



The *Inform*er

a publication of the Indiana Association of Home Educators

Winter 2014

The Gift of Boredom

The Holy Grail of Getting Your Husband Involved *in* Home Schooling

Moms with a *Mission*

Homeschooling During *a* Crisis

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The Informer Core Values

- To be Christ-focused
- To be Indiana-focused
- To be encouraging
- To be a resource

IAHE

The IAHE is a not-for-profit organization founded in 1983 for the purpose of serving the Lord Jesus Christ by supporting and encouraging families interested in home education. We define home education as parent-directed, home-based, privately-funded education.

Our primary functions are maintaining visibility as home educators with civil government leaders, influencing the legislative process, sponsoring seminars for parent education, and publishing.

The IAHE is governed by a volunteer board of directors. Sixteen regional representative couples are in direct contact with local support groups across the state.

Our major source of income is our annual convention. With the growth of the home education movement, both our needs and responsibilities continue to grow, and we welcome your tax deductible contributions.

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Welcome

a note from the editor

November marks a wonderful time of the year. The days of fall are still fresh, and the holidays are quickly approaching. As I sit at home enjoying a quiet Sunday afternoon, I'm watching the leaves fall from the trees and I am reminded of how quickly time flies by.

All too soon, our children turn into grown-ups. It happens in the blink of an eye. It's important to be purposeful with our days, and to carefully choose our family obligations.

Indiana author & homeschool mom, Debbie Spence, shares with us in *Moms With a Mission* how a family mission statement can help us effectively evaluate the demands on our time. By knowing where we are headed and why, it's easier to avoid the distractions of overfilling our calendars.

November is also the perfect time to stop and evaluate how the start to a new school year has gone. For families following a traditional school year, this season marks the end of the first quarter. Now is the time to stop and decide what is and isn't working before moving full steam ahead into the holiday rush.

How do you know what's working? One of our 2015 IAHE convention speakers, Diana Waring offers us a reminder to not compare our kids to each other in *Of Cormorants, Cats & Kids or, Your Child Might not Be What you Expect*.

Be sure to also check out our articles by convention speakers Todd Wilson, Dianne Craft, and Carol Barnier. It's just a small glimpse at the encouragement and wisdom they'll be sharing with us in March of 2015!

Recently, the IAHE Board of Directors had the opportunity to spend time with other state, national, and international leaders. It was a powerful week as we spent time learning from the successes and challenges that homeschoolers face around us. We were reminded by leaders from Mexico and Australia that homeschool families across the world are looking to us for guidance. The freedom to educate our children at home is something that many parents across the globe only dream of. We were also reminded how quickly it can all change.

I encourage you in this Thanksgiving season. Be mindful of your days. Be mindful of your choices. And be mindful of your freedom.



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The Informer Magazine

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The articles in this magazine reflect the freedom of home educators in Indiana to choose from a wide variety of homeschool philosophies and teaching methods. Opinions and attitudes expressed in articles do not necessarily reflect the beliefs of the Indiana Association of

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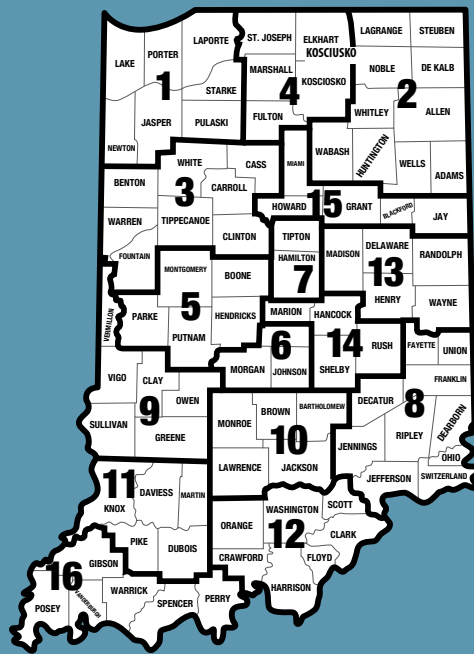
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IAHE Regional Representative Map



Regional Representatives

serve the homeschooling community throughout Indiana. Each representative is a veteran homeschooler who can help answer the questions of a family just starting out. They also communicate with local support groups in their region and keep them up to date on changes in the law and activities throughout the state.

You can contact your regional representative for information about spelling bees, sport clubs, book fairs, curriculum advice, workshops, standardized testing and convention information. They can also help you find a support group in your area, or if none is available, they'll help you start one.

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Join us for a new season of
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Podcast!



Download and listen on the go!

The Informer Podcast is a great new way to hear more from convention speakers, important legislative updates, and so much more! Join us as we discuss important issues that are relevant to Indiana homeschoolers.



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An Unorthodox Method of Organizing that Really Works

by Sharon Watson

Outline.

You already have had a reaction to that word, most likely a negative one. The same might be true for your students.

My husband tells me that when he had to turn in an outline with a report in high school, he would write the report first and then finesse an outline from what he had written. He is not alone! This is a common tactic of students even today.

Let's get our students thinking about organizing before they write. It is possible. The following exercise will powerfully unlock the secrets of organizing an essay. Scales will fall from eyes, and bells will chime.

Your students will not be writing this essay. You will be amazed at how much cooperation you get when they find out they are not actually going to write what they have brainstormed and organized!

Here is the exercise you can do together:

1. Give your students a stack of sticky notes.
2. Give them a topic and tell them to brainstorm ideas. (See The Informer, 2014 Fall issue for more information on brainstorming.) In this case, ideas will not go on a piece of paper or a white board; each idea will go on its own sticky note. For this exercise, I like to use the topic, "the benefits of bicycle riding," because students do not have to research anything for it and because their ideas will fit into a few well-defined categories: financial, environmental, health, and so on.
3. Look at your students' ideas and help them identify the categories around which their ideas can be grouped. Then instruct them to move the sticky notes into those categories. For instance, a sticky note that says, "I don't have to pay car insurance," will go into the financial category.
4. Instruct your students to decide on an effective order for the categories. Which one would they want to write about first? Which category seems like a good one with which to end an essay? Then tell them to organize each category's sticky notes into an effective order.
5. Each category becomes the seed for a topic sentence, and each sticky note under that category becomes a supporting point.

Voilà! There's your outline, complete with main points and supporting points.

I have taught this method of organizing for years. During this session in class, I see lights turn on over some students' heads and catch a few smiles as students understand the ease with which they can finally organize an essay. Later in the year, they have to turn in their organizing tool with their research paper, and I am not surprised to find some sticky notes taped to a piece of paper in an effective, well-organized order.

And, in this case, I know they developed their informal outline before they wrote their papers.

Yours for a more vibrant writing class,

Sharon



SHARON WATSON, author of *Jump In*, *Apologia's* popular middle school writing course, is an 18-year veteran of homeschooling. Her informative blog she equips you to be the teacher you want to be. Find FREE writing lessons on WritingWithSharonWatson.com when you subscribe to her fun Middle School Prompts and engaging High School Prompts. Photo by Esther Moulder of ClickPhotography.biz.

Of Cormorants, Cats & Kids or, Your Child Might not Be What you Expect



—by Diana Waring

Scene 1: My husband and I are inveterate, if amateur, water fowl watchers. We delight to observe the junior high antics of coots, the intensely punk look of mergansers and the aerial fishing techniques of osprey. But, among all the birds we commonly see, none is more stunning nor elegant in its self-presentation than the graceful cormorant. As it effortlessly glides across the water, the cormorant holds its head with aristocratic bearing, seeming to all the world totally unaware of what is passing beneath the surface. And, yet, without warning, this classically molded bird dives swiftly into the depths often to emerge with a glittering, flapping meal victoriously held in its beak. Since we are not fish, we take great delight in watching the beauty and grace of this particular water bird.

Before moving to Indiana, this Seattle girl one day noticed a large bird standing at the end of a dock. It was holding its wings at that angle birds use for exposing their feathers to the breezes, which is a beautiful sight when one is watching an eagle. In this case, however, the effect was ghastly. Gangly and unsightly, with uneven feathers poking down, this sight-of-sore-eyes clumsily took a few paces, giving us the sense that he might tumble over his webbed feet at any moment. When I pointed out this remarkably ugly bird to my husband, he stared long and hard before pronouncing its type.

“Diana, that’s a cormorant.”

No. It was not possible. This awkward, ill-favored bird on land could not be one and the same with the exquisite, beautiful bird of the lake. Yet, my husband was shortly proved right when the bird lifted off the dock and settled back onto the water. Shocking how a bird can go from repulsive to regal just by a change in its environment.

Scene 2: Though we are dog-lovers-till-death-do-us-part people, we do enjoy the arrogant beauty of the feline world. Having owned many cats in my lifetime, I have had numerous opportunities to watch them slinking, preening, and lording it over all the less-exalted personages in their household. Perhaps the quintessential breed of feline hauteur is the Himalayan cat, with its extremely long fur and Siamese color markings. You know instantly that you are in the presence of imperious nobility when confronted by a lounging Himalayan.

Now, picture that same cat wet. It’s a vision, isn’t it? Instead of the apogee of the animal kingdom, one is confronted with a

matted, weebegone creature who looks very silly, feels very sorry for itself, and is completely overwrought with efforts at tidiness. Your perception of the cat, as with the cormorant, is entirely dependent upon whether you find it in the particular environment in which it thrives.

Scene 3: Growing up in Miami, Florida for a few of my formative years, I was surrounded by bronzed bombshells, often bearing abundant waves of golden locks and wearing itsy-bitsy, teenie-weenie, yellow polka dot bikinis to complete the Miami look. I, on the other hand, had freckles, reddish-brown hair, and seldom laid out in the sun since I burned so easily.

When it came to academics, I easily vaulted to the head of my class in algebra, English, and French. But when it came to P.E. classes, I straggled in at the very back of the line. I was constantly hearing from my teachers, “Run faster, throw harder,” and, honestly, I tried with all my might to throw that softball more than ten feet! Nevertheless, it was not a pretty sight. No gifts in that direction for me.

Here’s the punch line: Though I had straight A’s in my academic courses, I was always among the last chosen for team sports. Just like the cormorant and the cat, in the right environment, this kid was regal, and in the wrong one. . . well, you get the idea.

Scene 4: Your house, your child. When does your child shine? What activities bring out the star qualities, the bright eyes, and the enthusiastic voice? Is it devouring books or doing arithmetic problems or cooking dinner or working in the garden? Is it sports or language or science or dance or photography or machinery? Once you have that figured out (which can take time and patience, trial and error), you might next ask yourself, “When does my child crumple, overwhelmed with a task?” Is it reading or math or understanding recipes or getting dirty? Is it tennis or grammar or chemistry or ballet or craft time or mowing the lawn?

Our part as parents, especially as homeschool parents, is to discover these areas and then to carefully, thoughtfully, humbly work with—not against—our unique children. The first challenge is to accept them as you find them. Do you have a cormorant-type

child who is absolutely designed for the water? Or do you have a Himalayan-cat-type child who is utterly fitted for land? Rather than throwing the cat into the water or the bird onto land—to teach them “how to get along in this world”—maybe it would be better to learn to appreciate what they are good at, what they like, what their gifts truly are.

An example of this that I love to use is Mikhail Baryshnikov, the Russian star of the ballet. What do you suppose he got in trouble for when he was a little guy in school? Of course. Moving. But, oh, how glorious for all of us that he was wired to move so well! Though it might have been challenging to his parents and teachers when he was young, it was more than repaid as he got older and got training.

What about Barbara Walters? What do you suppose she got in trouble for when she was in school? If I was a betting woman, I’d wager big bucks that she was constantly in hot water for talking! And yet, that gifting, along with her training in journalism, is exactly what makes her a celebrity in her own right today.

Both of these examples, taken with our vision of cormorants and cats, show us the vital necessity of knowing our kids, learning what is wired into them, and then blessing it! So, the first challenge is to accept them.

The second challenge is to enjoy them. If, deep in my heart of hearts, I really want a water bird rather than a cat, and keep throwing my cat into the water in hopes that it will develop a taste for swimming, my cat will either be disabled, flee from my presence, or wither up and die.

If, on the other hand, I can bring myself to the point where I like cats, where I enjoy brushing and playing appropriately with them (which precludes throwing them in the water!), my cat will begin to thrive and grow into the full stature of its cathood. If we can learn this lesson—to enjoy them while we parent them—we will eventually rejoice in how they turn out.

Cormorants, cats, and kids. . . The lessons are there for each of us to ponder. I wish you great joy as you discover how to delight in wet birds, dry felines, and your own unique children! ■



DIANA WARING, author of *Beyond Survival*, Reaping the Harvest and Diana Waring’s History Revealed world history curriculum, discovered years ago that “the key to education is relationship.” Beginning in the early ’80s, Diana homeschooled her children through high-school—the real life opportunities to learn how kids learn. Mentored by educators whose focus was honoring Him who created all learners, and with an international background (born in Germany, university degree in French, lifelong student of world history), Diana cares about how people learn as well as what they learn. Audiences on four continents have enthusiastically received her energetic speaking style.



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The Holy Grail of Getting Your Husband Involved in Homeschooling —Todd Wilson



Let me just say up front that my passion is showing dads how to be more involved in their families, and especially in their homeschools. Now if I were writing to a bunch of men, I'd give them all kinds of practical ideas and thoughts on how to do that. But this time, I'm going to address all you moms who are reading this. After all, if a dad isn't very involved, he probably isn't going to be reading this article anyway.

I'm going to share with you the holy grail of homeschooling: how to get your husband more involved in your life, your family and your homeschool. I can see you nodding your head in disbelief, but I'm serious. What I'm going to share with you has the power to transform all three of those vitally important things. It's actually not all that difficult in theory. In fact, it all boils down to one very simple principle. I could be putting myself out of business by sharing it with you, because it's that simple. Are you ready for it?

Here it is: Whenever your husband involves himself in any way...LET HIM.

That's it!

You see, most of the time when a husband tries to help out, he gets told that he did it wrong, whether it's loading the dishwasher, dressing the toddler, or picking something up for you at the store.

Consider this scenario for example: Your husband sees you struggling and feels guilty about the huge burden that you shoulder alone so he decides to try and help. Hoping to surprise you, he straightens up the schoolroom mess before he goes to bed so you can start the day with a spic and span homeschool area.

Thinking he has done something good, he excitedly waits for you to see the room the next morning. But instead of being appreciative, you complain that he messed things all up by putting stuff where it doesn't belong. You put Josh's books where Anna's books should be... where is my lesson plan? I can't find anything.

Now, guess what goes on in your husband's head when he gets that kind of response?

He makes a mental note never to do that again. And he doesn't.

Oh, but it's not just about cleaning up the schoolroom. It applies to helping with the dishes, disciplining the children, leading family devotions, and a hundred other things. We husbands often quit involving ourselves, because when we do, you only point out how we did it wrong.

We pull out. We quit leading, quit offering to help, and sit on the couch and watch TV instead. It's easier... and safer.

My own wife still does it to me sometimes. Before I got married, I thought I was smart and could do simple tasks like park the car, but after we got married, things changed. I'd pull into a parking space and my wife would say, "Why are you parking here?"

I looked at her like it was a trick question and answered, "Um, because it was empty?"

She just wanted me to park a little closer, but I felt like she thought I was dumb. It even got to the point that I'd freeze up when I got to a parking lot and had to check with my wife before I parked.

One time I was speaking to a large group of women in Massachusetts about this very thing and gave them the homework assignment of telling their husbands that they picked a good parking spot. The very next day, a big guy walked up to me and said, "I don't know what you told those women yesterday, but my

wife told me this morning that I did a good job parking the car." He paused and then without a hint of a smile, he said, "It'll never last." In short he was saying, "I can never do anything right in her eyes."

Mom, let me say again, this is why husbands don't get involved. We've learned that although you need our involvement, you don't want our involvement, unless it's done your way...and we can't always do it your way.

So here's what you need to do: whenever your husband involves himself in any way, shape, or form...LET HIM do it his way. I know I said that before, but it bears repeating. If he cleans up the kitchen and puts things away in the wrong place, you say, "Thanks honey. I really appreciate you doing that."

If you do that, I guarantee that he will do it again.



The next time your husband spends a few minutes reading to one of your children, don't tell him you'd love it if he could do that more often. Just say thank you, and he WILL do it again. If you ask for more, he will give you less. If you thank him, he will give you more.

If you want your husband to take a more active role in disciplining your children, just wait until he

does and then thank him for doing such a wonderful job. If you correct him for his "over-zealous" punishment or undo what he has done, then he won't do it anymore. If you need your husband's involvement--and you do--then whenever he involves himself in any way... LET HIM, and then be appreciative! Am I starting to sound like a broken record? Good.

Mom, I'm telling you, as I have told thousands of other moms, that this will work. Try it this week and see for yourself. He may not do it your way, but that doesn't matter. The important thing is that he will become more involved in your family, you and your children will reap the benefits, and he will love you more because you believe in him.

So go on... let him. ■



TODD WILSON, is a dad, writer, conference speaker, and former pastor. Todd's humor and down to earth realness have made him a favorite speaker at homeschool conventions across the country and a guest on *Focus on the Family*. As founder of *Familyman Ministries*, his passion and mission are to remind dads and moms of what's most important through a weekly e-mail for dads, seminars, and books that encourage parents. Todd, and his wife Debbie, homeschool six of their eight children (two have graduated) in northern Indiana and travel America in the *Familyman Mobile*. You can read more at www.familymanweb.com.



The Gift of Boredom

by Carol Barnier



A 10-year-old boy takes a mental survey of his “electronic entertainment” options in a matter of seconds. Uninterested, he snaps the power button to “off” and tosses the gadget onto the couch with an exasperated sigh. He leans forward and flips open a magazine on the coffee table in front of him. No good. Another sigh. He rises and looks out the window at his sled that is leaning against the tree and half-buried in snow. “Too much work,” he thinks.

As he saunters through the kitchen, he grabs a pretzel and moves past the cupboard where the family keeps all the board games. So yesterday. Ever since the computer had gone on the fritz earlier in the morning, this child had become a never-ending stream of sighs.

“Mom.”

Wait for it. You knew it was only a matter of time.

“Mo-om ...”

He finally catches up with you in the laundry room. He schlumps himself across the washing machine. “Mom ... ” (here it comes!) “I’m bored.”

Boom. There it is. Those dreaded words: the “I’m bored” declaration signifying that your child’s brain is losing power, slowly fading, and is in need of a quick injection of mental stimulation. When that happens, what does he do? He turns to you. Why? Because you’re the mom. You have ideas. You have solutions. You have an inexhaustible supply of interesting possibilities to save this child from a fate of a vanilla ice cream day in a world of fudge ripple possibilities.

Don’t get me wrong. Your child seeking mental stimulation is not a bad thing. I’d even argue that it’s good. A mind at rest, frankly,

should be asleep. So I agree with him. If he’s awake, something interesting should be going on in those brain cells. No argument there. But here’s the problem: once a child makes that fearsome pronouncement, it seems to set off alarms in us. “Oh, no! Not the dreaded brain boredom. Whatever shall we do?” And we leap into action, coming up with a litany of possibilities to stem the tide of the rising boredom.

Many of us have bought into the relatively recent and trendy lie that good parenting involves providing an unending stream of interesting activities for our children: museums, craft projects, science experiments, music lessons. These are all good things, and I won’t tell you that you should not include such activities in your child’s life. But there’s another very important activity that you should regularly make sure your child is blessed to experience: boredom.

You heard me. There’s a wonderful thing that happens to a child when he is permitted a large window of unplanned time. First, he becomes bored, which he isn’t going to see as wonderful at all. Next, he will most likely whine, which you won’t see as wonderful at all. But then, after some time passes, if you let the boredom really take hold, the most amazing thing happens: his brain kicks into gear.

You can trust this next universal force: he will not permit himself to be bored forever. He eventually begins to utilize a weak and seldom worked muscle: his imagination. He creates his own interesting activity. Suddenly he’s making machines and devising situations and creating new games by using the power of his own mind and hands. That is ... he will if you don’t jump in and provide them with a mom-created activity.

If you feel compelled to step up and hand him something to do without letting him create his own interesting activity, you rob him of several things:

The power of knowing that he need never, ever, ever be bored. It is not something that happens to him. Rather, it is something that he allows. And just as easily, he has the power to stop it.

You make him a passive consumer. If he believes that interesting things happen only when other people make them happen, he will never be a do-er, leader, shaker, and mover. Passive is the stuff of followers.

You take away the extraordinary delight than can be found only in the world of imaginary play.

Before the days of TV, boredom used to be a natural phenomenon. Two hundred years ago, when a child’s homework was done, chores were finished, and other family members were busy, what could he do? He learned to tap into his brain’s diversionary ability early and often. But today, the flip of a simple switch can spoon-feed him an endless supply of diversions that, while interesting, are nonetheless passive and completely dependent on someone else’s imagination.

When I began to realize we had a problem, I would make lofty pronouncements. If my child told me he was bored, I’d loudly proclaim: “A bored person is actually an indication of a boring person, and I did not give birth to any boring people. So shoo. Go be interesting.”

But it wouldn’t be long before the complaining child reluctantly selected

a computer game, so I developed a new strategy. If my child uttered the words “I’m bored,” I would instantly declare a BOREDOM DAY. That meant NO computer, NO television, NO electronics of any kind. Let the whining begin. And begin it did. But I stuck to my guns. I wouldn’t allow any electronic injection of someone else’s creativity, and I wouldn’t play the “Here’s-an-idea-game” where I would rattle off activity after activity only to have a sullen child reject them one by one until I was exhausted.

Nope. I just let him wallow. And then ... it would happen. His own boredom would eventually propel him toward something mildly interesting, then adequately intriguing, then suddenly compelling and fascinating.

What are some things my kids have done when immense boredom gave way to bursts of creativity?

- 1) Created their own runes—looking type language
- 2) Learned Elvish (You have to be a Lord of the Rings fan to care or even understand this one.)
- 3) Created a medieval village with blocks and boxes (complete with stables, blacksmith, prison, convent, and a gong farmer)
- 4) Created a cause-and-effect machine that took up the entire bedroom (a marble starts at the beginning and as it proceeds through the contraption, it then taps something, which makes something else move, which taps the first of a set of dominoes, which fall, the last of which makes something else move, etc.)
- 5) Dug up hundreds of worms to add to my garden
- 6) Using all the stuffed animals in the house, created an animal rescue center in the basement, complete with triage area, surgical room, and training grounds
- 7) Wrote a small book
- 8) Composed a song on the piano

9) Made rubber band guns and created a target range

10) Cooked up his own original dish

You may not be brave enough to go cold turkey like this and remove all electronics, but how about taking some baby steps? Give your child a heads up about what’s coming. Let him know that there are now repercussions to uttering the words “I’m bored.”

If he forgets and lets the phrase slip, tell him ...

You will find some important cleaning task that will occupy his time while his brain finds something better to do. (Stick to your plan. He must complete the chore before he is permitted the luxury of going off on his own and being interesting.)

You will provide something for him to do, but the deal is he must do it—none of this providing a long list of things he yawns about and dismisses.

That you’re not really ready to do a whole non-electronic day, but you’ll be happy to have him go an hour or two with no technology-inspired busyness.

We need to let go of the idea that boredom is to be feared. On the contrary, we should seek it out, even orchestrate it if necessary. You could even just declare a boredom day out of the blue (Feel the parental power!).

Just as you would put together an activity that would use and develop their muscles, so you should also put together activities that will use and develop their imaginations. And amazingly, one of the best vehicles with which to deliver this gift of imaginative play rides in on the wings of an unlikely candidate: utter and profound boredom. ■



CAROL BARNIER, author of three books, is a popular conference speaker who is known for mixing serious topics with equally serious humor. Learn more at www.CarolBarnier.com or <http://www.sizzlebop.com/>.

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Identifying and Correcting Blocked Learning Gates

—by Dianne Craft

Are you working at home with a bright, hard-working child or teenager who has to work too hard to learn? This is the child who does not respond to all the other curriculum or materials and teaching strategies that have worked so well with your other children. In fact you may be on your fourth reading/phonics program, your third math program, and your fourth spelling program, if you have not already given up on spelling with this child. If it is your first child who is struggling, you may now have a younger sibling who is yelling out the words from the corner of the room. That's when you decide that "something is up" with this child. You wonder if this child has a processing problem, a learning disability, or dyslexia. You are puzzled because, orally, he/she is so good at many things, and loves to listen to stories, but what is going on?

According to Dr. Mel Levine, M.D., in his book, *One Mind at a Time*, all learning requires energy. He refers to it as "battery energy." I like this term. It clearly describes what we see happening with the struggling learner. This child is using way too much battery energy to write or remember sight words or phonics for reading. We see the battery drain happen before our eyes. Our question is, why is this child having to work so hard at things that should not take so much energy to learn or remember? It is generally because that child has one or more of the "four learning gates" blocked. We think of these learning gates as information pathways. The children who learn easily seem "smart" because they don't have any major blocks in their information pathways. Our struggling learner may have many blocks. When we speak of a blocked learning gate, we mean that the processing skill has not transferred into the automatic brain hemisphere. The child continues to need to concentrate on the processing task because of this lack of transfer.

Let's explore these four learning gates. As you look at the list of characteristics of a struggling learner, it is important to remember that many children have one characteristic, but aren't struggling. Conversely, a child does not need all of the characteristics to be struggling.



1) Visual Processing Gate

The act of moving the eyes over a page from left to right is not a naturally-developed trait. For example, in Israel they read right to left, and in Japan they read in a column. This is a process that we teach when a child is first learning to read, usually by having him track with his finger across the page to train his eyes to move in this fashion. After some practice, this should transfer to the child's automatic hemisphere. How do we know if this process has not transferred and is taking too much energy? These are some of the characteristics this child will exhibit:

- Reading reversals (on=no; was=saw... after age seven)
- Skipping of little words, but can read longer words
- Reading begins smooth, but soon becomes labored
- Older child who can read, but tires easily...yawning shortly after beginning reading



2) Writing Processing Gate

When the child's visual/spatial skills or the act of writing hasn't transferred into the automatic hemisphere, he often looks like he's "sloppy, lazy or unmotivated." His papers are poorly spaced, or he refuses to write much of anything for the parent. This is the most common learning gate that is blocked in gifted children. It seems like they are "allergic to a pencil." Transferring his thoughts into writing, or just copying something, takes a huge amount of battery energy for this child. Characteristics include:

- Frequent or occasional reversals in letters after age seven (even if only "once in a while")
- Copying is laborious
- Poor spacing in math papers
- Great stories orally, but writes very little
- Does mental math to avoid writing



3) Auditory Processing Gate

A common myth about auditory processing is, "My child has an auditory processing problem because he can't remember three directions at once." This is likely more of a focusing/attention issue. For example, if we would ask him to "Go into the kitchen and get a candy bar, a glass of chocolate milk, and a dish of ice cream for yourself," the child would likely remember these directions. A child who is suffering with an auditory processing problem generally has trouble with reading. Common characteristics are:

- Phonics sounds don't stick, no matter how many games you have played
- Sight words are hard to memorize...even learning alphabet letter names can be hard
- Sounds out same word over and over in a story
- Can't easily sequence sounds...like months of the year or skip counting
- Is a "word guesser"
- No phonetic pattern to spelling....doesn't hear consonants. "Thursday is Tesday"



4) Focus/Attention Gate

This can be the most puzzling blocked learning gate to identify. A child may look like he has no memory, or a true learning disability, when what is really going on is that this child has to use too much battery energy to remain focused during the instruction or completing the lesson. The child may look like he is "paying attention" to your lesson, giving you good eye contact; however, in his head he is "two doors down playing with his friend, or in the dinosaur village." Here are some characteristics of a child who has to use too much battery energy to remain focused:

- Inconsistency in performance from one day to another
- Needs to have someone sit with him to finish work
- Forgets previously-learned work much of the time...seems to have a "memory" problem
- Can have impulsive behavior...easily getting upset when things go wrong
- Sensory processing problems (little things bother him a lot, like tags on shirts, loud noises, transitions, foods, etc.)



HELP for Kids/Teens with:
Dyslexia, Dysgraphia, Math Issues,
Memory Problems, Auditory Processing
Problems, Speech Issues, ADD/ADHD,
Sensory Processing Problems,
Autism/Aspergers

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Is your child or teen working too hard to learn?

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- Right Brain Teaching Strategies
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Includes Lesson Plans for three daily teaching/tutoring sessions (45 min each) for remedial Reading, Spelling, Writing and Math. This replaces the child/teen's "regular" curriculum until he tests at or above grade level in these subjects.

Use a totally different approach and watch the progress. **Make this the "breakthrough" year for your child or teen!**



Dianne Craft is president of Child Diagnostics, Inc., Denver, CO

www.diannecraft.org

For use with teenagers, adolescents, and young children.

Be assured that you do not need to be an “expert or professional” to make learning easier for your child at home. There are easy home therapies and specialized teaching strategies that you can employ that will catapult your child over these learning glitches or disabilities. To learn the specific interventions for each blocked learning gate go to www.diannecraft.org and download the identifying checklist with the corrections. Also download the Daily Lesson Plans for a Struggling Reader and the Daily Lesson Plans for a Struggling Speller and Writer. In those daily plans you will find out how to implement these strategies so that your child will make a two year gain at the end of the year. That is what we usually see.

Also, come to Dianne’s workshops at the Indiana 2015 Homeschool Convention. Each workshop will give you more insight into your child or teen’s learning glitch, and exactly how to overcome that glitch. At the booth you can talk with Dianne and Pam personally about your child. You will feel relieved and empowered as you realize that removing learning blocks is not hard to do. It just requires some tools, strategies, and techniques that you may not be familiar with right now.



Bottom line: Learning does not have to be so hard for your child. God has many wonderful answers for our children. He gives us insight and understanding into our children’s learning struggles when we ask Him! (2 Tim. 2:7) ■

Questions? Email Dianne short questions at: craft@central.com.



Dianne Craft has a Master's Degree in Learning Disabilities. She will be speaking at the 2015 Indiana Convention. Her books have helped hundreds of families remove learning blocks in their struggling children at home. Visit her website, www.diannecraft.org, for many articles on children and learning, and to download her free Daily Lesson Plans for the Struggling Reader and Writer.



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2015 IAHE Convention INFORMATION

**Join us for two days of encouraging
and educational workshops!**

**Visit our exhibit hall filled with the
very best homeschool resources
in the country!**

Bring the whole family!



Pre-Convention Special Events

FARM BUREAU BUILDING
Indiana State Fairgrounds
Free Parking for all Thursday events
Visit our website for details!

Inge Cannon's Transcript Boot Camp

- Admission is included for FREE with your IAHE Home Educators' Convention registration
- 2:00 to 5:30 pm

Carol Barnier's Write to Publish Workshop

- Adults & Teens, ages 13 and up
- \$40 pre-registration, \$50 at the door
- 2:00 to 5:00 pm

Leaders' Dessert Reception with Carol Barnier

- A special evening for Support Group & Co-op Leaders
- \$10 per person, \$15 per couple
 - Space is limited!
 - 6:30 to 9:00 pm

IAHE's FREE Info Night: You CAN Homeschool!

This informative workshop is geared to help parents get answers to the many questions they have. Veteran homeschooling parents will be on hand to give an overview of home education in Indiana followed by a Q&A session.

This event is free to everyone but we require pre-registration.
7:00–8:00 pm

General Convention Information

MARSH BLUE RIBBON PAVILION

Indiana State Fairgrounds
Friday and Saturday, 8:30 am - 6:30 pm
Dozens of educational & inspiring workshops!
Exhibit Hall: Browse and shop the vast array of curriculum and educational resources in over 70,000 square feet!

LEARNING EXPRESS with Jim Weiss

The 2015 Learning Express will feature the talents of master storyteller Jim Weiss in workshops for children and their families. He will present 4 workshops over the two days of convention as part of the Learning Express in the Exhibit Hall. Come and be entertained while learning about courageous Americans, real life heroes, and people of strength. There's even a fun workshop for families to learn the art of storytelling, making literature come alive!

Whether you purchase a full convention registration or choose to shop with an Exhibit Hall Only pass, the IAHE is pleased to offer these special presentations to your family:

- 20th Century Americans: Profiles of Courageous Men and Women
- Real Life Heroes: Fascinating Stories of Great People
- Storytelling: Up Close and Personal- A Family Workshop
- Standing Strong - Stories That Reflect Emotional Strength

Speaker Showcase



Ken Ham

Ken Ham is president and founder of Answers in Genesis, the highly acclaimed Creation Museum (2 million visitors in six years), and visionary behind the construction of a full-size Noah's Ark—has become one of the nation's most in-demand Christian speakers and talk show guests. Ken is the author or co-author of many books on apologetics, including the eye-opening book on why so many young people are leaving the church, *Already Gone*, and the best-selling *The Lie: Evolution*.

Carol Barnier

Carol Barnier is a fresh, fun and popular conference speaker who continually strives to have the wit of Erma Bombeck crossed with the depth of C.S. Lewis but admits that most days she only achieves a solid Lucy Ricardo with a bit of Bob the Tomato. While her humor will have you leaning sideways, her faith is solid stuff. Whether speaking about her first born son's 13 surgeries, her family's many ADHD challenges, or her own walk from being a God-denying atheist to the most grateful recipient of God's amazing grace, this woman speaks from the heart. She knows why she knows what she knows.

Diana Waring

Diana Waring is the author of *Beyond Survival*, *Reaping the Harvest* and *Diana Waring's History Revealed* world history curriculum. Diana discovered years ago that "the key to education is relationship." Beginning in the early '80s, Diana homeschooled her children through high-school—the real life opportunities to

learn how kids learn. Mentored by educators whose focus was honoring Him who created all learners, and with an international background (born in Germany, university degree in French, lifelong student of world history), Diana cares about how people learn as well as what they learn. Audiences on four continents have enthusiastically received her energetic speaking style.

Jay Wile

Dr. Jay L. Wile holds an earned Ph.D. in nuclear chemistry and a B.S. in chemistry, both from the University of Rochester. He has won several awards for excellence in teaching and has presented lectures on the topics of Nuclear Chemistry, Christian Apologetics, Homeschooling, and Creation vs. Evolution. He is best known for his award-winning "Exploring Creation With..." series of science textbooks. Dr. Wile and his wife of more than 25 years, Kathleen, homeschooled their daughter, Dawn, from the time they adopted her until she graduated high school. Dawn is a Butler University graduate and is currently a long-haul trucker with her husband, James.

Todd Wilson

Todd Wilson, is a dad, writer, conference speaker, and former pastor. Todd's humor and down to earth realness have made him a favorite speaker at homeschool conventions across the country and a guest on *Focus on the Family*. As founder of *Familyman Ministries*, his passion and mission are to remind dads and moms of what's most important through a

weekly e-mail for dads, seminars, and books that encourage parents. Todd, and his wife Debbie, homeschool six of their eight children (two have graduated) in northern Indiana and travel America in the *Familyman Mobile*.

Convention tracks for your convenience!

Beginning Homeschooling
Special Learners: Bright but Struggling
Families
Moms
Dads
Parenting
Preschool
High School
Charlotte Mason
Academic Helps
Classical

Other Confirmed Speakers

Jan Bloom
Ron & Vicky Broadfield
Dean Butler
Inge Cannon
Tom Clark
Dianne Craft
Trista Hill
Rebecca Keliher
Andrew Kern
Sonya Shafer
Rex Smith
Sharon Watson

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CREW 4:12 Teen Staff Program

2015 IAHE Convention CREW 4:12 (1 Timothy 4:12)

Come and meet other homeschooled teens from all over the state! Be prepared for a high-energy, fun, and challenging convention that meets you where you are. Teens ages 13-18 are eligible to attend.

Space is limited. Be sure to register early!

CREW participants will engage in a three-pronged convention track that is specifically tailored to their age group, interests, and needs. Teens will be challenged to think deeply, serve others, and make new friends through workshops, service, and team-building activities. Students will explore what it means to Stand Strong in their faith and behavior through engaging workshops conducted by Rex Smith and Carol Barnier. A highlight of the CREW program this year is attending a presentation by Ken Ham. CREW 4:12 is a full two-day program that includes a component of serving in the convention hall. As such, students will be given a convention shirt to wear on both days and will serve as ambassadors as they represent the IAHE to convention guests & exhibitors.

WORKSHOPS

These exclusive workshops are tailored just for CREW 4:12 and will challenge, motivate, and encourage the young adults in attendance.

ACTIVITIES

If you are looking for something a little out of the ordinary, your teens will love our activities which will get their blood pumping and encourage creative thinking. Each team will work and learn together throughout the convention, and the activities time will provide a fun break as well as help them build teamwork, develop leadership skills, and create camaraderie among the team members.

SERVICE JOBS

The teen staff can look forward to a great time, but it isn't just fun and games. They will also have a chance to learn about leadership and responsibility first hand as they confront real challenges and help fill essential staff roles that are vital to the success of the Convention.

REQUIRED ATTENDANCE & SAFETY

All participants are expected to participate during the entire program. The members of the Crew 4:12 Staff Program will be in groups of at least two people at all times, and will stay inside the convention buildings unless accompanied by an adult.

PRICE

The program will cost \$20 per attendee, however lunch will be provided both days and each participant will receive an IAHE Crew 4:12 shirt to wear for the duration for the program. Crew participants must be registered as a part of their parent or family's convention registration. We hope to see you there and if you have any questions, please feel free to email us: crew@iahe.net.

Learning Express with Jim Weiss!

Literature comes alive with Jim Weiss. From fairytales to Shakespeare, from the ancient world of Greek mythology to the mystique of Sherlock Holmes, Jim's performances create entertainment for the whole family. Jim's stories appeal to children and adults, bonding families together with the love of literature and an understanding of what makes his timeless characters great.



The 2015 Learning Express will feature the talents of master storyteller Jim Weiss in workshops for children and their families. He will present 4 workshops over the two days of convention as part of the Learning Express in the Exhibit Hall. Come and be entertained while learning about courageous Americans, real life heroes, and people of strength. There's even a fun workshop for families to learn the art of storytelling, making literature come alive! Whether you purchase a full convention registration or choose to shop with an Exhibit Hall Only pass, the IAHE is pleased to offer these special presentations to your family:

- Workshops
- Fun Activities
- Service

2015 IAHE Room Blocks

March will be a busy month in Indianapolis with the Final Four and the Olympic Swim Trials, to name two events. If you're planning to stay at a hotel during the convention, please make room reservations early. Here are 3 hotels where we have made some room blocks available until the deadlines listed. All rooms are "plus tax".

NOTE: Be sure to mention IAHE when you book your rooms to ensure our special convention rates.

Visit our website for hotel registration links!
<http://www.iahe.net/convention/hotels>

Hampton Inn – NE/Castleton
\$96/night
Reservations deadline: 3/12/2015
21 min./ 8.7 miles from Fairgrounds
6817 E. 82nd Street
Indianapolis, IN 46250 | #317-576-0220

"Free hot breakfasts, clean and fresh Hampton bed, free high-speed internet access in every room, gym/fitness center use."

Baymont Inn & Suites
\$89/night
Reservations deadline: 3/6/2015
14 min. /9.7 miles from Fairgrounds
9790 North by Northeast Blvd.
Fishers, IN 46037 | #317-578-2000

Holiday Inn Express Fishers
\$ 119/night
Reservations deadline: 2/24/2015
14 min./9.7 miles from Fairgrounds
9791 North by Northeast Blvd.
Fishers, IN 46037 | #317-558-4100

"Each Holiday Inn Express, Fishers sleeping room comes with our complimentary hot 'Express Start' breakfast for up to 4 guests per room. Our hotel offers free wireless internet throughout the hotel, 24 hour business center, 24 hour fitness center, same day dry cleaning, complimentary washers and driers, free parking, Bath & Body Works amenities heated indoor swimming pool and is 100% smoke free."



Save a stamp by registering
online at www.iahe.net.

30th Annual IAHE Home Educators' Convention at the Indiana State Fairgrounds March 27th–March 28th, 2015

Registration Type: ☐ Individual ☐ Family

Attendee Information

Please print clearly.

Name _____
First Last

Spouse's Name _____
First Last

Total Number of Children Attending # _____

Names of Children Attending (ages 4 and up) TEEN CREW 4:12 (ages 13–19)

_____	_____	<input type="checkbox"/>
First	Last	
_____	_____	<input type="checkbox"/>
First	Last	
_____	_____	<input type="checkbox"/>
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First	Last	
_____	_____	<input type="checkbox"/>
First	Last	

For more information on our Teen Crew 4:12 opportunity, visit our website at www.iahe.net!

Contact Information

Address _____

Phone () _____

Mobile () _____

Alt Mobile () _____

Email _____

Attending Grandparents' Names
Must not be the primary home educator.

_____	_____
First	Last
_____	_____
First	Last
_____	_____
First	Last
_____	_____
First	Last



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Contest Time! Art, Photography, & Essay

Enter 1 contest or enter all 3!

Theme:

Be Strong in the Lord!

Theme Verse:

*Watch, stand fast in the faith,
be brave, be strong.*

—1 Corinthians 16:13

GENERAL CONTEST RULES & INFORMATION

To be considered a valid entry, each submission must:

- Be glorifying to God.
- Be done by the student in the 2014-2015 school year.
- Conform to the rules and specifications for the specific contest and category in which it is entered.
- Be submitted along with the Entry Form and Entry Fee - \$5 per project, family maximum of \$25.
- Have a separate Entry Form for each entry.
- Be postmarked or hand-delivered by Monday, February 23th. A confirmation e-mail will be sent when the entry is received.

Please note:

- Contestants do not need to be registered for the Convention.
- Entries received after the deadline will not be accepted.
- The IAHE reserves the right not to display any project.
- All decisions of the judges are final.

Winners

- Winners will be notified in writing by Thursday, March 20th.
- There will be 1st, 2nd, and 3rd place winners in each category where quantity of entries allows.
- There will be Champion and Reserve Champion awards given in Divisions 1 – 3, only.
- Monetary prizes for awards are: Champion \$100, Reserve Champion \$25, First Place \$10 (only Div. 1-3)

Project Display & Pick-Up

- All entries will be displayed as part of the Annual IAHE Convention at the Indiana State Fairgrounds, March 27 & 28. Exhibit may be viewed without attending the Convention.
- Winners will be honored at the Convention on Saturday, March 28 at 3:00pm at the beginning of the General Session. Winners and their guests do not need to be registered for the Convention to attend.

- Projects will be available for pick up at the end of the Convention on Saturday, March 28th. Any project that is not picked up becomes the property of the IAHE. Arrangements will need to be made with the IAHE office to claim them after that point, with shipping & handling paid in advance of return mailing.

Complete contest details,
submission guidelines,
and entry form can be
found on our website:
www.iahe.net
or by calling the office at:
317-467-6244.



Please complete all information on this form and mail, along with payment, to:
IAHE, 2014 Home Educators' Convention, P.O. Box 217, Stilesville, IN, 46180



LIFE TOGETHER: Family Ideas

—by The King Family

Mom's Morsel

Back-To-School Traditions

What kind of Back-To-School Traditions does your family have? My children look forward to the new books and fresh new daily checklists. It is my personal joy to hoard the new curriculum until the first day of the new school year and not let the kiddos peek. It builds the excitement!

Another tradition we look forward to is to only do half-days of bookwork the first week. This makes the transition a bit easier and extends our summer a little longer.

If your family is in need of some ideas to get you started on a new tradition, here are a few: enjoy a Back-To-School Breakfast, wear a new outfit (who says homeschoolers shouldn't get new school clothes?), go on a First-Day-Back field trip, create a time capsule that commemorates the previous summer and bury it in the backyard, snap a photo and send it to the grandparents, eat ice cream for breakfast, or meet your pastor for prayer. Use your imagination and create your own family traditions. Memories are important so create some fun ones!

TIP: If we start a new tradition, whether at the beginning of the year or a holiday, I always put a note up on the corner of the refrigerator so that we will remember to do it again and make it a tradition. This ole' mind ain't what it used to be and needs a little jog now and again.

Kids' Korner

Eternal Life Board Game Review, by Emily and Noah

At the 2014 IAHE Convention in Indianapolis, one of the exhibitors asked two of us to review the new board game called "Eternal Life."

The "Eternal Life" game mimics the old "Game of Life" board game. However, in this "Eternal Life" game there is a Christian path and a worldly path. Each player moves along a board that is full of life events, just like in the other "Game of Life." We are ages 11 and 13, so our dad played it with us and had to explain some things like how we could help a friend with an addiction and what a "cult" was, but for the most part we understood all of the landing spots and the Encounter Cards. Little kids might need help understanding a few things - or mom could just make those few tough squares into free squares!

Our mom says that parents will want to know these three things: 1) There are lots of verses in the game but it only comes in the NIV version right now. 2) This would be an amazing game for a teen group where a youth director or parent could lead discussions along the way. 3) You can find more information at <http://www.creativeoriginsllc.com>.



Dad's Direction

Ready for a Challenge?

Hey there, fellow homeschool dads. How "hands on" are you with the schooling of your kids? Can I challenge you to take on a subject to teach this year?

I know, I know, that may seem like an insurmountable goal but you do not have to be an expert in the subject you pick because there are books for that. Choose something and learn it alongside of your children if need be. Time spent with your children is never wasted.

If this is the first time for you to get involved in the actual school lessons, the field is wide open! Select your best subject and share your knowledge with your children or choose something that you'd like to learn more about and learn and share as you go. Your children want your time and your heart--and what better way to spend quality time with them than by helping them learn? Shop class, P.E., or math... just pick a subject and a time that works best for your schedule and jump in. I promise that it will be a blessing to your family.

The Kings are a homeschooling family of six in Vermillion County. Dan is the pastor of Calvary Baptist Church in Clinton, and Shawn operates a home-based business. The Kings have four children: Danny, Abbie, Noah, and Emily. The Dan and Shawn serve as IAHE Board Members.

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Moms with a **MISSION**

by Debbie Spence

“No”, is a complete sentence; one that overly-busy homeschooling moms fail to use. Instead, our tendency is to dive into every opportunity that presents itself. Instead of first determining what our focus should be and then signing up for the corresponding activities, we fill our lives with any class, lesson, or sport that is currently being offered. Stressed-out, overwhelmed moms incorrectly think that a lack of time is the issue. Lack of time is not the issue. Lack of direction is. We are on the move, but as Roman philosopher Seneca said, “If a man does not know to what port he is steering, no wind is favorable to him.”

Successful businesses have mission statements. They have a direction that they are heading toward and things they wish to accomplish. Businesses use their mission statements to help them focus and stay on track. Business and life are full of opportunities. Most opportunities sound great, but a business that jumps at every opportunity, instead of staying on the pre-determined course that they established in their mission statement, will never arrive at their goal. They will spend their time zig-zagging all over the place. The same is true for families that lack focus. “If you chase two rabbits, both will escape.”

Most families do not have a mission statement, or much of a plan at all. Without one, though, families get caught up running around, signing up for endless activities, expending a lot of energy, stressed out, and lacking focus.

Your family’s mission statement should be a statement of your family values and your family goals. It hopefully answers the question of why God created your unique family; why you exist. It is a statement or list that guides your actions, determines your goals, and provides the framework by which you can make decisions for future activities.

Too many homeschooling families are caught up in pointless pursuit. The number of available outside classes, co-ops, and activities is overwhelming. Without a foundational mission statement to guide your choices, you can easily enter a year of hectic, frenzied activity that does nothing to help your family arrive at your desired destination.

Each family’s mission, or purpose, is going to be a little bit different, but there should be some basic core values that are the basis for all of our purposes. Our mission statements, instead of being a list of our own desires for life, should first

and foremost be a list of God’s desires for our lives. He has made it clear that loving Him with all of our hearts, souls, minds and strength is His ultimate purpose for every Christian. He has also given us clear advice for our focus in this particular time in history. Although we do not know the day or hour when Jesus will return, we have been admonished to keep watch, remain faithful, and to not fall asleep as the five foolish virgins did in Matthew 25.

Our plans for how we educate our children and how we spend our time are not separate issues. We can easily fill our calendar and schedule so full that we revert to function mode and never have time or the attention for the things God desires from us. Therefore our focus and mission should seek first to fulfill God’s desires for us. Once our purpose is firmly established that our family will seek to love God and others, and that we will stay faithful, watchful, and alert, we can then add our own family’s particular calling and interests.

Do you have a heart for missions? Are you intercessors? Is character development in your children a priority? Do not fill every waking moment of your day running from activity to activity leaving no time for prayer or outreach when you know that God has placed that purpose in your heart. If we are called to love God with all our hearts, yet leave no time for prayer and true devotion with Him, we may have had fun learning a new skill, but we lost out on spending time with the one we are called to love with all.

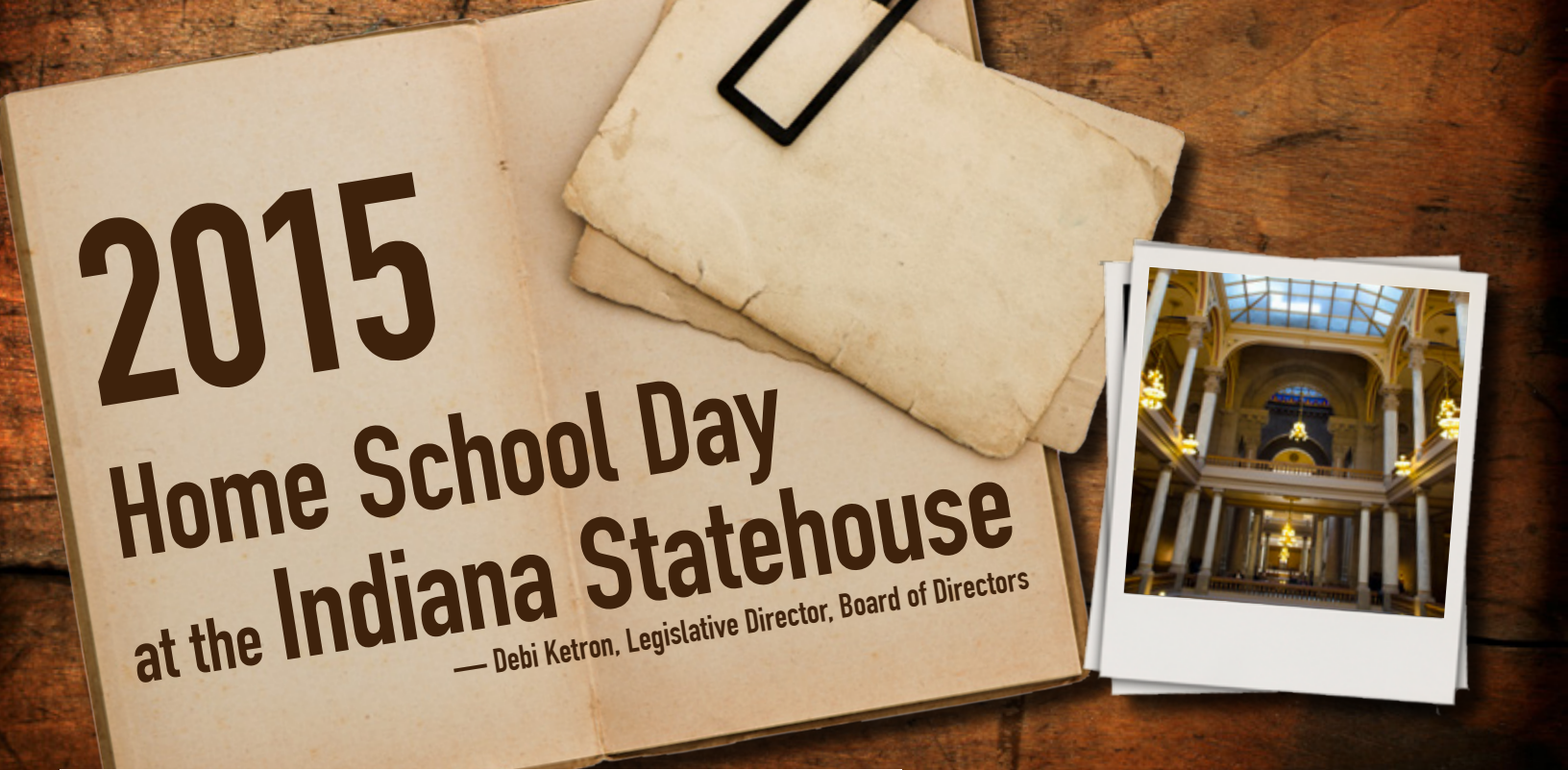
Prayer is a prerequisite to establishing your family mission statement. We need to seek His will and not just set forth our own desires. Our desires may very well line up with God’s purposes for our lives, but quite often we get off course and need a readjustment. That is why a mission statement is so helpful. It is human nature

to be easily distracted by every shiny object waved in front of us. “Kids, today we are going to...Ooooh, the YMCA starts swim lessons next week. Ok, as I was saying... Johnny leave your sister alone! Oh look, art classes at the... SQUIRREL!” Without a guiding statement to keep us on the right track, the cares of this life and the abundance of activities offered through homeschooling and church, can slowly pull us off course. Sometimes we veer off course swiftly, swept along by the current of everyone around us. Your mission statement is your lifeline to pull you back on track.

Through prayer and family discussion, decide on your family’s mission statement. Once it is written, then organize your life around it. Be willing to eliminate activities that do not line up with your purpose. Fill your hours with purpose and activities designed to hit the target and do not expend energy and fill your days with pointless pursuits. Steve Jobs made a correct statement. “Focusing is about saying, No.” ■



DEBBIE SPENCE is beginning her 20th year of homeschooling. She lives with her family in Kokomo where they own a family business, and she also serves as head of the women’s ministry at her church. Debbie has been writing a blog for four years hoping to help others slow down and refocus their lives. You can find her blog at DebbieSpence.wordpress.com.



As you may already be aware, there are multiple threats to your homeschool freedom. Are homeschool rights important to you? Make sure your legislators know. What is a great way to show them? Attend Home School Day at the Indiana Statehouse!

IAHE has an educational and advocacy event planned for Home School Day at the State Capitol on Wednesday, February 25, 2015. The rally is our main event at 11 a.m. Additional events begin as early as 9:00 a.m. if you'd like to take advantage of them to increase your family's learning experience, and the day will end at 3:00 p.m. Be certain to check the IAHE website for an updated schedule.

Did you know that our Indiana Statehouse is full of historical information? We will highlight some of that history for your family through statehouse tours, a scavenger hunt, and letterboxing*. Each tour is limited to 120 people. Sign up on the IAHE private calendar on the February 25, 2015 calendar date.

We have additional events to help your family learn more about our state government such as a Legislative Impact session that explains how a bill becomes a law. IAHE will also update you about various bills that we are tracking. At 10 a.m., we are planning to have a Town Hall that allows you to ask questions to specific legislators regarding bills they have introduced during the 2015 legislative session.

Two famous Hoosiers from days gone by will be there to speak to your families. Who are they? Come and see!

We will also have information for a prayer walk that you may choose to do at your leisure that day.

Our main event will be a Rally in the North Atrium that highlights the importance of being involved to protect our freedom. We will then break for lunch and reconvene to observe a session of the House or Senate. During that time, or earlier if you've previously scheduled a meeting with your legislator, we will distribute home education informational packets to legislators that are provided by IAHE. Our hope is to have every legislator meet at least one homeschool family from their district that day. Will you be that family? Sign up on the IAHE website for the Adopt-a-Legislator program to let us know of your interest.

Prior to the event, families should try to schedule a time to meet with their legislators. Your Senator may be contacted at 800-382-9842 and your Representatives at 800-382-9467 to schedule an appointment. This will help ensure that EACH legislator has the opportunity to meet with at least one homeschool family that day. It would send a powerful message to them to know that homeschool rights are important enough to take time out of your very busy schedule to come to the Statehouse.

Home School Day at the State Capitol is scheduled to coincide with Indiana Home School Week. The schedule will be posted on the IAHE website as details are finalized.

Families with a student ages 13 and older may like to be a Page that day. The Page for the Day program is an excellent way for your student to gain a first-hand glimpse of how the legislative process works at the Indiana Statehouse. During IAHE's Home School Day, the rest of the family will have other events in which to participate while your child serves. This program fills up quickly, so check the IN.gov website for details and deadlines.

Register for the Page Program and learn more at these links:

-  **SENATE DEMOCRATS**
http://www.in.gov/legislative/senate_democrats/pageprogram.htm
-  **House Democrats**
<http://indianahousedemocrats.org/students/page>
-  **Senate Republicans**
<http://www.indianasenaterepublicans.com/page-program/>
-  **House Republicans**
http://www.in.gov/legislative/house_republicans/off_cms/page.html

*To participate in the letterboxing event, you will need to bring a rubber stamp, ink pad, pen, and log book. A complete explanation of letterboxing may be found on this site: <http://www.atlasquest.com/>

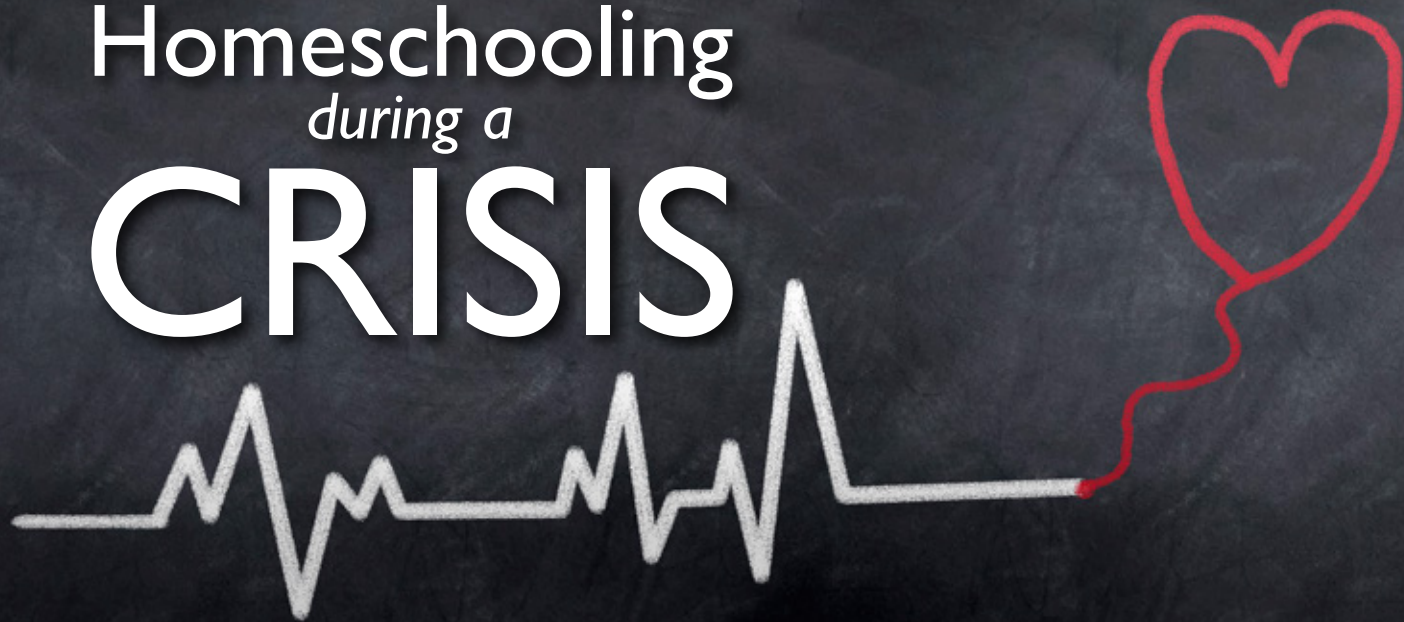
Tentative Schedule

(Schedule is subject to change as events evolve within the legislature.)

- 8:30 am**
Registration and check-in opens
- 9:00 am–3:00 pm**
 - Visit your legislators' offices (pre-scheduled appointments if possible).
 - Take a Prayer Walk around the Capitol.
 - Participate in a Scavenger Hunt (found in Capitol Day program).
 - Statehouse Letterboxing
- 9:00 am**
 - Legislative Impact Session (Supreme Court North end of the 3rd floor. Seating is limited.)
 - Historical Reenactor #1 (North Atrium)
 - State House Tour (meet on First Floor in Rotunda) Register on the IAHE website in advance. Limited to 120.
- 10:00 am**
 - Town Hall Meeting (Supreme Court North end of the 3rd floor)
 - Historical Reenactor #2 (North Atrium)
- 11:00 am**
 - RALLY in North Atrium
- 12:00 noon**
 - Lunch (On your own. List of restaurants in program.)
- 1:00 pm**
 - State House Tour (meet on First Floor in Rotunda) Register on the IAHE website in advance. Limited to 120.
 - Visit your legislators' offices and deliver IAHE Legislative Packet.
- 1:30 pm**
 - Senate and House Sessions
(Be there early to get a seat in the 3rd Floor Gallery. You may also stand at the lobby window on the second floor to observe the Chambers. The Senate is on the west side and the House is on the east side of the Capitol.)



Homeschooling during a CRISIS



—by Melissa Mosley

When my daughter was born with mysterious spots, I had a lot of questions. What does this mean for my daughter? Will I be apart from my 8-year-old son? How will this affect my family? Will I still be able to homeschool? Two and a half months later, the oncologists at Riley Hospital for Children in Indianapolis diagnosed my daughter with Congenital Acute Myeloid Leukemia with Leukemia Cutis, a diagnosis too big for any tiny baby. In the first days of our hospital stay, the Lord comforted me with Psalm 9:9-10. The Lord reminded me that He is my strength in difficult times and that He can be trusted; I just needed to follow His lead.

God's first leading was for me to adjust my curriculum. My son was just months into his school year when we headed to Riley Hospital for Children for my daughter's chemotherapy treatments. We were using the Bob Jones University DVDs at the time. With the many interruptions during the day in my daughter's hospital room, keeping track of multiple DVD cases, books, and workbooks became too overwhelming. I needed a curriculum that better fit our needs while in the hospital, and Alpha Omega's LIFEPAcs were perfect for us. This curriculum provided the structure and content needed for my son with the flexibility of working at our pace. Sometimes we had 10 minutes in the hospital room before the nurse came back or 20 minutes in a waiting area while my daughter had a procedure done. Keeping track of one booklet per subject was more manageable for me.

God's second leading was for me to see that this new environment was a wonderful place for my son to learn and grow. Spiritually, my

son was able to see first-hand God working on our family's behalf. Countless times we saw God directly intervene when even doctors said the situation was impossible. Academically, my son kept on track with his grade-level schooling and got additional training in the medical field. During one of our month-long hospital stays, one of the student doctors took special interest to teach my son all about DNA and how it was affecting his sister's body. While my daughter was in ICU, my son was asked by Child Life Services to participate in a taping for the Riley Bingo TV show that transmitted every afternoon to the patients' rooms. Through this department, many siblings are given special projects, toys, and learning opportunities. Siblings are also allowed to participate in programs for patients such as music therapy, art therapy, and craft time.

Thirdly, God's leading through my daughter's leukemia journey gave us the opportunity to display a homeschooling family in the midst of a crisis. I remember a conversation I had with one of my

daughter's nurses. She explained that walking into our room, there was a sense of calm and peace. I knew this was God's strength being displayed in our words, actions, and attitudes. God provided for every need we had whether it was a place close by for my son to stay overnight (Ronald McDonald House across the street with my husband), or being able to continue homeschooling during my daughter's chemotherapy treatments at the hospital, or finding a respiratory assistance machine at just the exact time my daughter needed one. In great detail, we saw God handle every situation for us.

My daughter continues to be in remission, and she has not had any treatments for her leukemia for six years. She is doing well and is about to start first grade. If I had a choice to erase this experience from our lives, I would not. God was so awesome in His working on our behalf. I do not say this because my daughter survived; I say this because I saw God loving us and providing for us in a way that I never would have understood apart from this experience.

If you are facing a crisis, take hope in Jesus Christ. He can be your strength, your comfort, and your guide, if you will let Him. As I learned to humbly ask God to use us during each hospital stay, I saw God doing just that. If your circumstances seem impossible, I want to encourage you today to submit to God's will. Ask Him what your mission is through this situation. If you want to homeschool but the way looks difficult, ask God to show you how to use your challenge to enhance your homeschooling. Make adjustments as needed. You may not completely understand what God is doing by allowing your crisis, but stay calm and peaceful. Take courage knowing that the God who loves you more than you can comprehend is working His good and His best for you and for your family. What you are facing may look overwhelming, but with God, all things are possible. ■



MELISSA MOSLEY and her two children live in Indiana. She has homeschooled for 10 years. Having experienced God's amazing grace through her daughter's leukemia journey, Melissa wants others to know God can be trusted in even the small things of daily life.



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The New Face of Adoption

—by Mary Beth Osowski

A few months ago I found myself sitting at a kitchen table with six other parents sipping coffee. We came from various backgrounds, some working while others stayed home with their children. One family had only a single child while one was comprised of nine children. For some, this was the first time we had ever met. We could have been having a discussion about one of the many issues facing families today, but we had assembled this evening because we had two things in common: we were Christians and we had each made adoption a part of our families. This has been a growing movement among Christians over the past decade. In some circles it is called Orphan Ministry; in others it is a Global Orphan Initiative, but the focus is the same: to find homes for the 17,000,000 orphans who are currently living in institutions or foster care.

Our family first became involved with adoption in 2006 when we opened our home to a three-year-old boy in foster care. After we adopted him in 2008, I knew God was not done with us. He showed us a child in Shanghai who was waiting for a family and I, a homeschooling mom who usually skipped over most Chinese history, was given a love for the Asian culture. Homeschooling has always been a blessing, but after our adoptions, I realized what a benefit it was to my adopted sons. After adding two children in five years, I felt God calling me to do something more.

We had many individuals bless us with their financial support when we were pursuing our adoption of our son from China and I sensed that God wanted to use me to help others. I began a nonprofit called Be The One in order to encourage adoption by providing grants to families in the process. What I soon realized was that while I was fundraising, I was advocating more and more for all the children who were still stuck in institutions or foster care waiting for someone to step forward and speak for them. All Christian families are called to “look after widows and orphans in their distress,” (James 1:27, NIV) however, I believe that homeschoolers are in

a unique position to be at the forefront of this harvest.

Winston Churchill said, “It is not enough that we do our best; sometimes we must do what is required.” A few decades ago, couples adopted because they wanted a child and were unable to conceive. Now people are adopting because of the needs of the child. Americans adopting internationally reached its highest point with 22,884 in 2004. These were primarily healthy young children. Since then, the numbers of international adoptions have fallen drastically with only 8,668 overseas adoptions occurring

in 2012.¹ While this is largely due to increased regulations by the sending countries, I believe it has spawned a new trend. The young, healthy child is now the exception.

Nations who used to have many adoptable children are now keeping healthy infants because of “rising regulations and growing sentiment in countries such as Russia and China against sending orphans abroad.”² They are primarily allowing foreigners the adoption of children who are older or who have special needs. So who are these adoptive families? Americans adopt the majority of international children and according to a Barna Group survey published in November of 2013, practicing Christians were more than twice as likely to adopt as all U.S. adults: 5 percent compared to 2 percent respectively.³ This number is extremely low when one considers that there are 5,000 new orphans every day. In addition to the epidemic overseas, there are also over one hundred thousand children here in America who are available for adoption but stuck in foster care.⁴ Since homeschoolers are predominantly Christian, two-parent households who highly value children, we are the logical choice for stepping forward and opening our hand to what God might have for us. “For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.” (Eph. 2:10, NIV)

1 Figure taken from the U.S. Department of State

2 CNN Sept. 17 2013 “International adoptions decline as numbers of orphans grow” by Kevin Voigt and Sophie Brown

3 www.barna.org “5 Things You Need to Know About Adoption”

4 Figure taken from the U.S. Department of Health and Human Services

Adoption has taught me a lot about God, primarily that there is no such thing as being too poor, too old, or too busy to do something God wants you to do. We are not all given the same gifts or the same passions, yet we all must care about the children who go to bed hungry without a parent. The Barna Group survey also discovered that 38 percent of all Christians had seriously considered adoption. These are the families that we need to educate and support. While there are no statistics on why these families never followed through, major deterrents to adoption include the prohibitive costs many associate with adoption (\$20,000 on average), time constraints (some families wait years), and government regulations.

We Christians know that nothing is impossible with God. All of the above can be overcome and will be if God has ordained it. On our adoption journey, my husband and I had to let go of many things: pride, control, and the dreams of what we thought we would be doing at this time of our life. We knew that God would replace these things with something better—and he did! After returning to the States, I would take our son outside every night to look at the stars that his Heavenly Father had made. Looking at his eyes captivated by a sight he had never seen when he was institutionalized in China, I saw the new face of adoption. ■



MARY BETH OSOWSKI lives on a farm in Switzerland County with her husband of 27 years. They have homeschooled their six children for the last eighteen years. Mary Beth began *Be The One* two years ago to advocate for adoption and provide financial grants to families in the process of adopting. Her website is www.betheone1.org



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- "Indiana History in the American Story," Keynote Address delivered by Dr. James H. Madison, Thomas and Kathryn Miller, Professor Emeritus, Department of History, Indiana University, Bloomington.
- *Hoosiers and the American Story*, a new 300-page supplemental student text by Dr. James H. Madison and Lee Sandweiss that explores Indiana examples of the topics taught in the American history classroom, such as Native Americans, westward expansion, the Civil War, industrialization, and the Civil Rights Movement. **Free copies for you and your children!**
- *Destination Indiana for the Classroom*, bringing you 300+ digital journeys across Indiana. This user-friendly website will allow you and your family to engage with IHS's online collections in new ways. Find photos, maps, documents and other primary sources to supplement your curriculum, or research a topic and present your results in a choice of formats.
- Using National History Day in Indiana as a student motivator, with regional, state, and national awards as incentive.
- Connecting with peers and discovering new local and state resources for teaching Indiana history.

The *Hoosiers and the American Story* workshop is FREE for homeschool educators. This program is made possible by a generous grant from Lilly Endowment Inc., and includes all workshop materials, lunch, and a \$30 travel stipend.

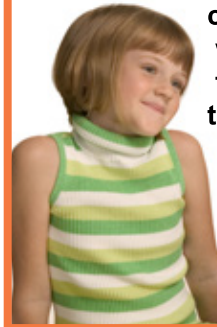
November 2014 workshops will be held in Indianapolis, Fort Wayne, and Madison; additional workshops statewide in 2015-16. For more information or to register, please visit: <http://www.indianahistory.org/teachers-students>.

Questions? Contact Becky Schlomann, Coordinator, Bicentennial Programs, Education and Community Engagement Department, Indiana Historical Society, at education@indianahistory.org or (317) 233-4549.



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