



Christ-Centered Curriculum

Dare to develop children spiritually

Samples of the
Christ-Centered
Curriculum
Math Program

FEED MY LAMBS

"Lovest thou Me . . . ? Feed My Lambs" John 21:15



CHRIST-CENTERED CURRICULUM BEGINNING MATHEMATICS

**Incredible lessons that you can use to develop
godly character in your children and teach them
math in just 20 minutes a day!**

These simple, easy to use lessons are so saturated with Scripture and its principles that it clearly stands out from other math programs. Christ-Centered Curriculum Math is more than just math. This program enables you to follow the Scriptural directive to “add to your faith virtue, to virtue knowledge.” (2 Peter 1:5) You will be teaching your child’s spirit first (Prov. 1:7) and will then be able to rejoice when you see God enlighten his academic knowledge as rapidly as his individual, God-given capabilities allow.

Every math concept is taught from its roots in Scripture using a proven, multi-sensory teaching methodology to ensure every child is successful. It does not matter whether your child is a visual, auditory, or “hands-on” learner - this program will teach with his learning style.

Each new skill builds upon previous instruction. The spiritual thrust, which has a strong emphasis upon building godly character, shows the beautiful relationship between God and His number system. This is a very unique and exciting program – both spiritually and academically!

The Christ-Centered Curriculum Beginning Math Program is perfect for children who are just starting out in their math instruction. Using proven tips, tools, and tactics to learn math and develop godly character, your 4 to 6-year-olds will learn: Before/after; Greater than/less than; Numeration; Missing numbers; Word problems; Place Value (1's, 10's, and 100's places); 2 and 3 digit addition/subtraction; Fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$); Time; Money.

NOTE: Level B prepares for entry directly into grade three math. Use Professor B Level I along with Math A/B or directly after.

Math Level A

Teach your child beginning number concepts while he learns about how God created the universe. Your child will learn about the importance of developing godly character as you study the 1-10 animal number families together. These scripture-filled lessons introduce: number concepts 1-20, counting to 100 by 1's, 5's, 10's and 2's plus addition/ subtraction combinations through 10. Included is a suggested daily pacing, character training tips, basic skills (before/after, greater than/less than, numeration, missing numbers in sequence), and word problems.

Math Level B

This workbook is especially rich in spiritual truths! As your child studies place value, he will learn that just as God designed a dwelling place for Himself among men (the tabernacle), He designed a dwelling place for numbers. The study of fractions focuses on giving our “whole” selves to Christ – not just “part.” As your child learns about time, he will learn what God has to say about how to he should use his time. The study of money has its roots in the barter system in the days of Abraham, weights and measures, and finally coinage in the Old and New Testaments. Instruction on money focuses on what God has to say about true “treasure.”

Plus 3 & 4 Reversals/Twenty (MWB:A pp. 134443)

TEACHER NOTE: Divide this lesson into nine days for K4 students; teach for four days to K5/Blst. Review as needed.

1 CHARACTER TRAINING:



- a. Character Quality — Determination.
- Definition: Being firm in purpose to press on for God’s glory, accepting present struggles as God’s tools for growth.
 - Verse: “I press toward the mark for the prize of the high calling of God in Christ Jesus” (Philippians 3:14).
- b. Student Tips. Say: **“Do you recall that Webster defined ‘determination’ as ‘the act of determining or deciding. Absolute direction to a certain end.’? Therefore, ‘determination’ and ‘decisiveness’ are similar character qualities because they both involve making a choice, a *decision* to do things God’s way, and not our own. Like the TEN Moth Family, showing ‘determination’ can involve recognizing that any struggles you’re going through right now are necessary for future achievement. For instance, are you struggling to learn the addition and subtraction facts? If so, keep asking Jesus to help you because knowing those facts are necessary for going on to the next level of math. Another way to show ‘determination’ is to take what seems like a *big* job, and divide it up into goals you can more easily accomplish. Showing ‘determination’ also includes being diligent, using whatever energy is needed to finish a job well. And finally, showing ‘determination’ means avoiding distractions which can keep you from getting the job done. Remember: Any time you feel something is too hard, just tell Jesus about it. He’s more than willing to help!”**
- c. Parent/Teacher Tips. Sometimes home schooling itself seems an impossible task—especially when thinking of all that’s involved on a long term basis. If we fall into Satan’s trap of discouragement, it can seem overwhelming. It’s important to keep this principle in mind: God doesn’t give us *grace today* to bear *tomorrow’s* challenges. Instead, He wants us to determine to meet daily goals, for “. . . as thy days, so shall thy strength be” (Deut. 33:25b). Even on a daily basis, if you schedule the tasks for that day, they become much more manageable. Work on “priority tasks” first, then secondary, and so forth. Often, interruptions may come that will keep you from finishing the list. But if you’ve started with the priorities, the most important will likely have been accomplished. Work on the others as God enables. Asking Him to “order your day” is the best way to know that you’re fulfilling *His* goals for you!

2

DAILY MATH DRILL:

a. Counting.

- **0-100 Numbers Chart.** Review counting by 1's and 10's as needed. **Count by 5's to 100.** Have the student stand on 5's and sit on 10's as you count. (Use hand motions to indicate "up" or "down.")

NOTE: If you've laminated this chart, circle or box the 5's for easier identification (0, 5, 10, 15, 20, etc.).

- **Count Bundles of 10's.** Drill ten bundles of 10 Place Value Sticks by saying, "1 ten — 10; 2 tens — 20; 3 tens — 30; 4 tens — 40; 5 tens — 50; 6 tens — 60; 7 tens — 70; 8 tens — 80; 9 tens — 90; 10 tens — 100."

b. Addition/Subtraction Drill.

- **0-10 Animal Number Line.** Do a "+3/-3" and "+4/-4" number line drill.
- **1-10 Animal Addition Families Review.**

Game 1. Play a game to see how fast a student can write the names of a particular number family in the rooms of their "house." If needed, help him complete any missing names. Conclude by drilling the full number family according to one of the options below. (Varying drill methods helps students better see the number sequencing involved. Point to the appropriate numerals as you drill.)

Drill Options.

- Drill the number family according to the usual "reversals" procedure.
Example: $5+0, 5; 0+5, 5. 4+1, 5; 1+4, 5. 3+2, 5; 2+3, 5.$
- Drill the number family in a counter clockwise direction.
Example: $5+0, 5. 4+1, 5. 3+2, 5. 2+3, 5. 1+4, 5. 0+5, 5.$
- Drill the number family in clockwise direction.
Example: $0+5, 5. 1+4, 5. 2+3, 5. 3+2, 5. 4+1, 5. 5+0, 5.$

Game 2. Enter the names of a particular number family in the rooms of their "house." Have the child study the names, then close his eyes while you erase a "first" or "middle" name. Next, have him open his eyes and tell what's missing. Continue until all the rooms are empty. Conclude by having the student name all the babies in that number family.

Game 3. Have the student close his eyes and "picture" the completed rooms of a particular number family. With his eyes closed, have him name as many of the babies as he can. Write the names in their rooms. Conclude by completing the "house" and drilling all of the baby's names.

3

NUMBER CONCEPTS:

- a. **Place Value Chart.** Count with your student to 9 in the one's place by having a student add 1 Place Value Stick at a time. Then have him try to add 11 more sticks. Explain: **“Each place, or house, can only hold 9 and then we have a problem — there's no more room. What do we do then? We have to help out by moving the 9 plus 1 more stick next door to the ten's house.** (Bundle the sticks to make 1 group of 10. Put the group of 10 in the ten's place.) **How many sticks do we have left over?** (Have the student count the 10 sticks.) **Since we know that each house only has room for 9, and we have 10 sticks still left to add, what can we do with those sticks?** (Bundle them up and move them to the ten's place also.) **10 is too many for the one's place, so we need the help of the ten's place again so that we can fit them all in. We now have 2 bundles of 10 in the ten's place and 0 sticks left over.** (Put a flannelgraph numeral 2 on the ten's place square and a 0 on the one's place.) **10+ 10 is the same as 2 ten's, which is another name for 20.”**
- b. **“Plus 3 and 4” Reversals.** Using the “plus 3 and 4” animal baby flashcards, introduce their reversals: $1+3/3+1$, $2+3/3+2$, $4+3/3+4$, $5+3/3+5$, $6+3/3+6$, $7+3/3+7$; $1+4/4+1$, $2+4/4+2$, $3+4/4+3$, $5+4/4+5$, $6+4/4+6$. Point out that $3+3$, $4+4$, and $5+5$ are doubles because both addends are the same.
- c. **Snap Cubes (or Unifix Cubes).** Have the student demonstrate the “plus 3” and “plus 4” reversals with cubes, using a different color for each addend.
- d. **“NAME THAT BABY” Game.** Work on the ONE through TEN Families, one at a time, until they have been mastered. Use both of these techniques: 1) Quickly flash various combinations with your fingers and have the child identify each baby's name, and 2) With his fingers, have the child flash “other names for” a particular number family.
- e. **Number Puzzles.** Present one word problem per day. Follow the usual three-step procedure for solving word problems. On review days, make up character building number puzzles based upon real life situations that your student would recognize.

Donna and her mother baked a delicious apple pie for supper. Donna pared 5 apples for the pie. Her mother also pared 5 apples. How many apples did they pare altogether?

Some new families joined our church last Sunday. The Kaims have 4 children. The Cains also have 4. How many children did those families have altogether?

Nancy and Kathy collected pine cones to make a winter center piece for their mother's dining room table. Nancy found 6 big pine cones. Kathy found 3 small ones. How many pine cones did they find altogether?

- f. Chalkboard (or Whiteboard) Exercise.
- Have a child write a “plus 3” and “plus 4” equation on the board and then the reversal for each underneath, as appropriate.
 - Do one or two examples on the board from the daily assigned page(s) in *Math Workbook: Level A*.
 - Optional “Counting Ends” Exercise. Teach: “If you can’t count ends forward, then you must count backwards. Say the greater (larger) number; count ends on the lesser, or smaller.” Do these “plus 3” examples at the board together: $3+7$, $3+6$, $3+5$, $3+4$.

4 BASIC SKILLS:

- a. **Before and After.** Ask a student to look at the **0-20 Number Line** and name 20’s “before neighbor” (19) and “after neighbor” (21). (Write “21” at the end of the 0-20 Number Line; on the 0-100 Numbers Chart, point out that 21 follows 20.) Review a few examples of before and after neighbors for numbers 1-19. Have the student identify the greater/lesser numbers.
- b. **Missing Numbers in Sequence.** **On the board, write:** 14 ___ ___ 17 ___ 19 ___
Have a student write the “missing numbers” in the lines provided.
- c. **Greater Than/Less Than.** Hold 20 Place Value Sticks (2 bundles of 10) in one hand and 1 to 19 sticks in the other. If using 10 or more for the other hand, be sure to use 1 bundle of 10 plus any extra sticks. Ask a student to count the sticks and then tell which hand holds the greater (and then lesser) number. **On the board, write:** $20 > \underline{\quad} < 20$. Point to the appropriate mathematical sentence as you say: “**20 is greater than** ___ ; ___ **is less than 20.**”

5 DAILY SEATWORK:

- a. **Math Workbook: Level A, pages 1 34-143.** (Normally, a K4 student can complete these pages in 9 days; older students require no more than 4. Continue teaching the above lesson until the pages are completed. Review as needed.)
- b. **WRITING NUMERALS.**
- K4 Students.** As needed, have the student trace 80-100 of the “**Number Families Tracing Sheets.**” Make sure that all tracing follows proper directionality.
- K5/B1st Students.** As needed, have the student trace/write 80-100 of the “**Number Families Tracing Sheets.**”

The answers are filled in.

Math Workbook - A, pp. 136-137

Instructions (p. 136): As we measure our reversals, think of the power our God must have to enable Him to measure the whole world! Jump on the number line to get the answer for the first square. Then underneath, write the reversal equation. Remember that equations and their reversals always have the same sum.

Special Teaching Tips: If necessary, the 0-10 Student Number Line may be used to do this page.

"He stood, and measured the earth: ... his ways are everlasting."
Habakkuk 3:6

Instructions: As we measure our reversals, think of the power our God must have to enable Him to measure the whole world! Jump on the number line to get the answer for the first square. Then underneath, write the reversal equation. Remember that equations and their reversals always have the same sum.

0 1 2 3 4 5 6 7 8 9 10

6 takes 4 steps to visit	10	Reversal: 6 + 4 = 10	4 + 6 = 10
5 takes 3 steps to visit	8	Reversal: 5 + 3 = 8	3 + 5 = 8
7 takes 3 steps to visit	10	Reversal: 7 + 3 = 10	3 + 7 = 10
5 takes 4 steps to visit	9	Reversal: 5 + 4 = 9	4 + 5 = 9
4 takes 3 steps to visit	7	Reversal: 4 + 3 = 7	3 + 4 = 7

136

"With good will doing service, as to the Lord, and not to men."
Ephesians 6:7

Instructions: We will always do our best work when we do it to please God - not just to impress other people. Count the shapes and in the box to the right, enter the number which shows "how many." Then write the sum. Notice that the left column is a "+3" or "+4" problem, while the right column is its reversal.

●●●● ▲▲▲	4 3 7	▲▲▲ ●●●●	3 4 7
■ ■ ■ ■ ■ ● ● ● ● ●	5 4 9	● ● ● ● ● ■ ■ ■ ■ ■	4 5 9
● ● ● ● ● ■ ■ ■	5 3 8	■ ■ ■ ● ● ● ● ●	3 5 8
● ● ● ● ● ● ▲ ▲ ▲ ▲	6 4 10	▲ ▲ ▲ ▲ ● ● ● ● ● ●	4 6 10

137

Instructions (p. 137): We will always do our best work when we do it to please God — not just to impress other people. Count the shapes and in the box to the right, enter the number which shows "how many." Then write the sum. Notice that the left column is a "+3" or "+4" problem, while the right column is its reversal.

Special Teaching Tips: The problems in the left section should be done first, then its reversal on the right.

The answers are filled in.

Math Workbook - A, pp. 138-139

Instructions (p. 138): God wants us to do everything we do — for Him! We should always do our best work for our God. Draw dots, checks, or sticks beside each box to show “how many.” Then write the sum. The left column shows a “+3” or “+4” fact while the right equation shows its reversal. If you count correctly, facts and reversals will have the same answer.

Special Teaching Tips: Dots should be drawn quickly, in a left/right sequence. Do the problem on the left first, then its reversal on the right.

"And whatsoever you do, do it heartily, as to the Lord, and not unto men."
Colossians 3:23

Instructions: God wants us to do everything we do - for Him! We should always do our BEST work for our God. Draw dots, checks, or sticks beside each box to show "how many." Then write the sum. The left column shows a "+3" or "+4" fact while the right equation shows its reversal. If you count correctly, facts and reversals will have the same answer.

$\begin{array}{r} \boxed{5} \\ + \boxed{4} \\ \hline 9 \end{array}$	$\begin{array}{r} \boxed{4} \\ + \boxed{5} \\ \hline 9 \end{array}$
$\begin{array}{r} \boxed{7} \\ + \boxed{3} \\ \hline 10 \end{array}$	$\begin{array}{r} \boxed{3} \\ + \boxed{7} \\ \hline 10 \end{array}$
$\begin{array}{r} \boxed{6} \\ + \boxed{4} \\ \hline 10 \end{array}$	$\begin{array}{r} \boxed{4} \\ + \boxed{6} \\ \hline 10 \end{array}$
$\begin{array}{r} \boxed{5} \\ + \boxed{3} \\ \hline 8 \end{array}$	$\begin{array}{r} \boxed{3} \\ + \boxed{5} \\ \hline 8 \end{array}$
$\begin{array}{r} \boxed{6} \\ + \boxed{3} \\ \hline 9 \end{array}$	$\begin{array}{r} \boxed{3} \\ + \boxed{6} \\ \hline 9 \end{array}$

138

"And beside this, giving all diligence, add to your faith virtue; and to virtue knowledge."
2 Peter 1:5

Instructions: Just as we diligently add these reversals, we should prayerfully add virtue to our faith. Each pair below shows a "+3" or "+4" fact and its reversal. Write the sum and then check to make sure both fact and reversal have the same sum.

$\begin{array}{r} 5 \\ + 4 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \boxed{8} \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \boxed{8} \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \boxed{10} \end{array}$
$\begin{array}{r} 6 \\ + 3 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 4 \\ + 3 \\ \hline \boxed{7} \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \boxed{7} \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \boxed{9} \end{array}$
$\begin{array}{r} 7 \\ + 3 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \boxed{8} \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \boxed{8} \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \boxed{10} \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \boxed{10} \end{array}$
$\begin{array}{r} 4 \\ + 3 \\ \hline \boxed{7} \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \boxed{7} \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \boxed{9} \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \boxed{8} \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \boxed{8} \end{array}$

139

Instructions (p. 139): Just as we diligently add these reversals, we should prayerfully add virtue to our faith. Each pair on your page shows a “+3” or “+4” fact and its reversal. Write the sum and then check to make sure both fact and reversal have the same sum.

Special Teaching Tips: Point out the sets of reversals. Explain that the commutative property of addition means that we can add in either direction and still get the same total, or sum.

Math Lesson Guide: Level A

Math Scope & Sequence.	ii
Introduction.	v
Number Concepts 1-10	
Introduction of Math Flashcards 1-10.	1
Number One.	22
Number Two.	27
Number Three.	31
Number Four.	35
Number Five.	39
Number Six.	43
Number Seven.	47
Number Eight.	51
Number Nine.	55
Number Ten.	59
Addition Combinations 1-10	
1-10 Addition Families/Eleven.	63
Plus 0's/Twelve.	67
Plus 1's/Thirteen.	73
Plus 2's/Fourteen.	77
Plus 3's/Fifteen.	82
Plus 4's/Sixteen.	87
Plus 0 Reversals/Seventeen.	92
Plus 1 Reversals/Eighteen.	96
Plus 2 Reversals/Nineteen.	100
Plus 3 & 4 Reversals/Twenty.	105
Subtraction Combinations 1-10	
Minus 0's.	109
Minus 1's.	114
Minus 2's.	119
Minus 3's.	124
Minus 4's.	128
Minus 5's.	133
Number Minus Itself.	138
Number Minus Its "Before Neighbor".	142
Remaining Minuses.	146
Appendix A.	151

Math Lesson Guide: Level B

Math Scope & Sequence.	ii
Introduction.	v
Place Value	
Place Value Introduction.	1
Ten's Place.	7
Two Digit Addition.	15
Two Digit Subtraction.	20
Hundred's Place.	24
Three Digit Addition.	30
Three Digit Subtraction.	35
Greater Than/Less Than.	40
Fractions	
Fractions - Halves.	46
Fractions - Thirds.	50
Fractions - Fourths.	55
Time	
Time Introduction.	61
On the Hour.	65
Five Minutes/Half/Quarter Hour.	70
Money	
Money Introduction.	75
Pennies & Nickels.	79
Dimes.	83
Quarters.	87
Half Dollars.	91
Addition Combinations - Teens	
Teen Combinations Introduction.	95
9+/8+ Combinations.	98
7+/6+ Combinations.	103
5+ Combinations.	108
4+/3+ Combinations.	112
Teen Addition Review.	116
Subtraction Combinations - Teens	
11-/12- Combinations.	119
12-/13/ Combinations.	124
13-/14-/15- Combinations.	128
15- thru 19- Combinations.	132
Teen Subtraction Review.	136
Appendix 1 - The Doubles Song.	139
Appendix 2 - Equation Theory.	140

***“I would seek unto God ... Which doeth great things and unsearchable;
marvelous things without number.” (Job 5:8-9)***

INTRODUCTION

As Christian parents and teachers, we can all agree that when it comes to spiritual truths, we ought to be teaching God’s precepts from a very early age, when a child’s value base is first beginning to develop. And, we must do so over and over. Why? Because children don’t “get it” the first time, and even if they do, they easily forget. And even if they do remember, their sin nature tempts them to choose to forget. If they are prone to forget, should we then stop teaching them because we feel “It’s too hard...” or “They’ll never get this...”? For example, if some little children are consistently mean to one another, in spite of frequent godly admonitions, should we just stop teaching Ephesians 4:32 for awhile and let them beat each other up in the meantime? The answer to that is obvious — “No way!”

Academically, the same principle applies. If we stop exposing our children to concepts beyond what their performance can currently measure, we run the risk of stifling their development. God has built into our children’s minds “little computers” that will be with them all their lives. Therefore, we should “stretch” those “computers” because they have a far greater capacity than what they’re using. In other words, we should keep entering information. It *is* processing. And someday, when the right button is pressed, the “data entries” will pour forth.

Therefore, don’t be afraid of touching on the infinite. Although little children are not as conceptually mature as adults, and need a lot of concrete examples, they have more of a capacity to learn than adults do. For example, God has given them the ability to acquire an unknown language with a speed that would make adults envious. They are masters at compiling information and drawing conclusions. Long before they can talk, they can discern relationships between objects, people, sounds, actions, stimulus, and responses.

These relationships are based on the experiences they have. Some relationships are understood quickly but others come more slowly, and only after repeated exposure. In teaching any mathematical operation, we should therefore expect our students to catch on to the “how to’s” before understanding the “why’s” and “wherefore’s.” That is very normal. This is a problem that will follow math students all of their lives. We should faithfully keep on teaching because we’re trusting God, the Teacher of all knowledge (Psa 94:10), to cause it to “click” according to each child’s perfect timetable.

In conclusion, our world has trained us for mediocrity. But we have a chance to make an impact on the next generation being reared for His sake. We have the opportunity to train children to strive for excellence because this is what God expects, for it is He who has given each child the capacity to reach and to learn. For us to train little ones to “get by” with what others around them are doing is looked upon by God with as much disdain as the one who buried his one talent. God has given young children minds capable of tremendous accomplishments. If we fail to help them use such gifts, God just may end up recalling those gifts. Therefore, the purpose of *Math Lessons Guide: A* (and B) is to help you equip Christ’s lambs with an understanding of math which will enable them to use their knowledge to better exercise stewardship over every area of life. In addition, the “CHARACTER TRAINING” introductions to each lesson will help you reinforce the importance of developing godly character. (NOTE: Under “CHARACTER TRAINING” is a section called “Parent/Teacher Tips.” You shouldn’t take time out of your math instruction to read these. They’re best read prior to introducing a lesson, during a quiet time when you have opportunity to focus on your own character development.)