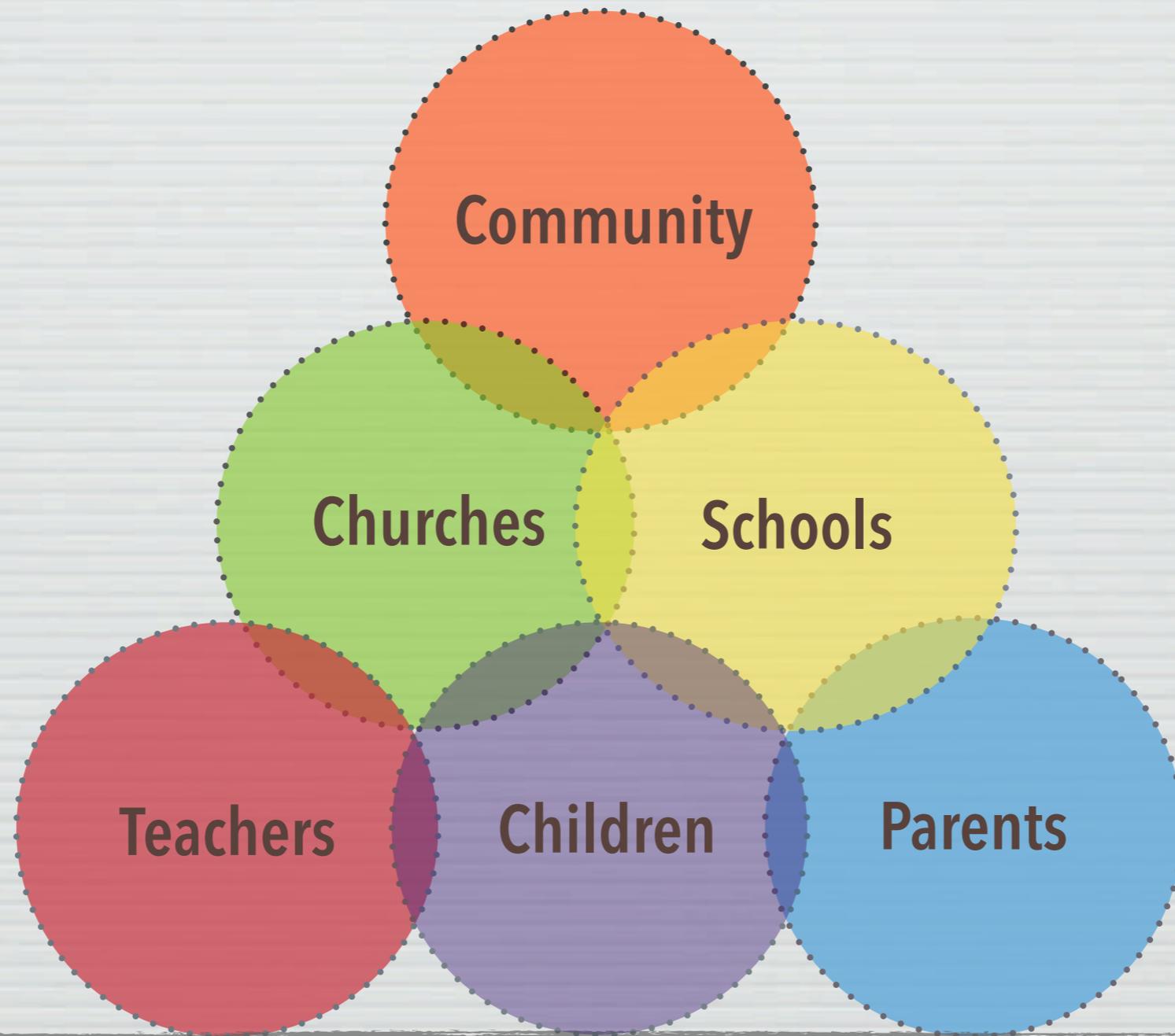
*Jesus said:...“Do you love Me?...
Feed My lambs...Feed My sheep.” - John 21:15-17*

AMO[®] is a tool of discipleship.

*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[®] disciples nations through Christian education



one individual at a time!

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 the Romance languages.



*Jesus said, “Do you love Me? . . .
Feed My lambs...Feed My sheep.” - John 21:15-17*

What is the educational philosophy?



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AMO's Philosophy

AMO[®] was inspired by Jesus' command to "feed His lambs and His sheep" (John 21:15-17).

The word "feed" contains **a wholistic view for education:**

- ◆ *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 —
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and a place in His Story.*

The AMO[®] Program teaches and equips two generations through:

1. Biblical, Christian worldview **courses** for the **ADULTS** who disciple children



Five-Day Teacher Training



**Face-to-Face
and Self-Directed**





Nine-month online Trainer of Teachers course plus a practicum



The AMO[®] Program teaches and equips two generations through:

2. An enriched, principle-based curriculum for **CHILDREN**



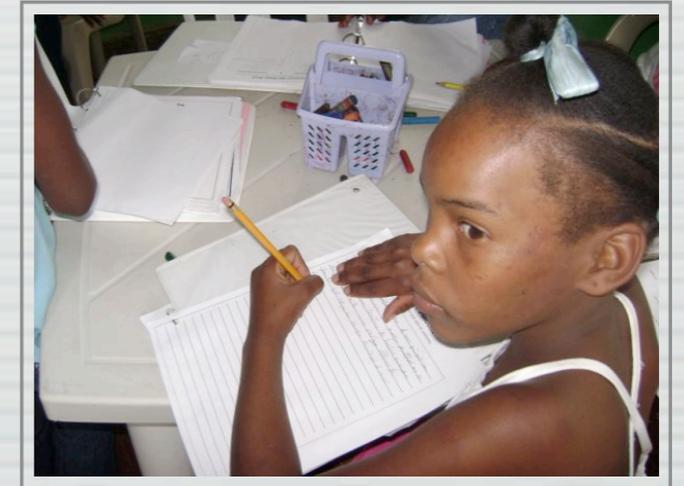
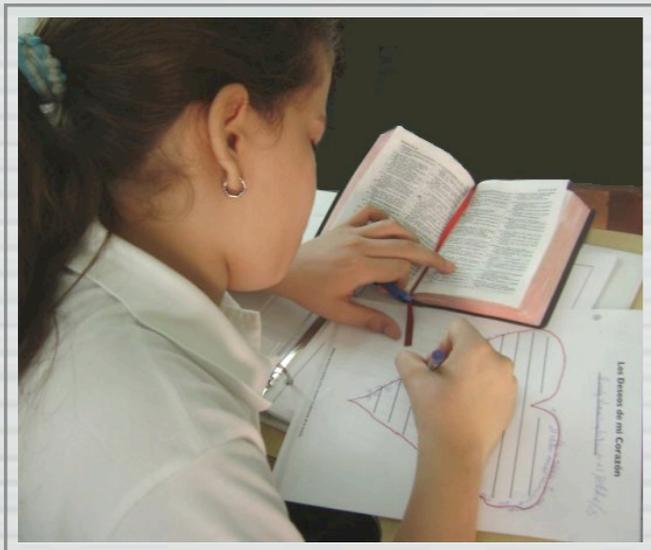
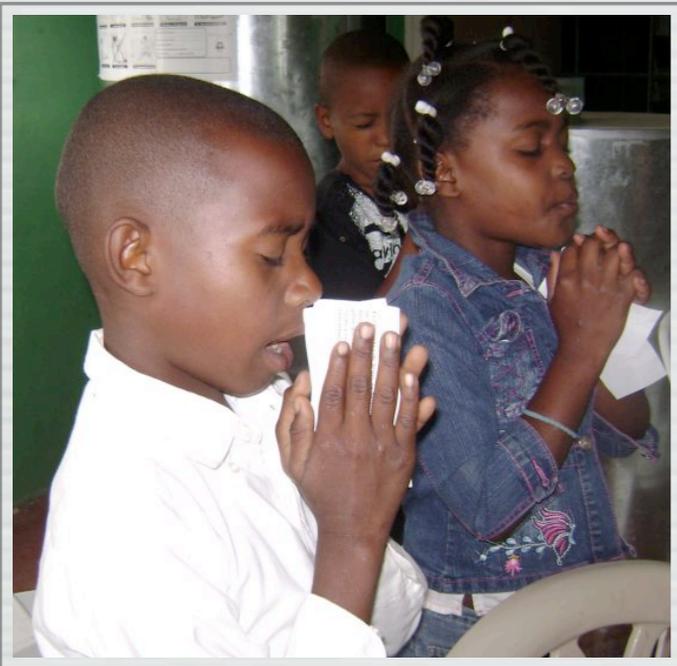
*Rather than amuse and entertain,
the curriculum is intentionally
designed to cultivate:*

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

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

AMO[®] nurtures the whole child with the virtues of beauty, truth, and moral goodness.





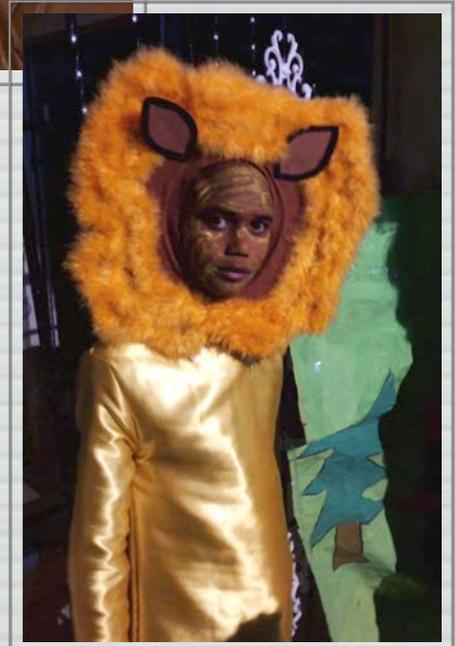
am  [®]
Nurturing the child's heart for God



Arts and Crafts



Community Service Projects



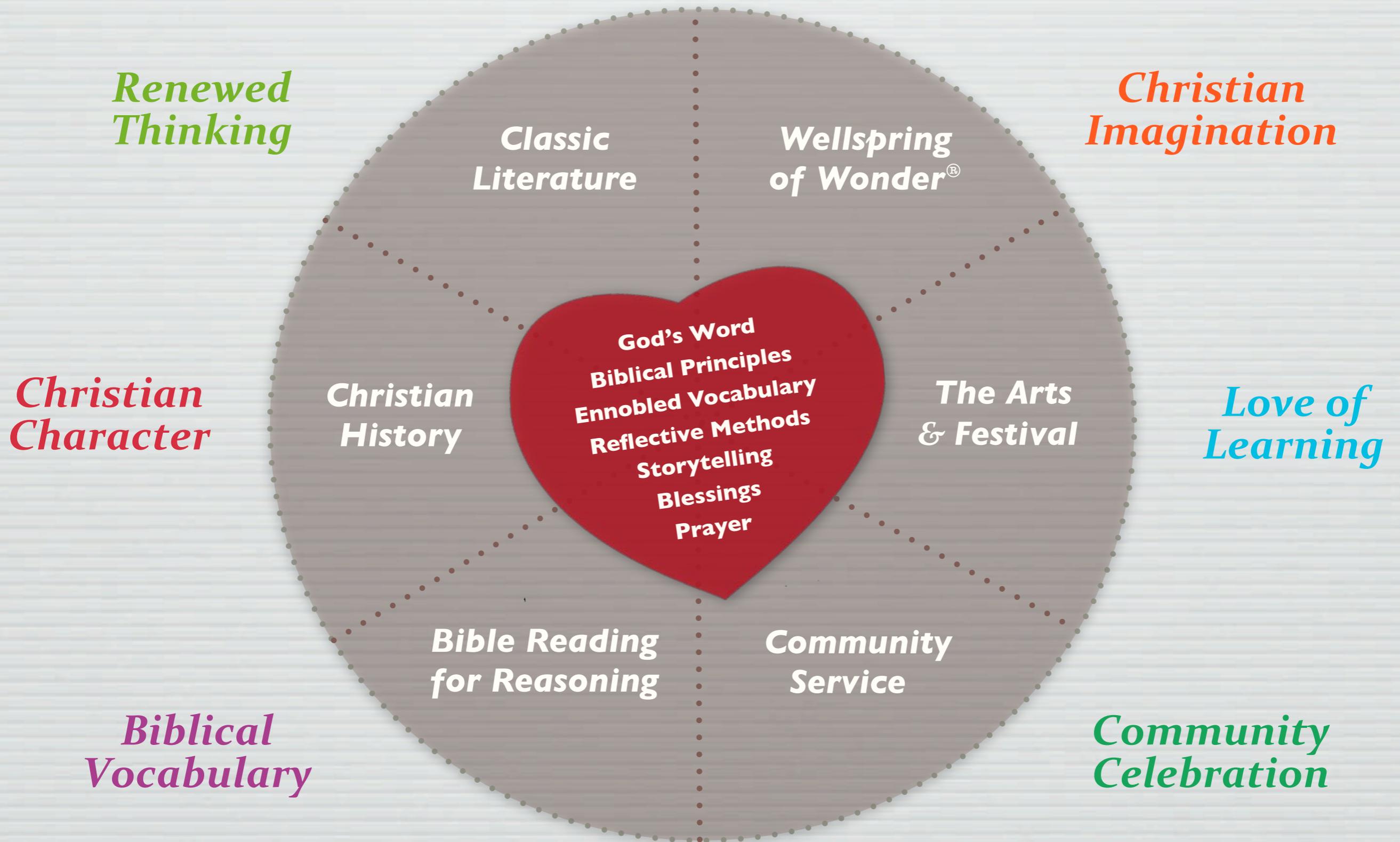
Celebrating Learning with Art, Drama, and Festivals

What are the components?



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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.

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 **illuminate** the heart and **renew** the mind
- ◆ Power of **BIBLICAL PRINCIPLES**
to **guide** reasoning and **direct** the will in decisions
- ◆ Power of **STORY**
to **transcend** the mediocrity of the pop culture
and **inspire** Christian imagination

What are the methods?

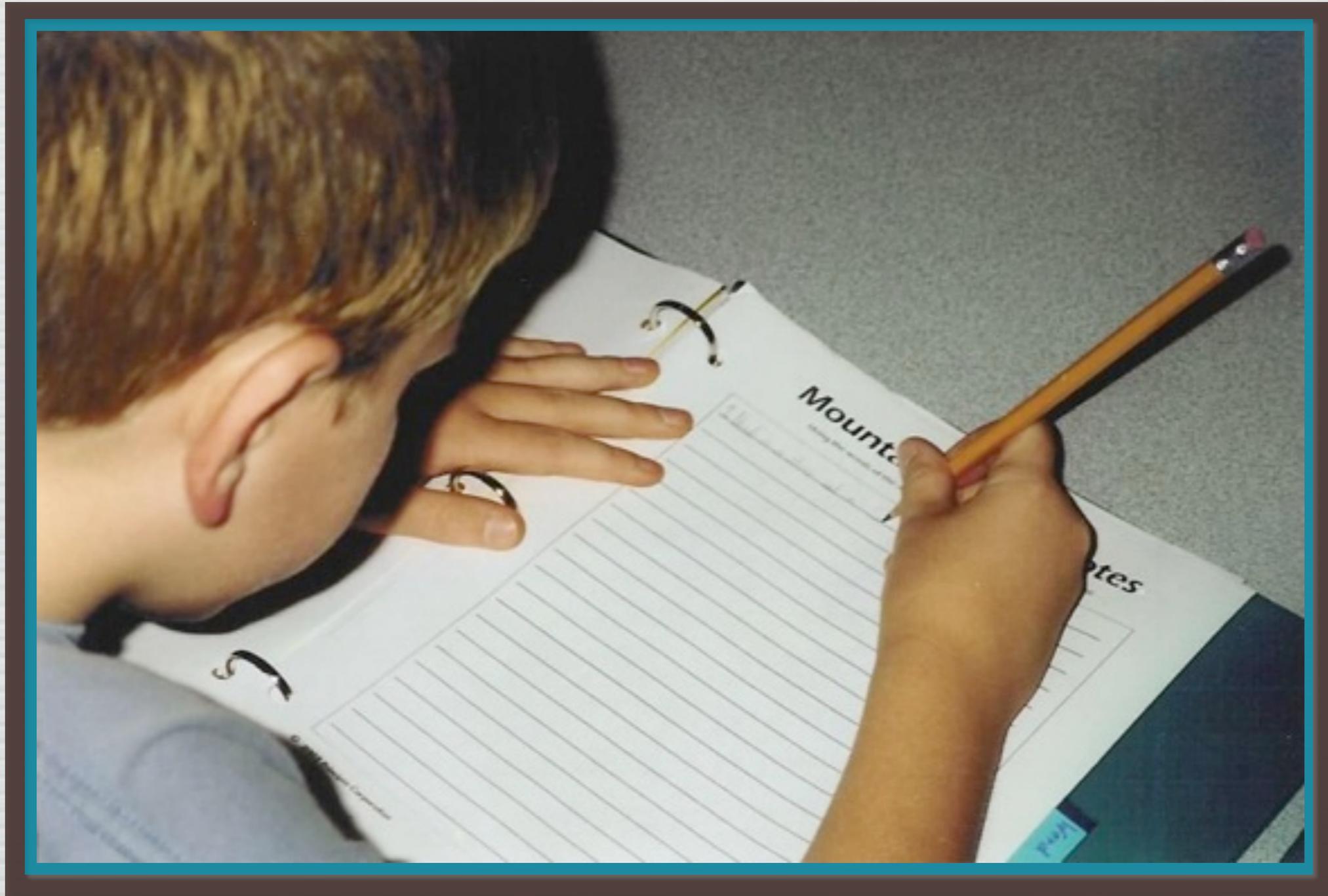


*Every child is a promise —
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AMO's Methods are biblical and reflective:

- ◆ 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
is the notebook method.*



Child recording the elements of the classic in his notebook

What curriculum is available?



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Teacher Guides in English



Bible and Christian History Units:

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

Literature, Arts & Crafts and Festival Units:

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

AMO Teacher Guides are All-in-One

*Everything needed 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
- ◆ Duplicable resources: graphic organizers, coloring pages, maps, vocabulary, memory verse, and parent cards, colored Timeline wall cards

Bible Reading Guide Components

Teaching Plan:

1. Pray: Come Holy Spirit into our class and our hearts and be our teacher today. Illuminate our minds. Help us know Jesus Christ better and love Him more. Amen.
2. Distribute student copies.
3. Review the Gospel of John and have eternal life.
4. Pin the Student Copy on the bulletin board.
5. Connect the verse to the principle and write it in their silent prayer.
6. Assign the Bible passage to read silently (if they are able).
7. Ask the Reasoning Questions orally.
8. Write the notes on the copy onto the Student Copy and file this in the weekly Memory Verse folder.
9. Before completing the weekly Memory Verse.
10. Conclude with prayer.

It [the Word of God] shall be with him [the king of Israel] and he shall read it all the days of his life, that he may learn to fear the Lord his God, by carefully observing all the words of this law and these statutes (Deuteronomy 17:19).

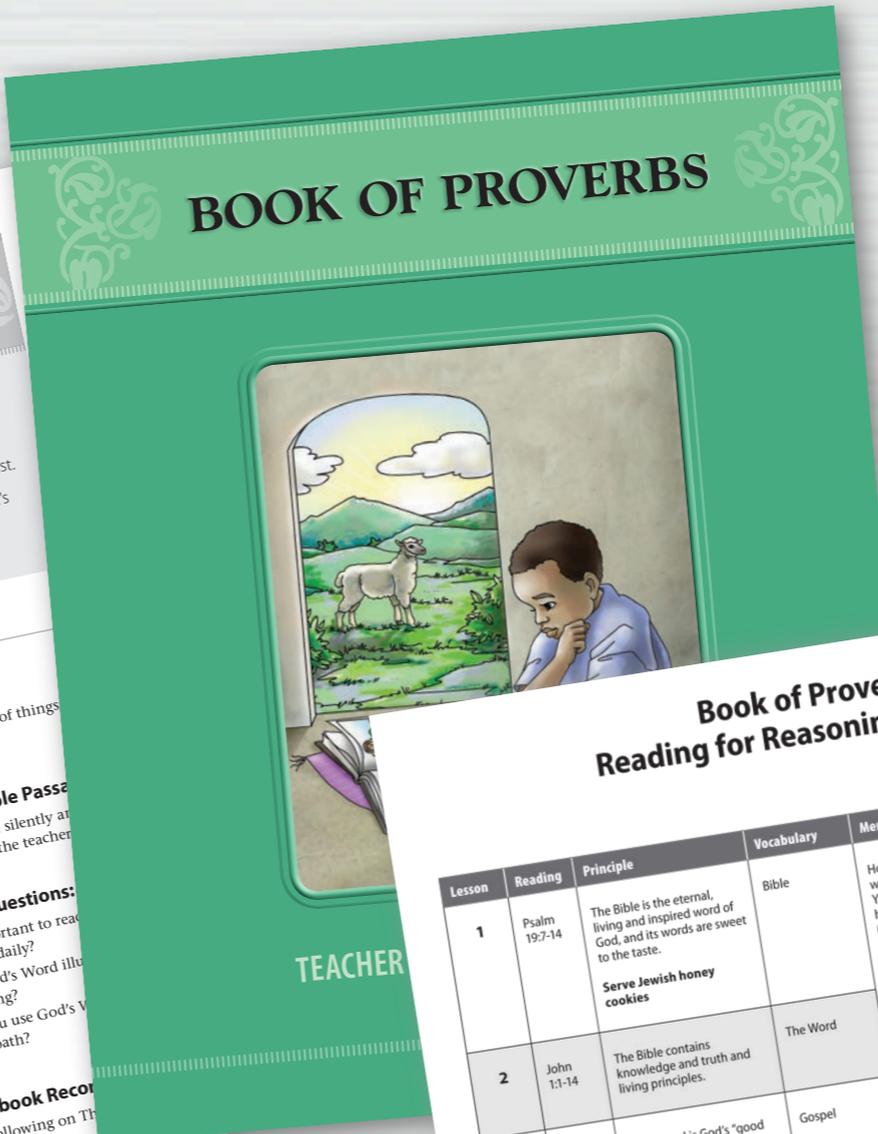
So keep them [My laws and your understandings] and you shall hear all these statutes and you shall be wise and understand. This book of the law which you shall meditate on carefully to do according to what is written in it, you will make your way successful (Joshua 1:8).

His delight is in the law and he meditates day and night. He is like a tree planted by streams of water, whose leaf does not wither and whose fruit does not fail. He prospers in all that he does. I pray that the eyes of your hearts may be opened, that you will know what is the riches of the glory of His inheritance in the saints (Ephesians 1:6-12).

Singing:
"The B-I-B-L-E"

BOOK OF PROVERBS

Time: 45 minutes
Reading: John 1:1-14 (NIV)
Review: The Gospel is God's "good news" that man can have eternal life through Jesus Christ.
Principle: The Scriptures contain the light of God's knowledge and wisdom written for man's daily guidance.



THY WORD IS A LAMP UNTO MY FEET AND A LIGHT UNTO MY PATH.
(Psalm 119:105)

MEMORY VERSE

Your word is a lamp unto my feet and a light unto my path.
Psalm 119:105

TEACHER

Vocabulary:
illumine (v.) 1) To illuminate; to enlighten; to throw or spread light on; to make light or bright. 2) To enlighten, as the mind; to cause to understand.
knowledge (n.) A clear and certain perception of that which exists, or of truth and fact. Learning; illumination of mind.
meditate (v.) To dwell on any thing in thought; to contemplate; to study; to turn any subject in the mind.
read (n.) 1) To pronounce written or printed words in the proper order. 2) To inspect and understand words or characters; to peruse silently; as to read to one's self. 3) To know fully.
understand (v.) To have just and adequate ideas of; to comprehend; to know; to interpret mentally.
wisdom (n.) The right use or exercise of knowledge.

Preparation and Lesson Background:
 1. Read and reflect upon the assigned readings. Be certain to understand them in the context of this lesson.
 2. Study the teacher vocabulary words, principle and background material.

Principle: The Scriptures contain the light of God's knowledge and wisdom written for man's daily guidance.

STUDENT

Key Word:
truth (n.) The true state of things; conformity to fact or reality.

Read the Bible Passage:
 Read the Bible passage silently and orally as assigned by the teacher.

Reason Questions:
 1. Why is it important to read the Word of God daily?
 2. How does God's Word illuminate our understanding?
 3. How can you use God's Word to light your path?

Notebook Record:
 Record the following on the Graphic Organizer:
 • God's Word is life and light. If I read and meditate upon it, I will prosper in every way.

Book of Proverbs Reading for Reasoning Overview

Lesson	Reading	Principle	Vocabulary	Memory Verse	Student
1	Psalm 19:7-14	The Bible is the eternal, living and inspired word of God, and its words are sweet to the taste. Serve Jewish honey cookies	Bible	How sweet are Your words to my taste! Yes, sweeter than honey to my mouth. (Psalm 119:103)	The Bible is God's holy and inspired book, written that I may know Him and His Word. Jesus is the "Logos," the revealed Word of God.
2	John 1:1-14	The Bible contains knowledge and truth and living principles.	The Word	Your word is a lamp unto my feet and a light unto my path. (Psalm 119:105)	The Gospel is God's "good news" that I can have eternal life through Jesus Christ.
3	Luke 4:14-23	The Gospel is God's "good news" that man can have eternal life through Jesus Christ.	Gospel		God's Word is life and light. If I read and meditate upon it, I will prosper in every way.
4	Psalm 1	The Scriptures contain the light of God's knowledge and wisdom written for man's daily guidance.	truth		
5	Proverbs 1:1-7	The study of Proverbs will provide wisdom for successful living.	proverb	The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction. (Proverbs 1:7)	A proverb is a wise saying to guide the inexperienced person in successful living. See Completed Wisdom and Folly Graphic Organizer
6	Proverbs 2:1-11	If I seek wisdom and ask God for it, wisdom will enter my heart.	discern		
7	Proverbs 3:1-12	Trust in the Lord with all your heart and do not lean unto your own understanding.	trust	Trust in the Lord with all your heart and do not lean on your own understanding. (Proverbs 3:5)	
8	Proverbs 3:13-20	Wisdom is a source of life. She is to be pursued more than riches.	wisdom		

MOTHER'S PRAYER

DEAR Heavenly Father, I thank you for your grace and favor in our lives. I pray that your word will be a lamp unto his feet and a light unto his path. May he grow in the fear of the Lord which is the beginning of wisdom. Protect him this week and illumine his understanding. In Jesus' name, Amen.

WEEK 4

FATHER'S BLESSING

IN Jesus' name, I bless you with a heart for God's Word. May you be a lamp unto your feet and a light unto your path. May you listen with your inner ear and grow in the knowledge of God. May your character grow more and more like Jesus as you apply His Word to your choices and decisions.

truth

noun

The true state of things; conformity to fact or reality.

Literature Guide Components

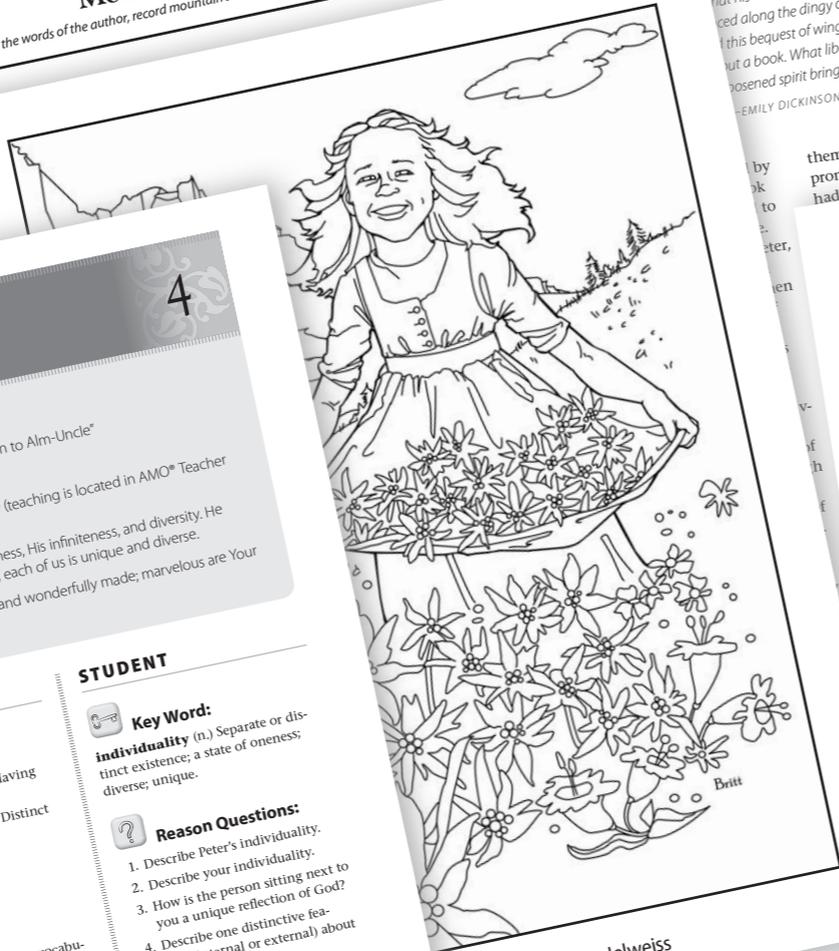
Community Service Project

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

Mountain Setting

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

PAUL Klee studied ties we and give as a me



with an apron full of edelweiss

Liberty through Reading Festival



He ate and drank the precious words,
his spirit grew robust,
no more that he was poor,
that his frame was dust.
ced along the dingy days,
t this bequest of wings
out a book. What liberty
posened spirit brings.
-EMILY DICKINSON

them. They have reflected on God's Story and His promises throughout history. And each lesson had an emphasis on the biblical meanings of v

Heidi Literature Overview

Lesson	Reading	Principle	Vocabulary	Record	Art/Craft	Music/Drama
1	Psalm 23	Literature nourishes the soul through truth and beauty.	literature (5 elements)	Write name on the title page	Self portraits in the style of Rembrandt; Display on the Individuality bulletin board	Songs: "You Are a Promise" "Savior, Like a Shepherd Lead Me"
2	Spyri's Biosketch	Reading a classic nurtures the heart and mind and builds hope within me.	nurture	Complete a title page for Heidi	Flex Time: Begin butterfly garden service project	
3	Ch 1: To Alm-Uncle (1 st half)	God created man with a conscience to help him make wise moral choices.	conscience	Alm-Uncle character notes; character of a prodigal son		
4	Ch 1: To Alm-Uncle (2 nd half)	God made man in His image; therefore, each of us reflects His uniqueness and diversity.	individuality	Peter character notes	Torn-paper mountainscapes with Paul Klee	Songs: "Edelweiss" Sing the songs already introduced.
5	Ch 2: At Home with Grandfather	God places each of us into a geographic setting for His Gospel message.	industrious	Mountain setting notes; color map of	Flex Time: Butterfly garden service project. Play	Introduce children
6	Ch 3: Out with the Goats (1 st half)	The beauty creation rests soul.				
7	Ch 3: Out with the Goats (2 nd half)	The wonder fills us with				
8	Ch 4: The Visit to Grandmother (1 st half)	A friend lov				
9	Ch 4: The Visit to Grandmother (2 nd half)	Helping ott God's bless				

4

HEIDI

4

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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individuality

noun

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

Arts and Crafts Lesson Plans

Framed Self-Portraits

A pictorial or literary portrait of oneself, created by one's self.

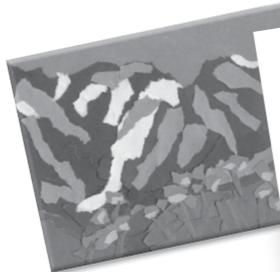
History of Self-Portraits

Self-portrait
one's self-im
tion thousand
been found i
larger scenes,
tory. Most pai
to paint or set
in their career
Parmigianino.



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 is used to create a mountainscape in the style of Paul Klee.

Supplies:

- picture of the Swiss Alps downloaded from the internet or shown to the children on a computer: <http://www.gsocieties.com/johanna/>
- picture of a Paul Klee landscape downloaded from the internet or shown to the children on the computer: <http://www.artposters.com/>

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Torn-Paper Cityscapes 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 is used to create a cityscape in the style of Paul Klee.

Supplies:

- printed picture of the old city of Frankfurt downloaded from the internet: <http://www.altfrankfurt.com>
- colored construction paper (grey, brown, black, yellow, white)

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Mosaic Crosses

Supplies:

- sample mosaic
- various dried beans or seeds
- black, white, red, green, yellow, blue, purple, pink, orange, and brown pieces of colored construction paper
- 6" x 6" background paper
- trays (optional, spray paper)
- glue
- scissors



150

Vocabulary:

Portrait Silhouettes



God Made Me Special

God made me special
Like no one else you see.
God made me a witness
To His diversity.

He made me for His purpose
He fashioned me to be



Each individual has a unique reflection of God's image. This art project is a person's unique reflection of God's image. Parents love these remembrances and to take home to their children. A portrait silhouette is an outline of a person's head and shoulders which is filled with a pattern of images that can be found in nature, ancient Greek shadow puppets.

The portrait silhouette originated in eighth century in the art form of a candle. A candle was lit and the profile was cast on the wall and traced on the paper. Before the era of photography, artists used to travel with a whole family to paint a family portrait.



Red Poppy
GEORGIA O'KEEFE

"When I was still a little girl, I used to think that since I couldn't do what I wanted to... at least I could paint as I wanted to, and say what I wanted to when I painted."

—GEORGIA O'KEEFE

To download a free coloring page of O'Keefe's Red Poppy:
<http://www.enchantedlearning.com/artists/okeefe/coloring/poppy.shtml>



Flowers in the Style of Georgia O'Keefe

GEORGIA O'KEEFE (1887–1986) was an American abstract artist best known for her close-up paintings of flowers. She was part Native American and loved painting things close-up. She was born in Georgia and moved from New York City to Santa Fe, New Mexico. She had a great sense of her own individuality and loved expressing it in everything she did! She painted 900 paintings in over 98 years of life! Her use of vibrant colors in her paintings of flowers has inspired this lesson plan.

Supplies:

- white art paper
- crayons or oil pastels
- pencils and erasers
- individual flowers either artificial or fresh
- sample work
- classical music

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Festival and Service Projects

Instructions

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 dem

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?

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 volu

Materials:

- banners
- streamers
- flags

Suggestions for Org

1. Get permission from officials to have a simple twelve-week study.
2. Locate a local business that is willing to help coordinate the main (planting and main with this business be able to see your
3. Advertise your fest businesses, libraries, public service ann local radio and TV
4. Invite community local newspaper magazine publish and parents.
5. Have children characters in the gestions in Heid with a string an character's name dress as "books actor's name at and external n important less ter in the boole
6. Choose two p side-by-side w

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 and comprehending God's Word, Ezra (the high priest and religious educator) read the Law of God Jerusalem were rebuilt by Nehemiah, Ezra (the high priest and religious educator) read the Law of God aloud 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 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 businessmen learn that helping children read is a long-term investment in future leaders and the health of their community and nation!

HEIDI

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Time: 1 hour
Lesson: "A Taste of Switzerland"
Goals: Celebrate your experience with Heidi and enjoy "a taste of Switzerland;" Construct "Handprint Paper Lilies."

Directions:

- 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:

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

11. Return regularly to weed, apply insecticide, and water. Stake tall and heavy plants when needed.
12. At the end of the season, clean the flowerbed and lay mulch in preparation for next year.
13. Don't forget to write thank you notes to all businesses or individuals who have assisted you or made donations.

Organic Insecticide / Fungicide:

- Step 1:
- 3 oz. finely chopped garlic
 - 2 teaspoons mineral oil
- Mix and set aside for 24 hours.
- Step 2:
- Add 16 oz. water.
 - Mix and strain.
 - Store in glass bottle.

Use: ... tablespoons of the above concentrate ... three drops liquid dish

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



Duplicable Resources available online

**All resources may be printed
for use with students**

- ◆ 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

What is the fruit?



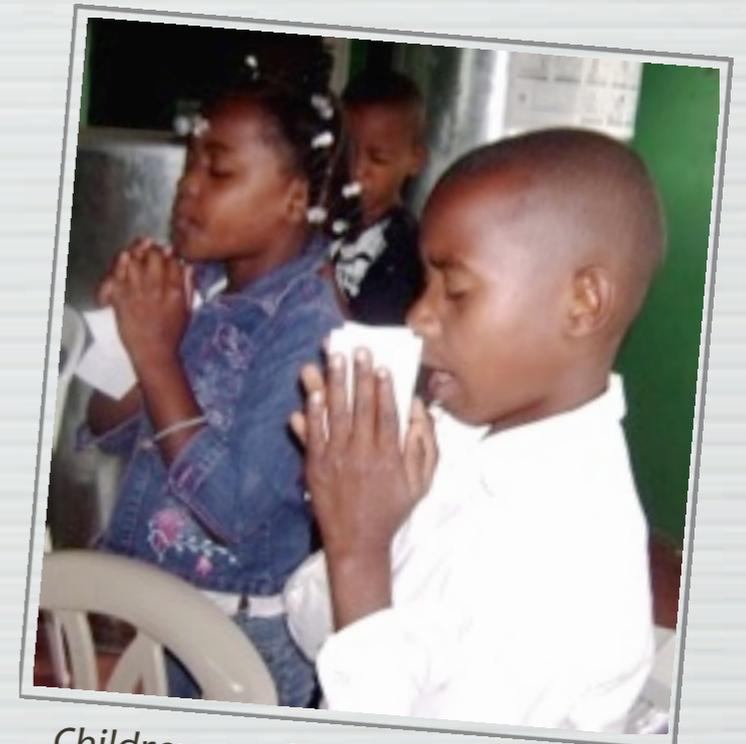
*Every child is a promise —
with a name, a passion, a story
and a place in His Story.*



AMO Teacher Training



Reading her own Bible



Children praying for their parents



Student festival from classic literature study

Changed Lives!



Student reasoning and writing

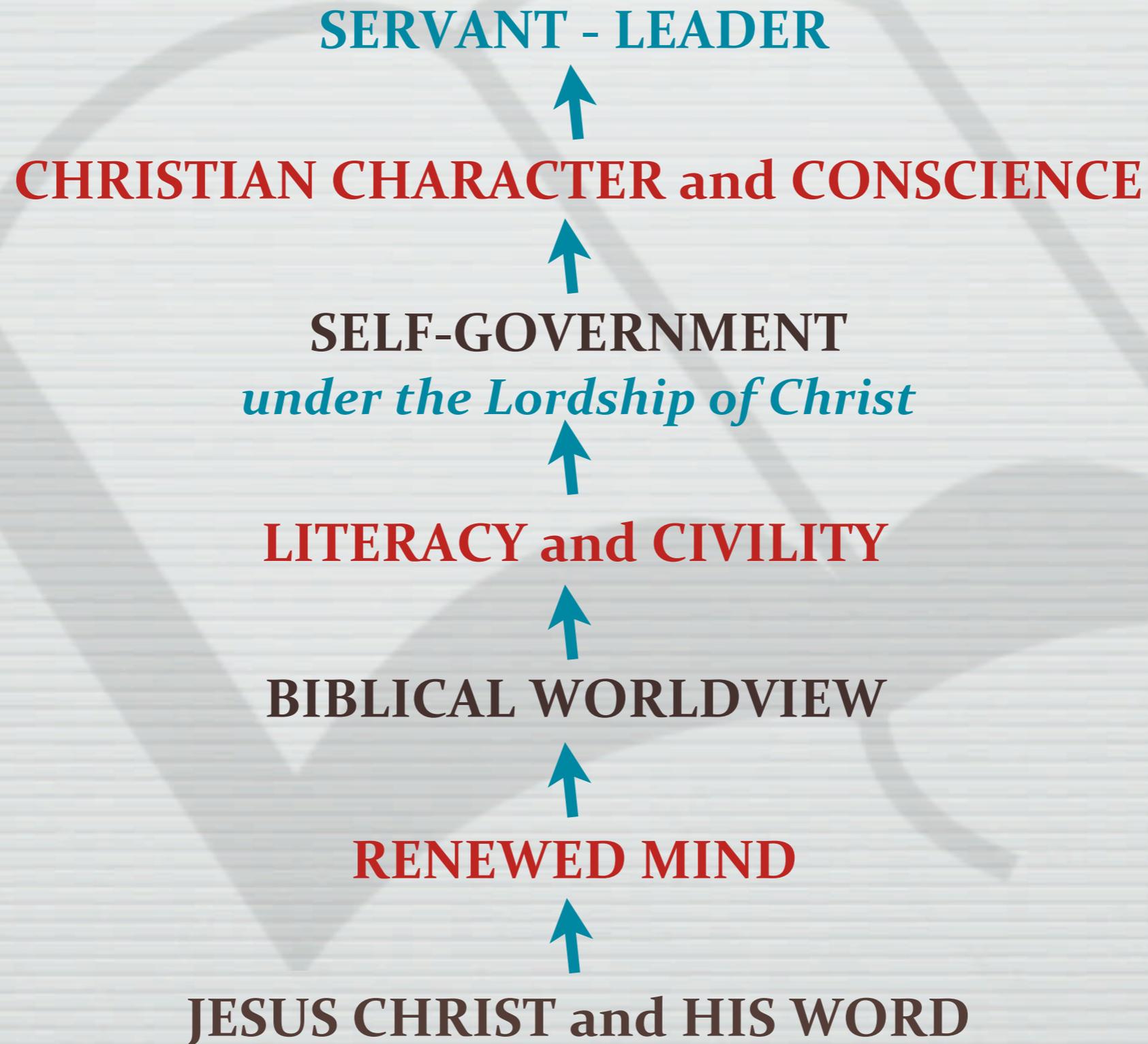


Small group practice

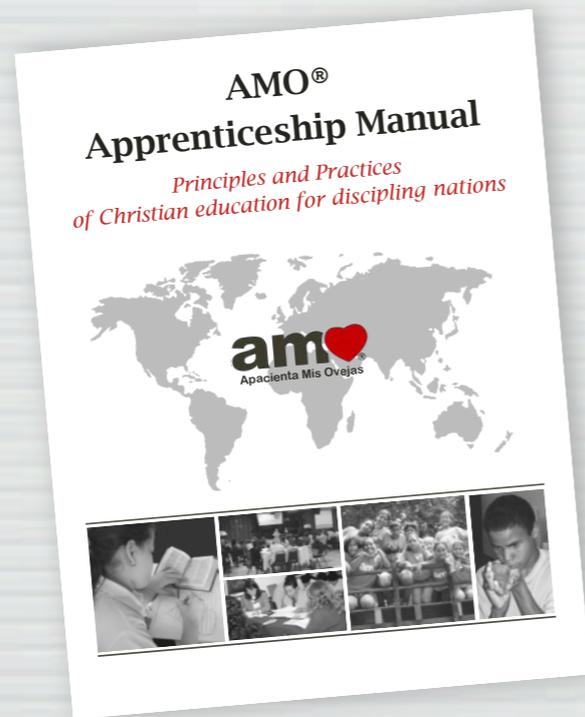


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The AMO[®] Program is available in these languages:



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



Initiate an AMO[®] Program in your community!



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

*There are no ordinary
children!*

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