

Tools for Kids

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Another year of school is about to begin! Backpacks are purchased and supplies are stuffed into its open mouth. The question is, what will they bring home, or better still, what tools are we as parents sending them to school with? I believe the answer lies in the words penned so many years ago -- *True knowledge comes from God and returns to God; His children are to receive that they may give again.* (White, 1913)



Many articles are written in Educational Journals based on research as well as observation. Others are developed because of proposed theories. Much work of late has been done on adapting learning to the style of the learner and understanding how a learner's brain functions. Research and surveys accompanying them reveal interesting concerns. One that caught my attention recently caused me to do some searching of my own and this article is a brief summary of one tool that should be given consideration in equipping our students.

Continuing with the theme of the purpose of education, I will address the skill of Instrumentation. Instrumentation, as defined, refers to a student's need to acquire a project mentality. What I mean by that term is that one must learn to organize, utilize and manage skills that would see a project or task to its conclusion. That being said, I will specifically focus on a small component of that concept, which addresses the 21st century mindset and how one can do their personal best.

Society has created an understanding that nothing is worth decided effort unless it is *fun!* Rather than couching everything that is worth doing and defining it in the context of fun, we need to teach children the reward of setting goals and then moving toward them. Regardless of the ever challenging hurdles that have a way of dissuading us from completing our learning experience, we must teach students to persevere because the end result is worth the time invested.

It is said that kids today judge their educational experience and teachers in terms of whether or not they are fun, as opposed to the broader perspective of interesting. Students have not been trained or learned the skill of building up their mental working capacity. As a result, they lack the cognitive stamina and motivation to pursue important activities that are not instantaneously entertaining. Similarly, many young adults entering the work force after completing their training or graduation feel thwarted if they do not start at the top in their career. The reality is that they have not acquired the working capacity needed to labour through the gradual ascent to leadership. The *New Age Philosophy* of needing to reward individuals because their self esteem may be damaged is not a subject many Chief Executive Officers lose sleep over. (Levine, 2007)

Let us return to the counsel given in the pages of the book *Education* where it makes reference to *training up a child*. Much of this work can start at home, where parents establish procedures and prepare a child by showing, reinforcing and providing experiences for the young to learn persistence of their mental and physical abilities until a task or chore is completed. When a child begins his/her educational journey in a normal school, these life skills can be honed or further challenged. They must become an integral part of the learner, complimenting the training that began at home.

Learning is a partnership, cooperating with the divine, where we will continue in a higher grade in the school above.

Resources:

- White, Ellen (1913). *Counsel to Parents, Teachers and Students*. Mountain View, CA. Pacific Publishing Press Association.
- Levine, M (2007). *The Essential Cognitive Backpack*, April 2007.v64 #7, Alexander Virginia ASCD.