

Lesson Ideas for Teaching

APPLYING VALUES

AND

VIRTUES OF CHARACTER

ACROSS SCHOOL SUBJECTS

September 2018
Electronic Edition
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Appreciation is expressed to Elizabeth Connor from the Roatan Spiritual Fruit School Program, consultant, coordinator and school teacher. She developed the conceptual ideas for teaching many of these lessons, taught them in schools, clubs and used them when mentoring students in Roatan, Honduras. Elizabeth's lesson ideas inspired us to develop and publish this teacher's lesson book. As a curriculum specialist in a large Canadian school board, university Sessional instructor, workshop, in-service presenter and school teacher, Helen Wall was involved in the instructional design and development, the writing and publishing process of this document. Her career in education took place in Alberta, Canada. Upon retirement, her second career, involves volunteer work with Spiritual Fruit Ministries and has taken her and her husband, Peter, to schools in several countries in Central America and numerous Caribbean Islands since 2010.

Since we are lifelong learners we continue to learn; therefore we edit and add ideas as we learn from our experiences of working with students, teachers and administrators in various countries. Additional teaching methodologies, lessons, and links to curriculum have been added for the Belize, Honduras and Jamaica Spiritual Fruit Ministries School programs. Lessons and ideas for other curriculum areas and programs have been added for junior and senior high school.

The goal of Spiritual Fruit Ministries is sharing the good news of the Gospel of Jesus Christ from the Bible with children, youth in schools and educators in Central America and the Caribbean. The values presented in this document are foundational to the expected behaviours in schools throughout many countries in the world. The values and virtues of character are taken from the Bible which is a spiritual guide, a book of wisdom literature and the basis for numerous laws in many countries.

Appreciation is extended to school directors, teachers and students in Belize, Honduras, Trinidad, Grenada, El Salvador, Jamaica, and Bahamas who have inspired us to continue volunteering in the schools.

God bless each one richly in your important work with children and youth. Teaching is rewarding, although not always easy; nevertheless, what we know is that God is faithful and will bless us as we honour and obey Him.

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Scripture verses have been taken from the New King James Version www.biblegateway.com

Lessons for Teaching the Fruit of the Spirit and the Virtues of Character

Table of Contents

1. Forward.....	6
2. Introduction to the Lesson Book.....	6
3. Goals of this Lesson Book.....	7
Lessons About the Fruit of the Spirit	8
Making a “Fruit of the Spirit Poster” for Your Classroom	9
4. The Fruit of the Spirit, Virtues of Character, Responsible Communication ----- Diagram	10
Lessons about the Virtues of Character	11
Additional Values.....	11
5. Suggestions for Teaching Values.....	11
Student Activity for Identifying Our Values.....	11
Additional Strategies for Understanding Values	12
6. Decision Making Model & Processes Involved in Determining a Solution.....	14
7. Simplifying Bloom’s Taxonomy	15
8. Questioning Techniques for Developing Creative and Critical Thinking Skills	15
Practical Applications of the Taxonomy in the Classroom:	16
Teaching Higher Order Thinking Skills.....	16
Hints for Teaching Lessons in this Lesson Book	18
9. Hints for Encouraging and Managing Students	20
10. The Experiential Learning Cycle – Learning through life experiences.	22
11. Group Work	23
Suggestions for Forming Groups	23
Guidelines for Group Work	23
Guidelines for “Brainstorming” - Rules for Brainstorming Ideas:	23
Guidelines for Evaluating Group Work	24
12. Assessing or Evaluating Students	24
13. Lessons for the Fruit of the Spirit and the Virtues of Character	25
Lessons: # 1, 2, 3 “The Story of Jesus for Children”	25
Lesson # 1 Showing the DVD “The Story of Jesus for Children.....	25
Lesson # 2 The Sequence of Events in the DVD “The Story of Jesus”	29
Lesson # 3 Follow-up to the Movie.....	31

Galatians 5:22 & 23 Memorize the 9 Fruit of the Spirit	32
14. Lessons for “The 9 Fruit of the Spirit” – <i>Link throughout the day in all subjects</i>	34
Lesson # 4 Faith and Faithfulness – <i>Link to all Subjects</i>	34
Lesson # 5 Gentleness – <i>Link to all Subjects</i>	35
Lesson # 6 Goodness – <i>Link to all Subjects</i>	37
Lesson # 7 Joy – <i>Link to Language Arts, Civics</i>	38
PART I – To Compare the Meanings of Joy, Happiness and Gladness.....	38
PART II: What is the Difference between Joy and Happiness	39
PART III: To Understand How We Can Feel Joy in Our Hearts.	40
Lesson # 8 Kindness – <i>Link to all Subjects</i>	41
Lesson # 9 Love Part I – <i>Link to all Subjects</i>	41
Part II How to Love	42
Lesson # 10 Patience Part I – <i>Link to all Subjects</i>	43
Part II Patience	44
Lesson # 11 Peace Part I – <i>Link to Civics, Social Studies, Language Arts</i>	45
Part II – Living in Peace	46
Lesson # 12 Self-Control – Part I – <i>Link to all Subjects</i>	48
Part II Self-Control – How to build self-control?.....	48
Lesson # 13 Examining Your Motives – <i>Link to Science, Family Studies, RE Programs</i>	49
15. TEAM ---- TOGETHER EVERYONE ACHIEVES MORE.....	52
Results of Playing by the Fruit of the Spirit and Earning CERTIFICATES.....	55
TEAM CHART	58
16. THE VIRTUES OF CHARACTER <i>in alphabetical order</i>	61
Lesson # 14 Caring – <i>Link to Social Studies, Civics, Science, Family Studies Programs</i>	61
Lesson # 15 Compassion – <i>Link to Social Studies and Civics</i>	62
Lesson # 16 Being a Contributing Citizen – <i>Link to Social Studies and Civics</i>	63
Friendship Salads.....	64
Lesson # 17 Courage – <i>Link to Social Studies, Civics, Family Studies</i>	65
Lesson # 18 Forgiveness Part I – <i>Link to all subjects</i>	66
Part II Forgiveness – Forging Ourselves and Others	67
Lesson # 19 Friendliness Part I – <i>Family Studies, Culture, Social Studies</i>	69
Part II Friendship, Friendliness.....	70
Lesson # 20 Good Sense – <i>Link to all Subjects</i>	70

adapt lessons for age

Lesson # 21 Honesty – <i>Link to all Subjects</i>	71
Lesson # 22 Humility/Humbleness – Part I.....	75
Part II – Humility.....	75
Lesson # 23 Listening – <i>Link to all Subjects</i>	76
Lesson # 24 Reasonableness - <i>Link to all Subjects</i>	77
Lesson # 25 Respect for Ourselves - <i>Link to all Subjects</i>	78
Lesson # 26 Respecting Others – <i>Apply in all subject areas, write about it in Language Arts</i>	79
Lesson # 27 Respecting Creation – <i>Link to Science, Language Arts, Health Classes</i>	80
Lesson # 28 Respecting Property – <i>Link to Social Studies, Family Studies</i>	81
Lesson # 29 Responsibility – Part I – <i>Link to Social Studies, Family Studies</i>	82
Part II – Responsible Communication.....	83
Lesson # 30 We have been Gifted by God – Part I – <i>Link to all Subjects</i>	84
Part II – Stewardship	85
Lesson # 31 Thankfulness Part I.....	85
Part II – Thankfulness	86
Lesson # 32 Unity – Part I – <i>Link to Science, Social Studies, Religious Instruction</i>	87
Part II – Unity and Responsible Communication.....	88
17. Workshop for teaching “The Leadership Style of Jesus”	90
18. Leadership Capacity Development - Three Dimensions of Leadership:.....	90
Character	90
Competence.....	90
Communication.....	90
19. Junior and Senior High School Lessons and Learning from “The Story of Jesus”	94
Language Arts and/or Spiritual Life classes.....	94
Moral Development	95
2. Laws – the past and today	95
Religious Education.....	96
3. Moral Values & Practices	96
Running a Successful Business.....	97
Read Proverbs – The Old Testament – Practical Learning about Living.....	98
20. ENDNOTES: Optional Activities	99

Forward

Happy children are amazing, precious and a wonderful inspiration to us as educators. When educators are compassionate, have a passion for teaching and learning, when children are content and given an opportunity to express their hearts desire through singing and prayer they are transformed into happy people with an exceptional spirit of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. When children have invited Jesus into their heart and life, their hearts are transformed. Typically, a child's natural desire is to become a better person, to love, be loved, and care more about others; yet we know that learning to live according to the fruit of the spirit and virtues of character is a lifelong process. However, with God's help it is possible.

As educators, I believe it is our desire to create and instill a sense of peace, harmony, unity, and the values of the fruit of the spirit and the virtues of character in our classrooms and schools. With God's help and the power of the Holy Spirit in us it is possible to see the evidence of the fruit of the spirit.

God bless you as you work with children and colleagues while tilling the soil and toiling in God's kingdom. *'Call out to me, and I will answer you — I will tell you great things, hidden things of which you are unaware.'* Jeremiah 3:33

Helen Siemens Wall PhD

Introduction to the Lesson Book

The lessons in this book apply a learner centred approach to education by involving the students in a "hands on" discussion approach to education. The lessons include values and virtues that are **common practices** and are **expectations for behaviour** in many situations in life. Additionally, they have been found to be the basis of a happy and healthy classroom environment where students learn to be considerate, responsible and contributing citizens in their classroom, in the school and in the society. These values and virtues are common in many school curricula worldwide and are expectations for behaviour within classrooms, schools and societies; furthermore, creating a positive environment for learning, teaching and everyday living. These values and virtues find their roots in many Proverbs and books in the Bible. Countless laws in many societies are based on values in the Bible. Galatians 5:23, the Bible tells us this "... against this [the fruit of the spirit] there is no law."

Lessons # 1 – #3 are designed to use the DVD/movie "**The Story of Jesus for Children**" available to be viewed at www.MoreAboutJesus.org/ALL, www.Jesusfilm.org or on YouTube. It is the best resource that we have discovered about the life and purpose of Jesus Christ on earth. It is approximately 67 minutes long and fits into the school schedules very easily. Students love the story (kindergarten to grade 12) and most important have an opportunity to make a life changing decision to invite Jesus into their heart and life to be their Lord and Saviour. Students tell us they watch the movie many, many times. Adults love the move as well. It is an amazing tool for evangelism. We have shown it in Spanish as well and have an older version of this document translated into Spanish. Now that the Internet is readily available children are able to watch it at home many times over in their heart language and 'take Jesus into their home'. What a tremendous blessing this is for children and the families. "**The Story of Jesus for Children**" was shown to students at the beginning of their classes before teaching the values of the fruit of the spirit and the virtues of character. It is God who transforms our hearts and then we are

able to embrace the values and virtues more fully. It is a lifelong process to accomplish living out the fruit of the spirit and the virtues of character as the Bible teaches us and the way Jesus personalized it.

Lessons are designed to be adapted by the teacher for any age level and can be presented over several classes and concepts practiced throughout the entire school year. The lesson themes also support many of the values and ideas taught in the Language Arts, Social Studies, Science, Family Studies, Civics, Health, Orientation, Religious Instruction, and other curricula **for ages 6 to 18**.

The fruit of the spirit lessons are arranged in alphabetical order but can be taught in any order chosen by the teacher. The same is true for the virtues of character.

The dictionary **meaning of the word “values”** refers to standards, morals, ethics, ideals, and beliefs. **“Values”** are lasting beliefs, ideals and behaviours that are shared by people in a culture about what is respectable, upright and desirable or what is unwanted or undesirable. Values have a major influence on a person's behavior and attitude while acting as broad guidelines for behaviour in all situations. Values are often seen as rules for behaviours, morals and assist educators in evaluating or assessing. Values provide standards of measure. These values and standards originate in the Bible. Ethics (morals, beliefs, standards, consciences, principles, moral code) are associated with professional standards. Values can be passed on to others with motivational or inspirational quotes, sayings, role modelling behaviour, and stories. Writing a virtue and a value on a corner of the blackboard reminds students of the value being practiced.

The dictionary **meaning of the word “virtues of character”** include many qualities, merits, intrinsic worth, assets, features, advantages, and benefits that are evident in an individual's personality, beliefs and behaviours.

Optional Activities are placed in the **ENDNOTES** and include additional ideas as well as what the Bible says about the topic.

Goals of this Lesson Book

- Having the opportunity to see and more easily understand the life story of Jesus Christ, his purpose on earth, and how when we respond to the invitation to invite Jesus to be Lord of our life, our lives can be transformed and God blesses us beyond measure.
- Providing lessons for learning and applying values across the curricula. These values include the fruit of the spirit and many virtues of character.
- Applying the values of the fruit of the spirit in the personal life of the teacher and student.
- Applying teaching strategies that involve students in many different ways in their learning activities through discussion, questioning and applying higher order, creative and critical thinking approaches.
- Teaching concepts to practice values that encourage cooperation, respect for oneself, respect and consideration of others, and healthy behaviours that bring joy, peace, harmony, and happiness in life.
- Learning values that have the potential to enhance one's physical, mental, social, emotional, cultural and spiritual life. The roots of the values originate from the life of Jesus and are found in the Bible. The Bible and the life of Jesus are historical facts. The laws of many societies are based upon these values from the Bible.
- Learning and practicing moral values and behaviours has the potential to develop happier, caring responsible and contributing citizens in school and in society.
- **Optional activities** (indicated by Roman Numerals) are provided in the **Endnotes**.

- If every educator and every student applies these values, the environment of the classroom, schools, homes and society will profit. Therefore, life can be positive with everyone reaping the benefits.

Lessons About the Fruit of the Spirit ⁱ

The 9 fruit of the spirit originate in the Bible in Galatians: 22 & 23 where it states: “the fruit of the spirit is: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control”. Against this there is no law.

The fruit of the spirit is given to us by God; although, as humans we have the desire to apply the fruit in our daily life. The fruit is singular although it operates in a number of dimensions: as an attitude, as behaviour, as a noun and a verb or an action, and thus becomes a part of our character. The “fruit” of the spirit is singular although intertwined with many separate personal characteristics within the “fruit of the spirit” within a human being.

Making a “Fruit of the Spirit Poster” for Your Classroom

and using it as multi-purpose teaching and learning Strategy.

Ask Students to be involved in making the poster by printing the words by hand or using a computer. In order to save ink on the printer, select draft or gray tone on your printer properties. Try different text styles that can be coloured, cross-hatched with markers, outlined with coloured markers, then cut out creatively and mounted on cardstock or coloured cardboard. Tape the words together in a long row with clear packing tape. The packing tape preserves the poster in the same way as laminating.

The Fruit of the Spirit is
LOVE
<i>JOY</i>
PEACE
PATIENCE
KINDNESS
<i>GOODNESS</i>
FAITHFULNESS
<i>GENTLENESS</i>
SELF-CONTROL
Against this there is no law!

These words become

- spelling words
- ways to learn their meanings
- perform role plays and define
- writing sentences with examples
- writing stories using the words



This poster can be used to encourage positive behaviour in the classroom. If students are acting out or misbehaving, then ask the child “Which values do you need to practice?” Students seem to know what to improve. Ask students to help each other live by the values. Intuitively, students know that these behaviours are required of them. Students are given the responsibility to self-correct their behaviours, which is much better than if adults continually correct them. This helps students to take “responsibility and own” their behaviour – and change it. Complimenting students when they have made a good effort towards correcting their behaviour encourages the student, builds self-esteem and takes care of many situations before they become issues or problems. Teachers can use this subtle strategy for behaviour modification and save their voice and as a result: peace, harmony and cooperation “reigns” in the classroom. Use certificates to encourage students and commend them on improvements. It will also support and encourage parents when they teach their children positive values. Everyone is a winner!!!

The Fruit of the Spirit, Virtues of Character, Responsible Communication ----- Diagram

The Fruit of the Spirit is:

Love
Joy
Peace
Patience
Kindness
Goodness
Faithfulness
Gentleness
Self-control

Against this there is no law.

Galatians 5: 22 &23

Watch "The Story of Jesus for Children" www.jesusfilm.org

YouTube

Research Bible verses and topics

www.biblegateway.com

Virtues of Character are attitudes and ways of behaving and are an honourable way to behave towards God and others.

Compassion
Honesty
Giving
Forgiveness
Friendliness
Thankfulness
Humility
Responsibility
Contributing Citizen
Reasonableness
Good sense
Courage

Respect for:

- Ourselves
- Others
- God's Creation

These virtues and many others are found in the book of Proverbs in the Old Testament, in The Bible.

RESPONSIBLE COMMUNICATION

If I wish to be heard
It is my responsibility to listen to others
And consider the opinions of others.

If I wish to be happy and treated with understanding

I have the responsibility to
Be kind and encourage others and not put others down.

If I wish to be liked
I must be likeable
If I wish to be respected

I have the responsibility to respect others
Whatever their size, shape, colour or gender.

If I wish to be safe
I have the responsibility to

Make the environment safe for others and respect others property.

Learning Outcomes for Follow-up Activities: the classroom and school atmosphere changes when these concepts are taught.

1. Ask students to make book marks like the one above in the back of their notebook. Use them as spelling words, definitions, and for generating stories. Add more words as they are practiced. Children assess their behaviours. Certificates awarded for improvement. Role model gentleness.
2. Make posters for the classroom. When children need correction ask them to check which concept they need to practice. Each word or phrase can become a lesson or a theme for the week where students' find ways to apply the words and keep track of their behaviour.
3. Ask children to generate more ideas about how to implement the fruit of the spirit and the virtues of character into their heart and daily life.

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Lessons about the Virtues of Character

Virtues are qualities, points of merit, intrinsic worth, assets, features, advantages, or benefits. The virtues of character are found in many proverbs and are a central theme for behaviour in the Bible. Lessons are written for the following virtues of character.

Compassion, Honesty, Giving, Forgiveness, Friendliness, Thankfulness, Humility,
Responsibility, Contributing Citizen, Reasonableness, Good Sense, Courage, Respect for:
Ourselves, Others, God’s Creation, our environment, Property; Examining our Motives

Additional Values

The following virtues are not written into the lessons; however, as more virtues come to mind add them to your lessons.

Assertiveness (not aggressiveness or passiveness)	Creativity	Idealism	Reliability
Cleanliness/ hygiene	Determination	Integrity	Self-discipline
Commitment	Diligence	Justice	Service
Confidence	Enthusiasm	Loyalty	Tact
Consideration	Excellence	Moderation	Thoughtfulness
Cooperation	Flexibility	Modesty	Tolerance
Courtesy	Generosity	Orderliness	Trust, trustworthiness
	Helpfulness	Perserverence	Truthfulness
	Honour	Purposefulness	Understanding

Suggestions for Teaching Values

- ***Role modelling and experiencing*** the values first hand in the classroom has an amazing influence on students. Role modeling values begins with the teacher, is an expectation in the school and at home.
- ***Discussing the terms, their meanings, how each word or concept is lived out while providing examples*** are effective ways of learning the values. In this way values become a part of daily life and enrich each one’s life. Point out and complement positive behaviours when students portray them.
- ***School curricula encourages consciously weaving or knitting the values into everyday student learning activities*** by daily applying or practising the values in all subjects. This is an ***expectation of teachers and students and becomes a learning outcome.***
- ***Being positive, encouraging and applauding the student’s thoughts and work acknowledges their effort.*** Speaking respectfully to each other is the first step and encourages good behaviour.

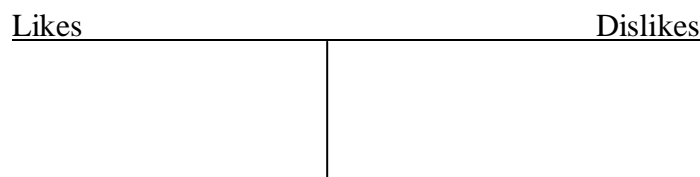
Student Activity for Identifying Our Values

To help students understand the values and virtues ask them to ***make a T-chart*** with two columns. In the ***first column identify all the positive/good or respectable things students like in life or about school and in the other column identify all the negative/bad things students don’t like in life.*** Think about and discuss how students can change all the bad things into good things. Why would you change the bad/negative things? This helps students understand the idea of values.

Identifying our Values Activity

This activity can also be done with students in a classroom.

1. Ask Students to draw a T-Chart with 2 columns



2. Ask students to individually write down and identify the positive things they enjoy in their classroom.

3. Ask students to individually write down and identify the negative things that they dislike or frustrate them in their classroom.
4. In a class discussion ask students to share their lists with the rest of the class. The teacher makes a list on the board as the students identify them. (Ask students to hand in their list at the end of the class and check to see how often the same thing comes up.)
5. Discuss with the students **why they like** certain things. (Relate these to the fruit of the spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control). Ask students how they can ensure that more of these positive things can be done and how they can be done more often. **How can we** have a good time in class when we learn? (Learning can be fun when we cooperate, listen, obey, take responsibility for our behaviour and apply the fruit of the spirit and the virtues of character.)
6. Discuss with students why they dislike certain things. Then discuss how they can change the negative things in their classroom (for example: noise, children laughing at those who make mistakes, everyone talking at one time, dishonesty, stealing, shouting, etc.) If homework is on this list of dislikes, then let the students know that school is one of their first jobs in life and that it includes doing homework, studying, being on time etc. Also explain that the students can make a set of rules for their classroom that they all promise to keep so that they have a good time learning when in class. Word the rules in a positive way ... for example: we will listen to the teacher, we will respect each other, we will take turns to talk, we will focus on our work, do our best, etc.
7. Students can also decide on the consequences of not following the class rules.
8. Debrief or summarize the activity with the students.
 - **Ask** – what have the students learned from the activity?
 - What has the teacher learned about their students? Their values etc?
 - How can this knowledge be applied to create a better working environment for everyone?
 - **Reaffirm with the students** their responsibilities in the classroom. For example: that students need to own their own behaviour and not blame others; students need to take responsibility for their behaviour (not hitting, kicking others, shouting; instead, taking on more mature behaviour to be examples to the younger students).

Make a Happy face poster ----- ☺ **and** **Make a sad face poster** ----- ☹

Glue or tape the two posters together so that the sheets are back to back. Begin the day with the happy face towards the students. When the class becomes noisy turn the poster around to the sad face. Let students know that it is their responsibility to change their behaviour so that the happy face can be smiling back at them.

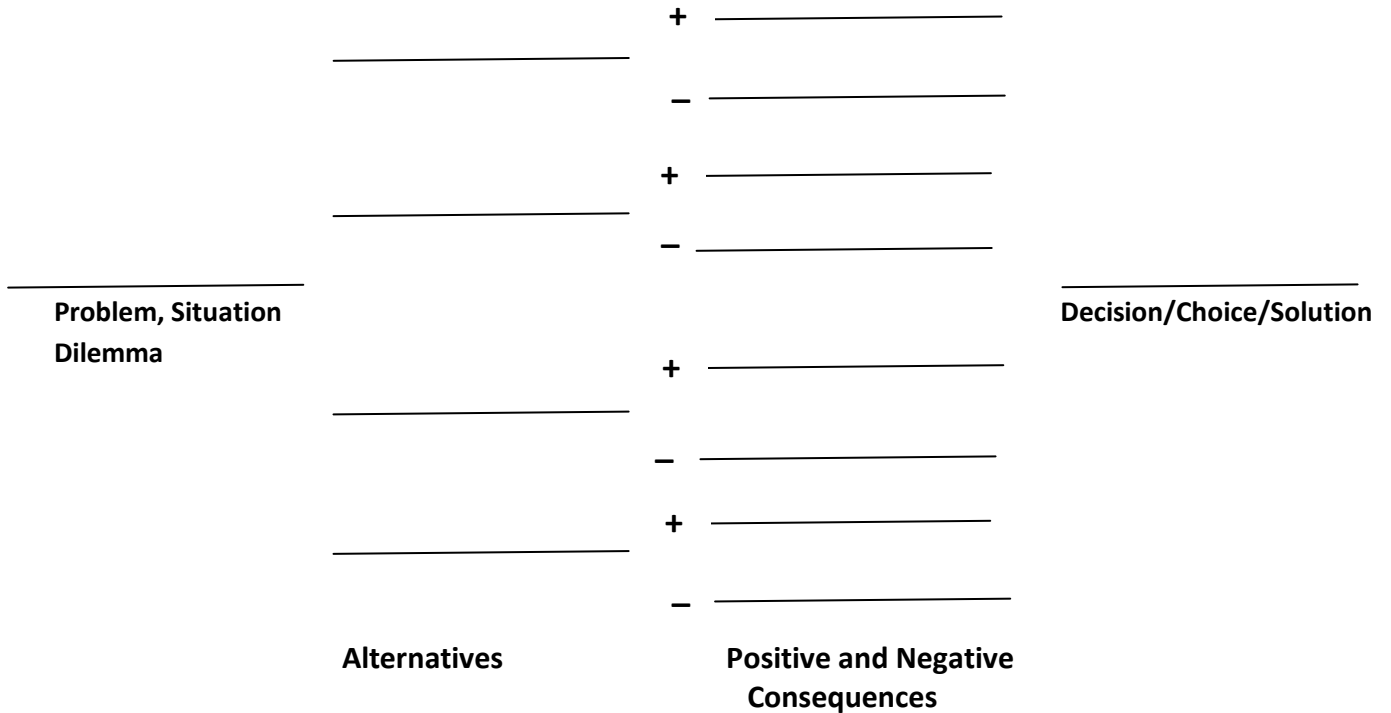
Additional Strategies for Understanding Values

- **Brainstorming the meaning** by asking questions: **“What is the meaning of ...?”** The word can be used in many different ways (describe, explain, discuss, investigate, give examples)
- **Clarifying the value for understanding the many forms of the word. Defining the word as:**
 - a. **a noun.** For example: The love my mother/father show/s me is very special or my love for my mother is precious.
 - b. **a verb.** For example: I know my mother/father love me because she/he gives me big hugs.

- c. **an adjective.** My loving grandmother cares for me.
- d. **an adverb.** For example: My brother/sister lovingly speaks to me.
- e. **Discussing** the many different **tenses of the word: love, loved, loving, suffix, prefix,**
- **Listing and classifying** words that are **similar in meaning** (homonyms): for example: dear, affection, darling, sweetheart, adoration etc.
- **Listing and defining words** that are opposite (antonyms) in meaning
- **Writing a sentence** with the value in it and then writing a sentence using an example of the value in action and discussing it in class. This activity helps the teacher understand what students know and what they still need to learn.
- Encouraging and commenting positively about what each student has written.
 - a. As a class students **write an exciting story** about a child learning a particular value. Each student in the class contributes one sentence to the story. Read the story out loud to enjoy.
- Asking each student to **provide an example through an action in a charade or simple skit and see if the children recognise it.**
- Asking students to **role play or dramatize the action** from a poem or story. This visual experience reinforces the meaning of the word and identifies their interpretation.
- **Draw a picture** of the word thus interpreting the value.
- Making a **poster or writing a card** expressing the action of the term.
- **Applying the term in numerous ways** during a **variety of lessons** and **across the curricula** so that students understand the many different aspects and applications of the word.
 - a. Include the words in spelling quizzes, in sentences, in group work activities etc.
 - b. Asking students to give themselves a mark for how they did at performing the value during the day “How did you do today by applying the word? What can you do to improve?”
- **Quizzing** – oral, written or by role playing the value.
- **Applying knowledge using critical and creative thinking skills.** Investigate how different cultures understand or interpret values differently. For example: how does your country interpret various values? Identify and apply the values that create a happy, healthy respectful and safe classroom, school environment and society. Discuss how you can help to create a happy, healthy respectful and safe classroom, school environment. Apply these values in your environment. After several weeks evaluate which values have been kept and which values have made a difference in your environment. Describe how you and your family can contribute to create this type of a society. How would you defend these values in order to keep them alive in your environment? Develop a plan in your classroom and family about how you as a group of students or as a family will keep the values that create a happy, healthy and safe environment where people can live in harmony. Do a check and assess or evaluate how you are doing while keeping the values and living in harmony. Summarize what you have learned as a result of this activity.
- **Learner Centred education** encourages the teacher and student to work in harmony by involving the student using “hands on” learning activities that promote discussion while applying critical and creative thinking strategies and decision making processes. Verbs from Bloom’s Taxonomy assist the process of developing strong thinking skills. Apply the decision making model to explain values.

- *Developing Critical and Creative thinking using Blooms taxonomy of action words* to learn and to test what has been learned.
<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

Decision Making Model & Processes Involved in Determining a Solution



Steps in the decision making process:

1. Define the problem, situation or dilemma. (For example student quitting school early)
2. Determine the alternatives that are available in solving the problem, situation or dilemma. Alternatives are options or ideas available before determining a solution or making a decision.
3. Positive and negative consequences are brainstormed for each of the alternatives or options available to solve the problem, situation or dilemma. A consequence is a value, concern or result.
 - A positive consequence can be defined as an advantage, plus (+), a good thing, or the right thing to do towards making this decision.
 - A negative consequence can be defined as a disadvantage, a minus (-), or something that is a bad thing to do because it creates other negative results and can lead to more problems.
4. After the individual has defined and understood the problem, written down all of the alternatives, thought through the positive and negative consequences, an informed decision or solution can be made. Ask the student making the decision if they can live with their decision tomorrow, next week, for the next month or the next year or 5 years? Or will they feel bad about the decision that was made? This brings understanding to the consequences of irrational or poor decisions for life.
5. This process in decision making can involve a parent, a guardian, and/or a mentor when serious decisions need to be made. Writing down the process and thinking it through helps students to

make better decisions. Students can also make a “pro” (for) and “con” (against) list and then make a decision based on the outcome of the “pro” (good things) of the chart.

This type of decision making is important when teaching values in schools. It provides an opportunity to develop logic, have a model or process to follow, and allows for adult input into the student’s life.

Simplifying Bloom’s Taxonomy

Using the “5 W’s and How” questions to facilitate applying the concepts of Bloom’s Taxonomy of Learning in a very simple way. These simple questions develop higher order thinking skills that also develop critical and creative thinking skills.

Questions that Test

<i>Knowledge & Comprehension</i>		
K N O W L E D G E	<i>What?</i>	C O M P R E H E N S I O N
	<i>When?</i>	
	<i>Where?</i>	
	<i>Who?</i>	

Questions to Develop

<u>Words for Critical & Creative Thinking Skills</u>
<i>Application, Analysis, Synthesis and Evaluation</i>
WHY?
HOW?
HOW TO APPLY?

Questioning Techniques for Developing Creative and Critical Thinking Skills

1. **What is the meaning** of the value/virtue? Ask students to define, describe, explain, discuss – describe the nature of ..., then analyse the essential characteristics of a word; ... then apply, synthesize, assess or evaluate whether the goals of learning the value or virtue were achieved.). **Generate examples** of the value/virtue? (describe, explain, discuss etc.)
2. Discuss **where** you would apply the value/virtue?
3. Discuss **when** to apply the value/virtue?
4. Explain **why** it is important to apply the value/s?
5. Discuss **who** needs to apply the values/virtues? Why?
6. Explain and discuss **how to apply** the value/virtue?
7. **Predict what** the impact of the value/virtue on your life and the life of others when everyone applies the value or virtue each day? Provide examples.

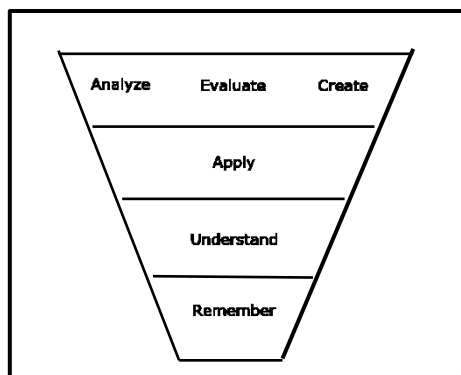
8. Discuss **how and for how long this value will impact** you, yourself, your family, classmates, school and society.
9. **Assess** after 1 week, 1 month, 1 school year how practicing the values and virtues of character has affected you, your family, classroom and school. What are the outcomes of applying the values and virtues.

Practical Applications of the Taxonomy in the Classroom:

1. Using the terms (verbs) from the taxonomy as **spelling words and in spelling tests**
2. **Defining or explaining the verbs** in each category of Bloom's Taxonomy by asking students to write sentences to show that they understand the words.
3. Students' **role play providing many examples** as part of the explanation of the word demonstrating comprehension and application.
4. **Students' working in groups** supports creative and critical processes where students can practice answering questions thus applying thinking and communication skills.
5. The **teacher** spending time in **asking questions** rather than rote learning or telling and repeating after the teacher. **Questioning and discussion develops both creative and critical thinking skills.**
6. **Classroom management** skills for critical and creative thinking skills demands:
 - a. Developing **active listening skills, through interaction** – taking turns talking so that the communication is clearly understood. For example the teacher walking around helping groups of students and individual students, asking questions thereby directing student learning with cooperation, harmony and unity in purpose.
 - b. The teacher will find it helpful to **address each student by name**, calling them to attention, when answering questions, and when working with groups of students. The teacher can work with some students as others work together in a cooperative way.
 - c. When **implementing critical and creative thinking the method of teaching changes** from a teacher directed approach (telling, lecturing and repeating after the teacher) to a learner centred approach. The learner centred approach includes discussion and dialogue; taking turns talking, careful listening to each other, asking and answering questions.
 - d. **Actively respecting each other** by listening, taking turns talking, caring about each other which are underlying practices for student centred learning. The teacher and students actively listen to each other's' responses.

Teaching Higher Order Thinking Skills

Bloom's Taxonomy for learning is a helpful tool for teaching, discussing, questioning and evaluating work, thus encouraging investigation, critical and creative thinking while building higher order thinking skills. It is helpful when the teacher clearly defines the verbs for the students to respond appropriately. Following is a snapshot of Bloom's taxonomy.



Bloom's Taxonomy of Learning

is a valuable tool when teaching and evaluating student work. Knowledge is divided into **three "domains"**: cognitive, affective, and psychomotor. These are sometimes loosely described as: cognitive knowledge which is "knowing or head knowledge", affective knowledge which is "feeling or heart knowledge" and psychomotor

which is the 'how to' knowledge by "doing or using the hands ". This diagram describes the levels of obtaining knowledge, remembering, understanding, or comprehending, applying knowledge and critically thinking about a particular topic. Critical thinking involves analyzing, evaluating and creating new knowledge, while applying it. There are six levels in Bloom's taxonomy, moving from the simplest form of thinking or learning (remembering or recall) to understanding, and the more complex thinking processes of applying, analyzing, synthesizing, evaluating and creating new knowledge. The following action words are associated with each domain of learning and are very helpful for teaching. Describing and clearly explaining specific verbs will assist students when developing critical and creative thinking skills. Use these verbs in all aspects of teaching and learning, during discussions, when constructing assignments, quizzes etc. Ask students to define and use each verb to promote understanding.

BLOOM'S TAXONOMY

Learn these verbs and apply, synthesize, evaluate and create knowledge!

Cognitive Level	Illustrative Verbs	Definitions
Gaining Knowledge	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	remembering previously learned information
Comprehending	classify, convert, defend, discuss, distinguish, estimate, explain, express, explore, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	grasping the meaning of information
Applying	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write	applying knowledge to actual situations
Analysing	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test	breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized
Synthesising	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	rearranging component ideas into a new whole
Evaluating	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value	making judgments based on internal evidence or external criteria

- adapted from: <http://www.au.af.mil/au/awc/awcgate/edref/bloom.htm>

Hints for Teaching Lessons in this Lesson Book ⁱⁱ

1. *Selecting a theme for 1 value per week* and practicing it faithfully encourages **behaviour change**. Behaviour change begins in the heart with the **“desire and will to want to be a better person”**. The heart engages the mind and the will to change. Experiencing the effects of the change of behaviour is often the encouragement to continue the behaviours.
2. *Repeating the same theme or value* until the students are able to do it to the best of their ability. Ask students to remind themselves. Some lessons have 2 or 3 parts to mine the values depth or breadth.
3. *Reminding students to focus* on their need for help in all that they do, their behaviour, school work and physical needs. Help comes from God to bring about change. Silent prayer is appropriate when there are a number of religions represented in the classroom.

4. Allowing children to *participate: by telling about their experiences*, their answers to prayer, asking for advice or just needing someone to talk to. Students living in hostile environments will especially appreciate an understanding teacher caring about him or her. Although the student might appear outwardly strong with hardened feelings; yet deep down they are waiting for someone to take a few minutes from their busy schedule to listen to them and show them love and care. Let the students know that God loves them and that nothing is impossible for God to help them with or to solve - believing and trusting by faith that God will help them.
5. *Discussing each theme with students*, allowing them to feel free to open their feelings to you because some students are hurting emotionally, physically, spiritually, and morally. Listen carefully before advising. Assist students individually, with patience and positive encouragement thereby helping them to understand the values and virtues of character being taught. This will help the students for a lifetime, let them see a brighter future and to live a life worth living.
6. *Listening to students* with a loving and caring attitude and heart shows affection toward them.
7. Asking students to *brainstorm questions* about the topic they are studying.
8. Asking students to *write a journal* about their thoughts and what they have learned.
9. Encouraging students to *draw pictures* about the theme.
10. *Rewarding students* with a star, drawing a smiley face, a certificate to encourage them rather than giving them tangible things like candies, toys etc. Challenge all students to earn a star, a smiley face.
11. *Applying activities* across school subjects such as a Language Arts class, Civics, Family Studies, Religious Instruction etc. classes. Select a few activities or questions per lesson and use the others at another time or grade level.
12. *Being patient with students, repeating* the same activities until there is improvement in behaviour.
13. Encouraging *students to be good role models* to each other. Commending them when they do so.
14. *Practicing* the values throughout the day makes perfect, and yes, you will find improved behaviour in your classroom.
15. The *benefits of your work* are many: for each individual and their families while educating better citizens for your country. Role modelling behaviours sets an example of expectations.
16. Use *culture, bilingual, multi-cultural activities* and group work to bring teachers and students together with a purpose to share their culture values and history – the high points and the challenges. Work with all students so as not to discriminate race, language, colour or gender. All students, all people are precious in God’s sight and to treat others in a kind and respectful manner.
17. *Respecting and allowing* students to be themselves and praise the Lord in their heart language. (This does not mean allowing students to violate human rights and not being respectful of others.)
Encourage multiculturalism by planning classroom and school activities that celebrate each culture – their food, heritage, language, dance, singing, historical stories etc. presented by parents or grandparents. Develop assignments where children interview people of other cultures and learn about their history, culture, foods etc. sharing cultural foods during classroom parties is a very good entry point for children to understand what different cultures do to celebrate special occasions. Then discuss the richness of each heritage. Plan heritage days at the school with cultural dances, food, games, songs, languages etc. Strive to become a “mosaic” of cultures rather than a isolating or separating cultures. Invite parents or grandparents to come to the classroom and talk about what life was like when they were young, about their parents and grandparents stories. Find story books and read or act out certain scenes. These activities bring understanding and with understanding, behaviours change.

18. For optional activities: having a set of Bibles in the classroom for students to use in class and learn more about the values.

Hints for Encouraging and Managing Students

1. **Be fair, firm, friendly, respectful and reasonable** while working with an attitude of caring and love. This is a key to creating a positive classroom environment. In addition, **respect** is a key value calling everyone to respect each other while listening attentively to what is said. When these values are established other rules are not necessary. Shouting and calling children loudly admonishing them encourages disrespect and inner anger. Being friendly is also a fine line with appropriate behaviours that everyone needs to understand and follow. *Being reasonable, listening to and respecting each other are central to creating a positive learning and classroom environment.*
2. **Addressing the children by name** and taking a personal interest by learning more about the students besides their name. Ask students to address the teacher by their surname.
3. **Bullying will stop** when children are respected and listened to. A bully is often a coward inside and is acting out other problems. Taking time after class to *speak one-on-one* while encouraging and when working with a troubled or misbehaving student creates understanding, trust and respect. The student may be acting out the suffering going on in his/her life.
4. It is also important that **students become responsible contributing citizens** in the classroom, the school, the home and society by working together to keep a clean, respectful and happy atmosphere.
5. **Inviting and teaching students to be leaders** in their classroom, during school devotions, the prayer time and reading scripture at the beginning of the class. Student's taking turns allows many students to develop leadership skills; additionally taking ownership for their own learning. Applaud and congratulate students who lead the class activities, devotions and prayer time. Ask one or two students to be responsible to lead the class in singing several songs or doing other portions of the spiritual development lessons. *Students who have disabilities need to be respected and assisted.*
6. **Making big posters** identifying the values of the fruit of the spirit (**Galatians 5:22 & 23**) and the virtues of character **for the classroom, and throughout the school**. Asking students to create a drawing/bookmark in the back cover of a workbook that they use often, listing the fruit of the spirit, the values and the virtues of character. Remind students that they will use these throughout their life. This activity will improve their learning and character. *If every teacher in the school is teaching the values and virtues; attitudes and behaviours change in the classroom because they is now an expectation that says "this is the way we do things here" and "there are no exceptions".* The use of classroom posters and bookmarks are a subtle and gentle way of reminding children so that they do not become resentful. Review the meaning of the values and discuss why they are important. If you see a student in tears, pointed at, made fun of gently speak to students about why certain behaviours are not acceptable. Also speak to the child gently and ask to pray with him or her. Don't let it pass by and not do anything. Caring in a personal way is a key to build a successful learning environment. Students sense this immediately. Ask parents to visit or volunteer in their child's classroom.
7. **Asking questions rather than make accusations**. If a student or students are misbehaving or too loud, *reason with the student, ask questions rather than shout at them.*
8. **Knitting or weaving the fruit of the spirit and virtues of character into all of the subject areas** is a subtle way of teaching values where applying the values becomes a natural and normal behaviour.

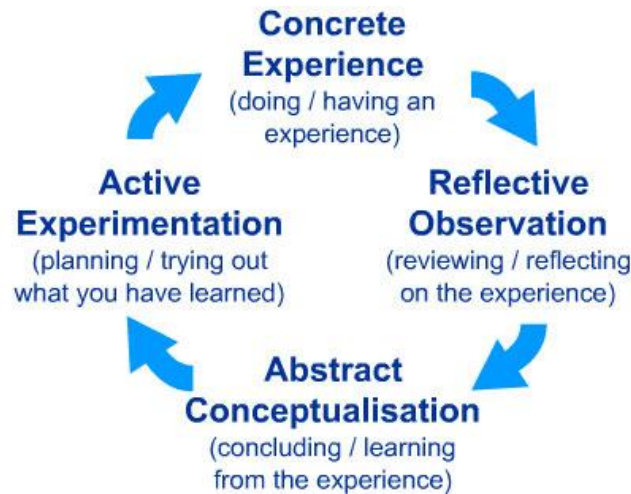
9. ***Working diligently and doing a worthy job brings its own rewards of satisfaction.*** It is not necessary nor should it be expected by students to be rewarded, encouraged or motivated with treats or candies for doing a good job. Instead teach students that a positive word of encouragement should be enough.
10. Using the topics of the values as ***themes for the week or the month*** while practicing them in school and at home. *When there is a behaviour problem ask the student/s to look at the poster or at their bookmark and decide which one they need to practice.* Students know which behaviour needs to be practiced. Use the same process with the ***virtues of character***. Reinforce positive behaviours many times during the day. Students *do not need to be scolded; a gentle reminder in a friendly way encourages positive behaviours without raising ones voice.*
11. For variety in classroom activities and developing participation and communication and critical thinking skills ask students to work in groups. **Group work** requires good classroom management skills. Use the guidelines for group work to develop expectations and structure for work and accomplishments. Rather than shouting, use your feet to walk around and manage behaviours.
12. After students complete activities check their work, ***appreciate their work and complement*** them about what they did well. Also ask students to work on areas that require improvement. Children are very capable of helping each other to understand things.
13. If there ***are problem students*** who are seeking attention by fighting or bullying classmates take them aside individually, work with them, reason with them, pray with them and invite them to be involved in special activities. Keep in mind that he/she has a problem and may be acting out a deeper problem in life or may be seeking attention. Students appreciate one on one time with adults who believe in them and that there is the potential for them to be successful. **Create a win/win situation.**
14. ***Take a troubled child under your wing***, ask other students to work with them in a special way and include them when playing during recess time. Some students are often left out of many activities. Make a point of including all children in activities and commending every student for worthy work or behaviour. Ask the troubled student to complete an assignment about what they enjoy doing, why and with whom they enjoy doing the activity, therefore, getting to know them better while teaching him/her to look at the bright side of things. Make a card to thank someone.
15. Ask students to go home and ***share with their parents*** what they have learned. Encourage students to share their positive experiences with their parents and take good behaviours home.
16. ***Memorize and apply*** the topics in the poem “Responsible Communication”.

Additional Findings

School administrators have told us that when children have made a decision to accept Jesus into their heart and life, aspects of frustration and anger leave the child. As directors of Spiritual Fruit Ministries School Program and while working with school administrators, students and teachers in many Caribbean and Central America countries we have seen a change in behaviour as children and adults come to understand how much Jesus loves each one. The joy and contentment that Jesus puts into the heart of an individual creates a transformation of the heart, an immediate desire to want to be a better person in personal attitudes and behaviours. As educators, Spiritual Fruit Ministries, realizes the need for continually learning how to apply the fruit of the spirit, the virtues of character and the many teachings in the Bible as a lifelong process in learning.

The Experiential Learning Cycle – Learning through life experiences.

Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner 'touches all the bases':



1. **Concrete Experience** - (a new experience of situation is encountered, or a reinterpretation of existing experience).
2. **Reflective Observation** (of the new experience. Of particular importance are any inconsistencies between experience and understanding).
3. **Abstract Conceptualization** (Reflection gives rise to a new idea, or a modification of an existing abstract concept).
4. **Active Experimentation** (the learner applies them to the world around them to see what results).

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Experiential learning also strengthens **learning through association** (Gagne). If students do not find repetition and memorization easy, they may be very strong in making associations in learning and thus remember details well. Learning by presenting examples or situations assists students who are thinkers. These students need to understand things and may be very strong in problem solving and thus retrieve details because they understand how and why things work. A learner who has learned to think and problem solve has many advantages over the student who is gifted in memorization.

Using the **'teachable moment'** is also a very productive teaching tool. A 'teachable moment' is when a situation or question arises in class and becomes an example for teaching about that topic. Since the teacher has the attention of the class it provides an opportunity to address what is happening in the classroom or of interest to students.

Group Work

Group work is a form of experiential learning as the student works through problems, situations or projects in the form of discussions, drawing conclusions or summarizing their learning.

Suggestions for Forming Groups

Group Size – the ideal size of a small group is 5 to 6 students allowing each student time to talk. If the group is too large children are distracted and a group that is too small it is not as effective. If you have 50 students in a class and want 5 in a group, number the students from 1 to 10. All the #1 students form a group; #2's form another group etc.

Mix students to form multi-cultural groups. Inform students that they can choose their own groups; however, if they are not productive or cooperative the teacher will move them to another group.

Guidelines for Group Work

1. Select a leader for each group to report to the class.
2. Select a recorder who takes notes during the group discussion.
3. Speak one at a time – apply the concepts about Responsible Communication.
4. Listen carefully to everyone.
5. Respect each person's answers.
6. Everyone is given an opportunity to contribute.
7. The reporter reports back to the class the ideas the group has generated. Everyone listens.
8. Summarize or debrief the discussions, give complements for good work.
9. In a notebook each student writes about what was learned from the activity.
10. Students can learn to assess their group work and suggest a mark out of 5 or 10 by reflecting on their work, cooperation and participation. Students can give themselves a mark and gain practice in evaluating themselves and others. If the mark is too high or too low, the teacher and small group of students discuss it together why the mark is not realistic and change it to being realistic.

Guidelines for "Brainstorming" - Rules for Brainstorming Ideas:

Brainstorming is a method of generating ideas from a group of people. The number of people in a small group is best kept to 5 or 6. This gives everyone an opportunity to speak.

1. Give the groups their assignment or task to generate ideas about a problem, a topic or a question.
2. Each group assigns a reporter and a recorder.
3. The recorder must write down everyone's ideas. Everyone's ideas are valid and need to be accepted and written down on a sheet of paper as they are stated by the person. Be creative in generating ideas.
4. Each group reporter shares the ideas generated in the group.
5. When all groups have reported, discuss the ideas each group has presented and add new ideas. Commend groups on their ideas and work.
6. As a class summarize the key points.
7. Discuss how the groups worked, the positive things and the items that need improvement.

Steps to Organizing Values Activity Using Group Work

Form groups of 5 students ----- Identify a reporter & recorder for your group

Step #1: Each individual makes 2 columns on a sheet of paper

- Column #1: Identify the positive things in your life that you enjoy?
- Column #2: Identify the negative things that frustrate you?

Step #2: In your small group share what you have written and exchange ideas about

- Values that you have in common
- Differing values – and uniqueness of individuals
- Identify the values that may be influenced by culture.

Step #4: In the large group discuss:

- The finding of each group
- The differing values or attitudes that you see in your students today from 5 years ago

Step #5: Discuss how and in which subject areas you could use this teaching strategy?

Step #6: Large group debrief and summary

Guidelines for Evaluating Group Work

Group work can be marked out of 5 or 10 points and can be based on the following: (the teacher describes the points for marking. For example: participation of all members, cooperation, recording the answers from members of the group, reporting, creativity for thinking, brainstorming, following instructions, responsible communication strategies used, applying the values of courtesy, respecting each other, listening when others speak, no shouting etc. Also discuss how well questions are answered, how well the group reported, taking notes, ideas generated, and where they could improve. Students can also learn to assess their own work. The group and individual can earn points for their work. If students are not contributing it is expected that they sit quietly, listen and respect others. The teacher will help students understand how they are marked and how and why the group earned the mark.

Assessing or Evaluating Students

When marking teachers want to analyse what the students know, find weaknesses or areas requiring enrichment activities. Approaching assessment or evaluation is likened to seeing a glass ½ full rather than ½ empty. This is a philosophical approach to seeing things positively (½ full) and encouraging students rather than seeing the negative (½ empty) and the ‘emptiness’ that needs to be filled. Encouraging students with complements rather than treats or things is more productive. Certificates of success create motivation and can be an incentive.

Ask students to evaluate themselves therefore allowing them to learn for themselves, what is acceptable and not acceptable and develop a sense of realistic judgement. Children often know how well they are doing, but need to be asked or taught how to assess their work and progress.

Lessons for the Fruit of the Spirit and the Virtues of Character

Based on The Story of Jesus for Children

Lessons: # 1, 2, 3 “The Story of Jesus for Children”

www.jesusfilm.org. www.MoreAboutJesus.org/A1L or on YouTube.

Lesson # 1 Showing the DVD “The Story of Jesus for Children

Notes for Showing the DVD : The Story of Jesus for children (According to the Gospel of Luke).

Key points When Showing the DVD

The Story of Jesus for Children (for ages 5 to 105)

It can be viewed at www.jesusfilm.org watch Story of Jesus for Children

The movie is in many languages... see online. It can be downloaded free from www.MoreAboutJesus.org/A1L

This DVD is an excellent resource for conveying knowledge, historical facts and explaining the message of Jesus Christ, creating an opportunity for individuals to make a decision to follow Jesus, and as a discipleship tool to get to know Jesus better. The DVD is an excellent tool to for teaching the values that Jesus taught. These are the same values endorsed by many countries in their laws and schools around the world.

If you are the classroom teachers or a guest presenter it is best to show the movie in its entirety and then as segments to teach specific concepts. The following lessons were initially set up to use in a school program (1 hour and 20 minutes). Key points are identified in the DVD.

Reading the audience (age and their interests) informs you how to adapt the program to meet the viewer’s needs.

1. Introduction

If you are a guest presenting the movie, introduce yourself and what you will do with the students.

2. Tell students you are looking forward to your time together with them.

Sing with the students if possible. If you do know the song, invite several students to come to the front of the classroom to lead the song. It is an excellent model for student leadership. Recognize the students for their help by clapping for them.

3. Ask students “How many of you like a true story?” Today we will show you a true story, the story of Jesus from the Bible and you will have an opportunity to get to know Jesus better. You will see many miracles that Jesus performed. The story is taken from the Gospel of Luke in the Bible.

- Ask students to look for their favourite part because
 - You will be asked to tell the class your favourite part and discuss the movie in class. So listen and watch carefully. Look for your favourite part.(This is very important otherwise the DVD is entertainment; however, when you ask people to focus on a question they use critical thinking skills and are more involved and ready to discuss their learning.)
 - Let students know that they also will have an opportunity to make an important decision the end of the movie.

4. When Viewing the DVD:

- If very young students get restless do stretching exercises or singing a song somewhere to break it up for them and regain their attention.
- **Show the entire DVD** whenever possible; however, at times with very young groups of students or when there is only a very short time a few scenes can be fast forwarded while you talk to them:

- a. Jesus sending the merchants out the temple; when Jesus was whipped and tortured. Explain to very young students that Jesus was a good man but he had to suffer for our sins so that we could be forgiven. Children can be traumatized by this scene so spend time talking about it afterwards. Some may be in tears. Let the students know it is normal to be sad when Jesus is punished because He was not guilty. It is also our sins that put Jesus on the cross.
- b. Mary Magdalene when she washes Jesus feet with her tears and the discussion Jesus has with Simon, a Pharisee. Let the young children know what this is about.
- c. Students do want to see the DVD to the end and wonder what you have left out that they couldn't see; therefore show all of it.

An Important Note: We have found that if you stop the DVD just after Sarah has said that Benjamin will pray with them or just before Benjamin begins to pray with them and ask the students the key questions; however, do not pressure the children or threaten them. Ask: "Do you believe that Jesus is the son of God?" "You have an opportunity to make a very important and serious decision in your life." "Would you like to make this very important and serious decision to invite Jesus into your heart and life?" "Are you sure?" Then pray the invitation prayer with the students while they repeat after you. Then explain that this last part of the movie is a review of the prayer they have just prayed. The students need to know that if they are genuine in their decision to ask Jesus into their heart they only need to do it once and it does not need to be done over and over again, but they need understand that it is important to ask for forgiveness for sins because we are human. If the DVD is not shown to the end the students will wonder what you are keeping from them.

Asking the key Questions and Prayer

- Ask how many truly believe in their heart that Jesus is the Son of God. You can ask them this twice to make sure that they know what they are answering for themselves.
- Jesus may be knocking on your heart's door asking to come in. We must each make a decision for our self. It is your decision whether you want to open the door and invite Jesus into your heart and life. (Revelations 3:20 can be helpful "Behold, I stand at the door and knock. If anyone hears My voice and opens the door, I will come in to him...")
- Let the students know that this is a very serious and important choice or decision that they will make in their life today.

Invitation to ask Jesus into your heart and life:

- Suggestions for some wording "I would like to ask a very, important and serious question. Would you like to invite Jesus into your heart and life?" and "Do you really want to do this?" Impress on the students that this decision is for life.
- Ask students to raise their hand if they want to invite Jesus into their heart and life to be the Lord and Saviour, their best and forever friend. Ask students to raise their hands.

Prayer for inviting Jesus into one's heart and life. Pray the prayer slowly so that students are able to repeat it reverently after you when accepting Jesus as their Lord and Saviour with students repeating after you.

Invitational Prayer

Dear Heavenly Father or Dear Jesus,
 I need you in my heart and life. Thank you for loving me.
 Thank you Jesus for dying for my sins. I repent of my sins.
 Please forgive me for all of my sins, for all the bad things I have thought, I have said and I have done.
 Wash my heart clean with your precious blood. Thank you for forgiving my sins.
 I now invite you to come into my heart and my life and live in me by your Holy Spirit.

Thank you Jesus, that you have come into my heart and my life to be my Saviour and Lord and to be my best and forever friend.
 Help me to live for you and to follow you, Jesus, for the rest of my life. Please teach me how to live.
 In Jesus name. Amen

Give an explanation about what has happened when praying the prayer and now what they can do:

To get to know your best friend, Jesus, build a **personal friendship** with Him. Building a friendship with Jesus means following five pillars (use your hand to illustrate the 5 principles):

1. Reading and studying the Bible (Hide God's word in your heart)
2. Praying to Jesus everyday (talking to your best friend every day)
3. Find a Bible believing church. Share and fellowship with other followers of Jesus.
4. Telling others about Jesus. Right now think of whom we might tell about our decision.
5. Obeying God's Word and being of service to him

Debrief, discuss or review the decision that was made

- a. The love of Jesus draws us to Him. God's love draws our hearts to him.
- b. To get to know Jesus better and to help you fulfill your heart's desire to be a better person.
- c. Jesus has forgiven our sin and wants to be our best and forever friend. He wants to live in our heart by His Spirit. Jesus wants the best for us and will be the guide by your side.
- d. Review that Jesus died for our sins and rose again. Jesus died to wash away our sins with His blood. God also sends ministering angels or spirits to guide us (Hebrews 1:6). Isn't this amazing? A miracle in itself!
 - We accept this by faith, by believing and by praying. In this manner we invite Jesus into our heart and life as Lord and Saviour.
 - The fact that He rose from the dead proves that Jesus is the Son of God.
 - Ask: "How many of you believe that Jesus is the Son of God?" – show of hands
 - Ask "How many of you believe that Jesus loves each one of us?" Give yourself a hug – you are a special creation. God created you for a purpose and He loves you.

The following are the key points to make prior to making this decision. However, do not pressure children:

- You must repent and be sorry for your sins.
- Ask Jesus to forgive your sins. Jesus died to wash away your sins with His blood. Isn't this amazing?
- Invite Jesus into your life to live in you forever and help you learn to live according to the Bible and His plan for your life. This is a miracle that happened in your heart today. Isn't that also amazing?
- You are now beginning an adventure of a life time. Now go and share this joy and your experience with someone. Let the peace and joy that only Jesus can give be with you always!

Discuss with the students their favourite part. Listen carefully what the children have to say so that all can hear. Have students share according to the time available. Depending upon the time you have ask as many students as you can to share their favourite part. Ask everyone to participate and listen to what others have to say.

• **During this time of sharing also reaffirm the following:**

- a. Jesus truly is the Son of God
- b. Jesus conquered death and offers us eternal life with Him in heaven when we die.
- c. What Jesus offers us in our life is: peace, joy, love, contentment, help to live a life that honours Him and has true meaning, to live for Him and be in heaven with Him one day.

• **Also ask:**

"What did you think and/or feel after you prayed the prayer asking Jesus to forgive your sins?"

This confirms the decision that children make because Jesus transforms our inner desires and we automatically want to be a better person. This is the work of the Holy Spirit. (The responses might be: “I feel joy, big smiles, I feel free, a burden is gone. Children may create physical motions of feeling free, a burden lifted.) Ask students who they might tell about their decision to follow Jesus. This is the public witness to others. Students may wish to write in their journal or tell a sister, brother, parent, grandparents.)

- **Discuss what making the decision to accept Jesus as their personal Saviour means to them.**

To live a life that honours Jesus – apply the fruit of the spirit (love, joy, peace, patience, kindness, self-control etc. Galatians 5:22 & 23 and the virtues of characters in Proverbs. Use the poster idea presented earlier in this document of the fruit of the spirit to reinforce the values with the students. Unfold the accordion style poster as you read the words. Ask students to memorize them. Ask students if they would be good rules for their classroom? Is this how they would like to be treated by others? Why? How can they accomplish this?

Working with Older Students

1. For the older students (junior and senior high school students) ask: “How many of you want to be successful and have a happy life?” Tell them Jesus will help them to do this. The book of Proverbs in the Old Testament tells us what makes a successful life. We can look in the book of proverbs for wisdom, to help us make decisions. Challenge young men and women to read the book of Proverbs for advice in life. Read Proverbs - for the women to know the virtues of a wise man; for men, to know the qualities of a virtuous woman.
2. Ask students: “How many of you want a life filled with problems?” Then let them know that Proverbs also talks about what happens when we take part in certain behaviours. If we use drugs, alcohol, and other immoral practices we invite problems into our life. If we want to be a drunk – we have the privilege of being the fool in the town (Proverbs).
3. It is important to grow in knowledge about Jesus:
 - a. Who He is and what His purpose on earth is. If students want to learn more about the stories in the DVD they have seen they should read the Gospel of Luke. This can be used in classroom devotions.
 - b. Hide God’s word in our heart by memorizing scripture.
 - c. Practice the fruit of the spirit (Galatians 5:22 &23) and the virtues of character (the book of Proverbs in the Old Testament) right here at school and at home by listening and respecting our teachers and parents because they want the best for us and are here to help us.
4. How do we get to **become a true follower of Jesus**? (Use these terms rather than being a better Christian since the word “Christian” has many connotations). The talk afterwards could also be something like this:

Mini Talk after Praying the Sinners Prayer

What does this experience of accepting Jesus into my heart and life mean?

After praying the sinner’s prayer and asking Jesus to forgive or pardon our sins; and by faith believing that Jesus has washed our sins away, a miracle has occurred in our life. Our spiritual eyes are opened! Jesus through the power of the Holy Spirit gives us the desire to want to be a better person; the desire to be honest, to love and respect others, to be a kind and caring person. Jesus gives us a joy, happiness, freedom, contentment and a peace that is beyond our understanding. Jesus takes away the burden of our sin; He changes or transforms us from the inside to the outside. Our parents, friends and teachers will notice that we are different in our behaviours and attitudes. God does that, He changes our desires or transforms us.

When we genuinely give our life to Jesus we want to be the kind of person Jesus wants us to be. Jesus teaches you how to live when we read the Bible where God's promises to us are written. He helps us to solve our problems. We can find answers to our questions when we read the Bible. Now you can go with happiness in your heart and life knowing that you have a best and forever friend who will never leave you nor forsake you. You will want to get to know your best and forever friend by building a personal relationship with Him.

Review again that building a friendship and relationship with Jesus means following the five pillars of His followers (use your hand to illustrate the 5 principles):

1. **Reading and studying the Bible** (Hide God's word in your heart).
2. **Praying to Jesus everyday**
3. Sharing and **fellowshipping with other followers of Jesus**
4. **Telling others about Jesus.**
5. **Obeying God's Word and serving God.** (The book of Proverbs helps you to understand how to live and about the consequences of making certain decisions.)

Discuss what it means to serve God.

Jesus wants you to be one of his and become a member of the family of God and He will be with you now and in eternity. One day we will all be with Him if we have genuinely invited Him into our heart and life.

Luke 15:3-7 ⁴ "What man of you, having a hundred sheep, if he loses one of them, does not leave the ninety-nine in the wilderness, and go after the one which is lost until he finds it? ⁵ And when he has found *it*, he lays *it* on his shoulders, rejoicing. ⁶ And when he comes home, he calls together *his* friends and neighbors, saying to them, 'Rejoice with me, for I have found my sheep which was lost!' ⁷ I say to you that likewise there will be more joy in heaven over one sinner who repents than over ninety-nine just persons who need no repentance."

May the love of Jesus and the peace He gives us, that is beyond all understanding, be yours now and always. May you go with the love and joy of having Jesus in your heart as He transforms your life! End the time with a prayer asking God's blessing upon the students, the teachers and the entire school. May God bless you richly!

Lesson # 2 The Sequence of Events in the DVD "The Story of Jesus"

Suggestions for using this sheet - Sequence of Events in the "The Story of Jesus for Children"

Once children have seen the DVD, this sequence of events is useful to make classroom devotions more meaningful. Ask students to take on leadership roles by reading the scripture, talking about the story from the Bible and the movie and by praying to God.

This movie is seen through the eyes of the children and is narrated by children. The story of Jesus is according to the Gospel of Luke, and is a shortened version of the Jesus Film produced by Campus Crusade for Christ in 1979.

The DVD can be used in various ways in school curricula and is excellent for reviewing what students are learning in their devotionals. It can be used in its entirety and then shown as clips for teaching specific stories or lessons. If you do not have a DVD watch both movies "The Story of Jesus" and the "Jesus Film" at www.jesusfilm.org, www.MoreAboutJesus.org/A1L (a free copy can be downloaded from here), **YouTube**;

- Introduce students to **The Story of Jesus as a true story recorded in the Bible** providing an opportunity to learn more about Jesus, what he did and why. Students can make an important decision to invite Jesus into their heart and life, believing by faith.
- Ask students to look for their favourite part. Ask students if they believe Jesus is the son of God.
- Can be shown in total or as sections to explain stories from the Bible. Teach about metaphors and object lessons, parables and their meaning for living.
- Teach about how the values of a healthy society are built on the values taught by Jesus. Be used to teach about culture, history and geography of Israel. Teach about government and paying taxes, giving; Use DVD for spiritual development of adults and children. Find additional Bible References at www.biblegateway.com

The Story of Jesus – Sequence of Events

(Min:Sec)	Story	Book of Luke	Other References
00:00	Birth of Jesus	Luke 1:26	
5:00	Jesus in Jerusalem at age 12	Luke 2:41-52	
5:30	John the Baptist - Baptism of Jesus	Luke 3:21-23	
6:30	Jesus teaching, Reading scripture in Nazareth, Galilee	Luke 4:14-22	
7:50	Miraculous catch of fish	Luke 5:1-11	
9:30	Admonition of Peter (“Depart from me”)	Luke 5:8; 13:27	
10:50	Jesus teaching in the temple	Luke 4:16	
11:20	Healing 12 –year-old girl –Jarius’ daughter	Luke 8:41-56	
12:42	Call of Matthew	Luke 5:27 - 30	Matthew 9:9-12
13:30	Call of the disciples - Consider the price people paid to follow Jesus.	Luke 6:12-16	Peter & Andrew Matthew 4:18-20
15:30	Sermon on the Mount	Luke 6:27-31	Matthew 5: 38-42
16:45	Mary washes Jesus’ feet	Luke 7:36-50	
19:15	Parable of the soils and sower	Luke 8:4-15	
21:00	Calming the storm	Luke 8:22-25	
22:30	Feeding the Multitude	Luke 9:10-17	
25:30	Parable of the Good Samaritan	Luke 10:25-37	
27:30	Healing of blind Bartimaeus	Luke 18:35-43	
28:30	Zacchaeus	Luke 19:1-10	
30:30	Jesus sets his Face to Jerusalem		
31:00	Triumphal Entry into Jerusalem	Luke 19:35-40	
32:00	Cleansing the Temple	Luke 19:45-48	
33:00	Widow’s Might	Luke 21:1-4	
34:00	“Render unto Caesar that which is Caesar’s”	Luke 20:20-26	
34:30	Market Scene --- grinding meal		
35:00	The Last Supper	Luke 22:14-23	
37:00	Judas betrays Jesus, Jesus is arrested Jesus restores the servants ear	Luke 22:47-48 Luke 22:49-53	
39:30	Mocking Jesus, Peter’s Betrayal	Luke 22:63-65 Luke 22:33-62	
42:00	Jesus before the Sanhedrin	Luke 22:66-23:25	
43:00	Jesus before Pilate	Luke 22:66-23:25	
48:00	Crucifixion	Luke 23:26-49	
53:00	Burial	Luke 23:50-56	
54:00	Resurrection	Luke 24:1-12	
56:30	Post-resurrection appearance of Jesus	Luke 24:13-35	
	The prayer to accept Jesus		John 3:16 & 17

Jesus welcomes the children - Luke 18:15-17

Adapted from: Campus Crusade documents

Lesson # 3 Follow-up to the Movie

THEME OF THE WEEK: Discuss the Movie “The Story of Jesus” for Children

GENERAL OBJECTIVES: Discuss the values that Jesus portrayed or showed in the movie.

To learn about Jesus, about God, to grow closer to God in our daily life and to have a brighter future with God’s help. Invite conversations during these lessons with the students.

EXPLANATION OF THE THEME: Encourage students to write about and share their favourite part.

Discuss the love of Jesus and the value His love. How did Jesus show love? How did God show His love to us?

ACTIVITIES AND QUESTIONS TO ASK:

1. Ask students to give their opinion about the movie. Clarify questions that they have by finding references in the Bible. What does the Bible say about their question?
2. Ask students to draw a heart and put your name in it. Write the date that you made this important decision.
3. Ask students if they feel the following is true: “that God’s love draws their heart to Him”. How do they know this? (from personal experience, from reading the Bible)
4. Ask students to put their arms around themselves and give themselves a big hug. Let them know that Jesus loves each person and gave up his life, died on the cross for each of us, for our sins and that we can be in heaven with Him one day.
5. Ask students to think about their behaviour and what Jesus would have to say about it. Why would Jesus say this? Is it important to examine our behaviour and to make changes? Is it easier with God’s help to change our behaviour and become loving, kind, learning to listen and obey with God’s help?
6. Can we pray to God/Jesus and ask him to help us to become more loving, and follow the fruit of the spirit (Galatians 5:22 & 23)?

WRITTEN ACTIVITIES AND QUESTIONS:

- Write about your favourite part in the movie and why it is your favourite part.
- Do you see ways in God can help you to change? If so, then how can God help you to change and how can you help yourself to change? (Make an intentional decision to change with God’s help and by the power of the Holy Spirit, to read God’s word, to pray to God to ask for help to change, to find good friends, find positive friends, to love others, to smile at others, help others, encourage others, smile, be happy, etc. God will also put a song into your heart. Memorize scripture to help you.)
- How can others help us to change? – by encouraging us, not demeaning us, by feeling each person is valuable in God’s sight, being gentle and kind with each other.

SONGS TO SING:

Ask students which songs they would like to sing. For example: Jesus loves Me; The B-I-B-L-E yes that’s the book for me...; Jesus loves the little children... Come into my heart Lord Jesus... ; Jesus on the Telephone, tell Him what I need..., What a Friend We Have in Jesus,

Additional Scripture, Stories & Activities:

Replay specific stories from the movie and learn about why Jesus did what He did and why He said what He said. Ask students “**what do you remember**” from the DVD “The Story of Jesus”. Ask for specific parts of the story and see if the class can reconstruct all of the stories. Use the sequence of events sheet to guide you and the students to bring things back into the memory.

Ask students **about their experience of accepting Jesus as their Lord and Personal Saviour**. How did they feel, what do they still think about it today.

Write this on the back page of your scribbler and add the date it was written.

Discuss how we know for sure that Jesus is in our heart and life – the **assurance of salvation**.

- By believing and faith in God's promise. That we are invited to be a child of God and a member of God's family.
- Our name is written into the Lamb's book of life and one day they will be with Jesus. (Luke 10:20; Revelations 21:27). Salvation is a free gift, but our works and deeds will be tried.
- Believing and by faith the promise they made to Jesus when they invited Him into their heart and life – to love Him live in them always to have Him as their best and forever friend and one day be with Him in heaven.

Review the 5 Pillars of being followers of Jesus and developing a friendship with Jesus. Jesus is our best and forever friend.

1. Read and study the Bible – hide God's word in their heart and learn more about your best and forever friend.
2. Pray every day to Jesus/God.
3. Tell someone about their experience of accepting Jesus as their Lord and Saviour
4. Go to a Bible Believing church
5. Obey God's Word, the Bible. Be of service to God.

Review an memorize: Galatians 5:22 & 23

Galatians 5:22 & 23 Memorize the 9 Fruit of the Spirit....

²² But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, ²³ gentleness, self-control. Against such there is no law. ²⁴ And those *who are* Christ's have crucified the flesh with its passions and desires. ²⁵ If we live in the Spirit, let us also walk in the Spirit. ²⁶ Let us not become conceited, provoking one another, envying one another.

NOTE: A separate lesson can be developed around the theme of the Character of a New Man. Students can write about what it means to them or create a drawing to illustrate this concept.

Colossians 3:12 – 17 *Character of the New Man*

¹² Therefore, as *the* elect of God, holy and beloved, put on [clothe yourself with compassion] tender mercies, kindness, humility, meekness, longsuffering [patience]; ¹³ bearing with one another, and forgiving one another, if anyone has a complaint against another; even as Christ forgave you, so you also *must do*. ¹⁴ But above all these things put on love, which is the bond of perfection. ¹⁵ And let the peace of God rule in your hearts, to which also you were called in one body; and be thankful. ¹⁶ Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord. ¹⁷ And whatever you do in word or deed, *do* all in the name of the Lord Jesus, giving thanks to God the Father through Him.

Debrief and Summarize:

In the passage above the words in [brackets] are from the New International version.

- Discuss with the students the metaphor: Clothe yourself - Ask students how they would clothe themselves with the personal characteristics listed in Colossians 3:12 - 17. This is taking an abstract activity and making it real to them.
- Ask students what type of soil is in their heart (from DVD when Jesus teaches about the soils) and which character traits above can grow in the soil that is in their heart.

adapt lessons for age

Lessons for “The 9 Fruit of the Spirit”ⁱⁱⁱ – Link throughout the day in all subjects

Lesson # 4 Faith and Faithfulness – Link to all Subjects

THEME OF THE WEEK: Faithfulness

General Objective: Learn about faith, being trust worthy and trusting others because without trust life is more difficult. For many students it is their faith and trust in God that helps them each day and to get through rough times in their life.

EXPLANATION OF THE THEME:

- Define the word faith (confidence, trust, reliance, conviction, belief, assurance). Ask questions such as:

Define, describe and explain what faith is? When do we exercise faith? Why do we need faith? How do we exercise faith? A simple example is asking students: When you sit down in your desk or on a chair do you believe or have faith that it will hold you up? Then ask why they have the faith that it will hold them up? It is strong in how it is designed and built; it has held me up before which is about my experience; therefore I believe it will hold me up.) We then accept this by faith and when we sit in a chair and believe it to be so.

For many renewing their mind by reading God's Word, renewing their spirit with devotions – they realize that mercies are new every morning. They can run to God and receive His mercy, His love and His grace.

Define the word faithful (correct, true, realistic, and authentic); also to be true, consistent (faithful) to what you have done before. You go to school each day – you are faithful in going to school each day, you are faithful in doing your homework.)

ACTIVITIES AND QUESTIONS:

- Be faithful by helping with various tasks at home, in school to make the classroom and school a more friendly place to be.
- Perform duties in school, your community or church. Learn to be faithful by taking on responsibilities and completing them on time. Take on and do not neglect responsibilities.
- Keep your word – let your "yes" be "yes" and your "no" be "no". However, with reason do make exceptions, be faithful in all things. Faith and trust go hand in hand. Be faithful – show up – even early so others won't worry.
- Honor commitments and appointments – don't cancel for convenience sake.
- A trust walk can be done to understand faith and trust. How are trust and faith related?
 - a. Organize students to do a faith or trust walk in a safe environment. [The purpose of this activity for students to understand the concept of trust and faith.] Students work in pairs with a buddy. One student is blind folded and the other leads the blind folded student around for a few minutes. It is important that there is no peaking. Five minutes will probably be adequate to get the message of the lesson of faith, being faithful and trusting across. Ask students to warn their buddy by describing things like stepping over rocks, turning corners etc.
- Now debrief the activity and ask students:
 - a. Describe what went through your mind when you were asked to do this. Describe your feelings when you were on the trust walk?
 - b. Did you have faith in your buddy and trust your buddy? Why did you trust your buddy? If you didn't trust your buddy why not?
 - c. What are the characteristics of someone you trust or faith in? For example:
 - i. They love you.
 - ii. They are true to their word.
 - iii. They would not harm you.

- iv. They care about you - etc.
- v. They guide me with a steady hand and speak with assurance.
- vi. Read Ephesians 2: 8, 9 &10; Ephesians 3:12

Even though we are faithful (committed to something), temptations come that cause us to do wrong; yet through understanding faithfulness and applying positive values, students learn to be stronger. For example a 9 year old boy said that he remains motivated, faithful, trusts and works toward changing his behaviour. Teaching values and virtues of character helps students develop guidelines and boundaries for making decisions. Values have been found to make a difference.

Ask students “How do you feel when someone says the following to you about your work?”
 ‘Well *done*, good and faithful servant; you have been faithful over a few things, I will make you ruler over many things.” Explain what this means. What is the reward for being faithful?

Debrief and Summarize:

Application of knowledge using critical and creative thinking skills.

- *Investigate* if and if so, how different cultures *interpret* the word faith and faithfulness differently. Investigate how your country interprets this value of being faithful (to the laws, respectful of others, caring and kind to others)? *Determine* how being faithful or committed creates a happy, healthy respectful and safe classroom, school environment and society. *Discuss* how you can help to create a happy, healthy respectful, safe classroom and school environment. *Practice* faithfulness in your environment. After several weeks *evaluate* how being faithful made a difference in your environment.
- *Describe* how you and your family can contribute to a society that is faithful and committed in keeping the government laws and being respectful of others. Discuss why you would *support* the value of being faithful and committed to your school work? In your classroom and with your family *develop a plan* about how you as a group of students or as a family keep the value of faithfulness in order to create a happy, healthy and safe environment where people can live in harmony. Do a check and *assess or evaluate* how you are doing while keeping the value of being faithful or committed to your promises, thus being able to live in harmony. *Summarize* what you have learned as a result of this activity.

^{iv} ***Optional Activities*** to support the lesson.

Lesson # 5 Gentleness – Link to all Subjects

THEME OF THE WEEK: Gentleness

GENERAL OBJECTIVE: To learn to be gentle or “more gentle” with classmates. This value is often lost among students when they show mean behaviours amongst each other and appear not care if they hurt others. To learn to practice gentleness every day, in and out of class and at home.

EXPLANATION OF THE THEME: Gentle means mild, calm, kind, tender, moderate, and placid. Gentleness is an important value and a quality in one’s character. Being gentle has a long history in many countries but may not be true in all countries. Gentleness can be viewed as someone who is easy going, does not hurt people, is not aggressive but instead has a thoughtful, patient, kind and quiet approach or spirit. These qualities can serve as a role model for others. Gentleness is not being rough, harsh or obnoxious, but quiet, thoughtful, compassionate, not ready to boast of him/herself. Being meek is a part of being gentle.

QUESTIONS AND ACTIVITIES:

- In a role play or skit show an act of gentleness by feeling compassion for someone, helping in an understanding and supportive way, saying thank you, please, etc. therefore encouraging others. Identify and discuss the characteristics of gentleness and being gentle and how it feels.
- Acting in a lady-like-manner or like a gentleman shows gentleness. Identify and discuss the role models students have who have these qualities. It might be a teacher, a mother, father, relative, friend, grandparent etc.
- Compare and contrast the traits of being kind, gentle and caring. , Discuss how to be assertive, not aggressive, or passive if you are being challenged by someone when you are trying to display these character traits. Role play how you can be assertive, aggressive, passive in each situation when being challenged?
- Discuss and provide examples of how a gentle person can make sure others do not take advantage of him/her? For example:
 - by **being assertive** (standing up for oneself) but **not being aggressive** (rude, mean, angry, or controlling in in appropriate ways),
 - **not being passive** (allowing others to control and dictate to them inappropriately) and not being aggressive.
 - Being assertive means:
 - holding to values that are important, having boundaries about how others treat them without needing to be angry,
 - feeling free to say “no” when ones values or rights are violated. Letting people know in a pleasant way, in a kind patient voice without becoming angry, while allowing others to understand that these behaviours are not appreciated.
 - Being passive means to do nothing about a situation where someone mistreats you, to say nothing and let people “walk all over you”, or take advantage of you; and still being angry inside about how you were treated. Aggressive means doing things like shouting back, hitting, throwing things or any other behaviour that shows uncontrolled or violent behaviour (being rude, hostile, antagonistic, or portraying abusive behaviour).
 - Discuss strategies for how to change passive or aggressive behaviours. Decide which strategies you can use and write them where you can remember them and then practice them.
- How often do you like to be gentle and kind with others? Explain why?
- Present a role play illustrating being assertive, passive and aggressive. Discuss the actions, debrief the role play, and then determine which of the behaviours help you to be successful in life? Discuss why assertive behaviours are best. Practice them.

WRITTEN AND OTHER ACTIVITIES:

- As a class brainstorm ways in which students like others to be gentle with them. Then discuss how each student can be gentle with the other?
- Make a list of things that you can do for someone in class, in school and at home showing gentleness. Read out your list and describe or explain how you want to be gentle to your classmates and then practice your suggestions. Evaluate yourself each day to see how you have shown gentleness and assertiveness.
- Role play some of the positive behaviours of being gentle and kind in short skits.
- Ask students to write out ways in which they like to be treated with gentleness and ask them to evaluate themselves to see if they behave in this manner as well.
- Leadership activity: Ask one or two students to be responsible to lead the class in singing several songs about being gentle.

Applying knowledge, critical and creative thinking skills. Investigate how different cultures understand or interpret the word gentleness differently. How does your country interpret this value of being gentle

(respectful of others, caring and kind to others)? *Analyse* how being gentle creates a happy, healthy respectful and safe classroom, school environment and society. *Discuss* what you can do and how you can help to create a gentle happy, healthy respectful and safe classroom and school environment.

Practice gentle behaviours in your environment. After several weeks *evaluate* how being gentle made a difference in your environment. Be specific and provide examples. *Describe* how you and your family can contribute to a society by being gentle and committed to being respectful of others.

Debate why you *support* the value of being gentle? In your classroom or with your family *develop ideas about how to treat others in a gentle way*. *Describe* what you can do in school and as a family to keep the value of gentleness a priority while creating a happy, healthy and safe environment where people can live in harmony.

Debrief and Summarize: Do a check and *assess or evaluate* how you are doing while practicing the value of gentleness, thus living in peace and harmony. *Summarize* what you have learned in this lesson.

Lesson # 6 Goodness – Link to all Subjects

THEME OF THE WEEK: Goodness

GENERAL OBJECTIVE: To learn what good and goodness means.

EXPLANATION OF THE THEME: Good means: decent, respectable, moral, upright, virtuous, noble, worthy, blameless. Being good and goodness has a long history and most often refers to the Bible and about God. Goodness is a value and a quality in God's character. Psalm 23:6 speaks about "goodness and mercy following me" and refers to one's character. Good and goodness can be viewed as character traits linked with positive behaviours that are expressed when being honest, respectable, moral, and upright, worthy of acknowledgement and generally meaning well. Not displaying intentional negative, mean spirited, or revengeful behaviours.

QUESTIONS AND ACTIVITIES:

- Demonstration an act of goodness in your behaviour to yourself and to others.
- As a class brainstorm as many different words for good as you can.
- Brainstorm with student's ways in which you can practice goodness with one another at school and at home? Discuss how the Bible uses the word good?
- Make a checklist and review how, when and how often you like to be good to others? Then explain why or why not? Do you like it when others are "good" to you?
- Discuss the difference between good and goodness?

WRITTEN AND OTHER ACTIVITIES:

- Create a list of the kinds of things that make you feel good about yourself. In a group discuss your list and discuss the ideas as a class. Now practice some of your suggestions.
- Role play some of the positive behaviours of being good or showing goodness in short skits.
- *Investigate* how different cultures or countries comprehend or *interpret* the word good, goodness differently. How does your country interpret this value of being good (honest, helpful, respectful of others, caring and kind to others, etc.)? *Identify and apply* how being good creates a happy, healthy respectful and safe classroom, school environment and society. As a classroom *decide* what you can do to can create and practice goodness (positive values) where people can live in harmony. *Practice* characteristics of goodness in your environment. Set goals and timelines to accomplish your goals.

Applying knowledge, critical and creative thinking skills.

- After several weeks *evaluate* how goodness and being good made a difference in your environment. *Describe* how you and your family contributed to goodness, by being good and to being respectful of others. Why do you *support* the value of goodness? In your classroom or with your family *develop and practice ways to treat others in a good way*. As individuals and as a group perform a check and *assess or evaluate* how you are doing while practicing goodness, thus living in peace and harmony. **Debrief and Summarize:** Discuss then summarize what you have learned as a result of this activity.
- ^v **Optional Activities:** Psalm 23 is a poem that is often memorized to encourage a person since it speaks about how following the good shepherd, Jesus, results in goodness and mercy following us in life.

Lesson # 7 Joy – Link to Language Arts, Civics

THEME OF THE WEEK: JOY – this theme has 3 different parts.

PART I – To Compare the Meanings of Joy, Happiness and Gladness

GENERAL OBJECTIVE: to explore the terms, to feel joy, to know the difference between joy, happiness and gladness. For students to feel that they can have joy in their hearts at all times and know where they can seek this joy. To recognize that lasting joy comes from the Lord and happiness is human and often temporary.

EXPLANATION: Ask students to define joy. Now create a list of student’s experiences of joy on the board. Then analyse the list to see if the following words were included or examples provided in their list. Joy is: inner happiness, peace, contentment pleasure, delight, enjoyment, bliss, ecstasy, elation, joyfulness.

Refer to the Endnotes in this book to see how the Bible defines joy, happiness and gladness and the examples that are provided for each. Does this list include examples sighted in the Bible?

Then do the same for the meaning of the words rejoicing and gladness. Happiness is defined as: contentment, pleasure, cheerfulness, glee, bliss, delight. This joy or gladness is not happiness that depends on circumstances and our moods which have to do with our emotions or our station in life. This joy is something that is constant; it is from within us because He (Jesus) lives within us. This joy gives contentment in life. Joy is multiplied when it is shared. Good news is always welcome and brightens us up. It makes us happy to hear and share good news. Even though people may disappoint us or make us miserable they are not able to take the joy that Jesus gives us away from us.

QUESTIONS and ACTIVITIES:

- Write sentences about what gives you real joy in your heart. Explain why this makes you joyful. Share this with your classmates. Does sharing your joy give you happiness? If so why does it make you happy? Write about what makes you feel happy or gives you happiness. Explain why this makes you feel happy. How long does this happiness last? Share this with your classmates.
- As a class investigate how you can apply the words: joy, happy, gladness, and create a “happiness in your classroom environment”.
- Identify the words that are opposite to joy (angry, upset, annoyed, inner turmoil).
- Describe and discuss the personal qualities of joyful people (they have inner peace, are happy in their situation, are satisfied with what they have etc.)? Create a list of ways in which your classroom and school environment can become “a joyful classroom of students”. Make a poster of these for your classroom or school. Discuss how students and teachers treat each other in a joyful classroom?

- Describe the atmosphere and the sounds in a classroom where students and teachers have inner joy, peace and contentment.
- Make a bookmark or draw a picture expressing what gives deep “Joy in My Heart”. On the back side of the bookmark, express what makes you joyful.
- *Investigate* how different countries and cultures understand or *interpret* the word joy and joyful differently. How does your country interpret the value of joy and being joyful?

Applying knowledge, critical and creative thinking skills. Identify examples of the value joy and being joyful. Discuss how inner joy and happiness creates a happy, healthy, respectful, peaceful and safe classroom, school environment and society. Discuss what you can do and how you can help to create this type of a classroom and school environment. Apply the characteristics of joyfulness in your environment. After several weeks *evaluate* how being joyful made a difference in your environment. Describe how you and your family can contribute to a society by being joyful and committed to being respectful of others. Analyse and discuss would you *support* the value of being joyful? *Decide* what you can do in school and as a family to practice the value of joy so as to create a life of harmony.

Debrief and Summarize:

Make a checklist and *assess or evaluate* how you are doing while practicing joyfulness, thus living in peace and harmony. *Summarize* what you have learned as a result of this activity.

PART II: What is the Difference between Joy and Happiness

Lesson #7 Part II

THEME OF THE WEEK: What is the difference between Joy & Happiness?

GENERAL OBJECTIVE: to learn, to understand and feel joy; to distinguish between joy and happiness.

EXPLANATION: You can have joy in your heart at all times and this joy can be multiplied when it is shared with someone else. Review that happiness is based on circumstances but joy is based on the Lord. Happiness comes and goes, it is temporary, it is like the moon, waxing and waning. Joy in our heart is like the sun, always shining even when the night falls or clouds cover it.

- **Happiness** is born in the mind; joy is born in the heart. Joy comes from God. Happiness is like exchanging Christmas gifts; joy is the awareness of what Christmas is all about.
- **Joy** is so much more than happiness. Joy makes us different. Joy comes from the Lord and happiness can be the result of circumstances.
- Can you see and experience the difference?

Explore the MEANING of **rejoicing and gladness**. This joy or gladness is not happiness that depends on circumstances and our moods which have to do with our emotions or station in life. This joy is something that is constant; it is from within us. Jesus is the only one who can give us true inner joy, peace and contentment in our lives. We can learn to be content, peaceful and happy in a variety of situations and we can learn to be joyful and learn how to share our joy. My peace I give you, not the peace the world gives.

ACTIVITIES:

- Smiling is often an expression of inner joy or of happiness. A smile always looks good on a person. Is this a true statement? Try it - if you give someone a genuine smile do they will smile back at you? Try it – is this true? Describe how it feels when someone smiles at you? Why do you feel this way?

- Describe what you and your family can do to become a happy family expressing joy and describing how you will treat each other.
- Write about how you can make others happy at home and in your classroom by doing simple things. Receiving things is not the only thing that makes people happy. Practice the values of: being nice, kind, encouraging, smiling, working and playing together in harmony by doing things that cost nothing that make you and others happy.
- Identify and discuss the things that bring inner peace, joy, freedom and happiness that cannot be paid for with money.

Debrief and Summarize: means to discuss the key points made during the class and then ask students to help summarize what was learned and what can be applied to other situations in life. Debrief the meaning of the values investigated and how you will apply them in your life now and in the future. Predict how applying these values make a difference to you, your family and in your classroom?

^{vi} **Optional Activities:**

vii PART III: To Understand How We Can Feel Joy in Our Hearts.

Learning how to have true joy in your heart and life.

THEME OF THE WEEK: Joy creates unity (Part III) and communication (this can also be taught under the theme of unity).

GENERAL OBJECTIVE: To begin to grasp what it means to have true joy in your heart and life.

EXPLANATION OF THE THEME: We may feel happy for some things – but does that happiness endure or stay. Often material things make us happy – but it may only be for a very short time. Joy is something that endures in our hearts and life. Joy is an emotion that is deeper in our spirit and others cannot take it away for us. Others can make us miserable or frustrate us, but they cannot take away the joy in our heart – because it is Jesus who puts the joy in our heart.

ACTIVITIES AND QUESTIONS:

- Review all of the values with the students. Give a quiz about them and what each one means. Ask students to use the word in a sentence. Give an example of each value.
- Ask students to assess how they are doing in living out each value?
- If you don't feel joy in your heart how can we really experience inner joy? (By faith accepting Jesus as our Lord and Saviour puts joy in our heart because our sins are forgiven, sins are blotted out, we are clean just as the Bible has promised. This joy will last a life time where material things may only give happiness for a short time.)

True joy comes into our life when we accept the goodness of God and what he has created for us. God has a plan for us to have deep joy throughout our life. This joy comes when we repent of our sins; Jesus lifts the burden of sin away from us. By faith we believe that Jesus has done it and we accept it by faith. It is not works that saves us, but belief and faith in Jesus Christ the Messiah. Our sins are washed away with the precious blood of Jesus.

If you genuinely invite Jesus into your heart, Jesus will give you joy in your heart. People can make you miserable but they are not able to take the joy that Jesus gives you away from you. The joy of the Lord is your strength. Lessons #31 - #35 will help you to understand this concept better and teach you how you can make a decision to invite Jesus into your heart and life and have a joy and peace in your life that passes all understanding. Several resources are suggested to assist you.

Summarize and Debrief: Ask students to share their favourite part in the movie and why it is their favourite part. Review Galatians 5:22 & 23 – the fruit of the spirit is: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against these there is no law.

viii Optional Activities: Explain why the joy of knowing Jesus personally can last a life time. Sing a chorus “I’ve got Joy, Joy in my Heart”. Find scripture verses that talk about gladness, happiness and joy. See the Endnotes and select from the activities and be encouraged by the concept of joy and gladness.

Lesson # 8 Kindness – Link to all Subjects

THEME OF THE WEEK: Kindness

GENERAL OBJECTIVE: To acquire the skills of kindness and exercise acts of kindness in daily life.

EXPLANATION OF THE THEME: Kindness is the quality of being warm hearted, considerate, humane and sympathetic towards others. Kindness also includes an element of compassion towards others and oneself. Kindness is the tendency and a quality to be kind and forgiving. Practice random acts of kindness daily at times when students become aggressive with one another and hurt each other without thinking about their actions.

ACTIVITIES AND QUESTIONS TO ASK:

- Generate terms that are opposite to kindness.
- As a class discuss “Random Acts of Kindness”. Gather a collection of kindness stories from students, teachers, and families. Random acts of kindness are doing things for others that are unexpected. A **random act of kindness** is a selfless act performed by a person or people wishing to either assist or cheer up an individual person or people. The phrase may have been coined by Anne Herbert.
<http://www.randomactsofkindness.org/> contains many ideas and lessons. As students learn to do more acts of kindness they multiply and the acts of kindness can become contagious.
- Write about why is it important to be kind? (it makes for happier relationships; we also want others to be kind to us).
- Decide how to begin to practice random acts of kindness, and to identify acts of kindness. Write down some ideas and how you will practice them, and then set goals to check and see how you are doing.

Debrief and Summarize:

- The meaning of the values investigated and how you will apply them in your life now and in the future. Predict how applying these values make a difference to you, your family and in your classroom?

ix Optional Activities:

Lesson # 9 Love Part I – Link to all Subjects

THEME OF THE WEEK: Love^x

GENERAL OBJECTIVE: for students and youth to understand what “Love” means; all of the different kinds of love that exist.

EXPLANATION OF THE THEME:

- Love is explained clearly in 1Corinthians 13: 4 – 8a and 13.

4 Love suffers long and is kind; love does not envy; love does not parade itself, is not puffed up; 5 does not behave rudely, does not seek its own, is not provoked, thinks no evil; 6 does not rejoice

in iniquity, but rejoices in the truth; ⁷ bears all things, believes all things, hopes all things, endures all things. ...⁸ Love never fails. ...¹³ And now abide faith, hope, love, these three; but the greatest of these is love.

- Love also means affection, adoration and friendship.
- Imagine the following as a beautiful and colourful picture. Love is the flower of life; it blossoms unexpectedly and without law. It must be plucked where it is found and enjoyed for its brief moment of its duration. Think of love as a flower.
 - Love never dies a natural death. It dies because we don't know how to replenish its source. It dies of blindness, errors and betrayals. It dies of weariness, of withering's, or tarnishing's.
 - Love will not serve those who do not live for her and in her, and to whom she is not the breath of life.
 - They do not live that do not show their love. This is the life message that Jesus lived and when He died on the cross it was the ultimate symbol of His love for human kind.
- ***Having love in one's heart is central to other acts of kindness and is a behaviour that is common to all of the other fruit of the spirit. When there is no self-control, then the other fruit of the spirit may not be evident either.*** For example: When self-control flies out of the window, many other values including the other fruit of the spirit go along with it.
- If you have love, joy, gentleness, peace, patience, goodness and kindness and self-control are naturally there as well. Honesty, thankfulness, forgiveness, also show love. Generate a list of other words that show love.

ACTIVITIES AND QUESTIONS

- Love between friends, sisters and brothers (Phileo), between a man and a woman (Eros), and God's love (Agape). These are Greek words for three different types of love.
- Why is it so hard to love people sometimes? Generate ideas about how and when we can still show love to others even when we do not want to or feel like it?
- How can we show love to our parents, friend's siblings every day?

WRITTEN ACTIVITIES:

- Write a poem or a letter to a friend, a parent, a sister or brother about the benefits of being loving and kind.
- Divide the class into groups and ask each group to lead their class in singing different songs about love.
- How do you feel when you are loved? Discuss this as a class.

Debrief and Summarize:

- The meaning of the values investigated and how you will apply them in your life now and in the future. Predict how applying these values make a difference to you, your family and in your classroom?

^{xi} ***Optional Activities***

Part II How to Love

Lesson # 9 THEME OF THE WEEK: How to Love – Link to all Subjects

GENERAL OBJECTIVE: For students to learn to love one another and create harmony in the school environment. To learn to love and respect others rather than bully others because of colour or financial status; because God loves us all equally. To ask for forgiveness when we do wrong.

EXPLANATION OF THE THEME: Tell people you love them. Thank people when you experience their love and whenever you feel loved. Know too that there are other ways to express love when "I love you" doesn't seem appropriate. For example: "You mean a great deal to me, you inspire me, you are the

Spiritual Fruit Ministries School Program

Helen M Wall PhD

most amazing person I've ever known." Love unconditionally. Love is not expecting something in return. Love is the greatest gift that can be given or received. To love also means to forgive.

ACTIVITIES AND QUESTIONS:

- Ask students to make a list of the people that they love and to make another list of the things they love to do.
- Ask students to make a chart with 2 columns and in one column write a list about what they expect of others. Then in the other column write the behaviours they expect of themselves. Make another column of the activities that shows that they share their love with others. Are the expectations in the three lists different? Analyze whether the expectations are different from the actions? Why or why not? How can students make one list consistent with the other list?
- Ask students to share their feelings about love. (Some students were very excited sharing their feelings about who they love. Students may say that they loved God first, then their family, friends and other relatives.)
- Ask students to work in groups and share, and discuss why it is important not discriminate others for their race, ethnic groups, culture or religion. God loves us all for who we are.
- Make a card expressing love for a special person.
- Give a quiz about what they have learned. What was learned? Why it is important?

Debrief and Summarize:

- The meaning of the values investigated and how you will apply them in your life now and in the future. Predict how applying these values and actions makes a difference to you, your family and in your classroom? Project what the world would be like if people practiced these values of love?

Lesson # 10 Patience Part I – Link to all Subjects

THEME OF THE WEEK: Patience

GENERAL OBJECTIVE: To practice patience with each other in the school setting, especially during times of excitement, stress or unrest. For example: students and teachers having patience with each other; and learning to take things a step at a time to build patience and perseverance.

EXPLANATION OF THE THEME: Patience and forbearance is a very important virtue. Patience means endurance, tolerance, persistence, and perseverance. Forbearance means having patience, self-control, restraint, tolerance, moderation, leniency and mercy. All are very important virtues of character. These are seen as very important virtues in many religions. Forbearance is more than trust; it is a value that reflects the state of one's body and mind. The teacher must remember that he/she is the role model in the class.

Ideas for teachers about practicing patience before losing patience with their students:

- Teacher exercises patience by waiting quietly until the students settle down.
- Children have patience and wait quietly and respectfully until the teacher is ready to move on to the next activity.
- Using hand signals to gain attention is better and produces quicker results than shouting above the noise. When students see the hand motion they know what it means and respond appropriately. If the teacher loses patience and self-control, the students will learn to do the same.
- Use one rule – build respect among each other. Respect each other. All other virtues and values are built on respect. For example: tell students that when they speak the teacher will listen, when the teacher speaks they listen.
- The teacher lifts the arm as a signal to gain attention and silence in the class; the students follow the teacher's example until everyone's arm is raised and all are focused and listening.

- The teacher stands, not speaking and waits until everyone is quiet and calm. A finger placed over the mouth signals silence and the students also place their finger over his/her mouth.
- Responding to all the needs in a classroom is a challenge for teachers. To facilitate learning, work with students individually who need more guidance. In order to facilitate learning, ask students who are finished early to help others mark and correct the work of other student. The teacher now has time to work with students who need more help. The teacher marks the corrected work. This way the teacher can also mark how students conducted their work when helping others. Bonus marks can be given to students who help others, but it is best that they not do the work for the weaker students.
- When stress in the classroom increases the following techniques help to release stress and pressure. Ask students to stop their work and take some deep and slow breathes to release tension. Or, ask students to do some stretching exercises at their desk, sing a chorus, clap their hands when singing a joyful song. The students will enjoy this break more than trying if you push them in the opposite direction. Singing releases pressure, increases the oxygen in the lungs, relaxes and changes the pace. Do some simple stretching exercises to help relax students.
- Learn to ask forgiveness when there are problems with impatience.
- Pray and ask God to help you to become more patient. Take time to foresee what is happening so that it does not become an explosive situation. Pay attention to all students and share examples about how to be patient.

QUESTIONS TO ASK AND WRITE ABOUT:

- Talk about “what are you patiently waiting for?”
- Write about a situation that challenged your patience. If you became impatient write about how you could have developed patience so that you do not lose self-control.
- Role play situations that illustrate having patience.
- Name behaviours that test a person’s patience; for example in a classroom – having your feet in the aisle so people trip, being mean, pushing others around for no reason, name calling, tattling on others, being rude, or mean? Ask students why they do this and how they are going to change in order to be friends with people; to not hurt them or make them angry. Ask students why they feel good doing wrong or hurtful things. Ask students why they feel impatient.
- Ask students to be patient with each other since everyone is learning and to learn to forgive each other and to become friends again and learn to change, respect each other’s space, not steal each other’s lunch money or school supplies. When children learn to control their emotions and patience becomes an outcome.
- Ask students to pray for each other, pray about the situation and ask God to help you develop patience with people and the situation.

Debrief and Summarize:

- The meaning of the values investigated and how you will apply them in your life now and in the future. Predict how applying these values and actions makes a difference to you, your family and in your classroom? Project what the world would be like if people practiced these values of patience?

xii Optional Activities

Part II Patience – An Exercise in Patience – *Link to Science and all Subjects*

Lesson #10 - THEME OF THE WEEK: Patience – An Exercise in Patience

GENERAL OBJECTIVE: To show the importance of patience in life, to take baby steps because things that are easily gained may not last long; be patient and faithful and earn things in life honestly; do not rush your lifestyle. Live each day one day at a time for God is there for us and with us.

EXPLANATION OF THE THEME: The meaning of patience is: endurance, persistence, perseverance, and tolerance. Patience helps us to find the strength to become better people, to find

happiness and joy in God's love for us as we learn to live a life that pleases Him. God gives us the strength and desire to be delivered from evil. Patience is one of the most valuable virtues of life. The Bible urges people to be patient. For example: see how a farmer waits for the precious fruit of the earth.

ACTIVITIES AND QUESTIONS:

- Give students the example of a seed and how much patience it takes before it grows into a big tree so that they can analyze their level of patience with this example. For homework and as a science project ask students to plant orange, bean, avocado, Maringa tree seeds or seeds for other fruits or vegetables and compare them to see how long it takes to grow each one. If possible bring it back to class when it becomes a small plant or tree and compare how long they take to grow?
- Write about how you had to exercise patience in other situations.

Applying knowledge, critical and creative thinking skills. *Investigate* how different cultures understand or *interpret* the word patience differently. How does your country interpret this value of being patient? *Analyse* how being patient creates a happy, healthy respectful and safe classroom, school environment and society. *Practice* patient behaviours in your environment. After several weeks *evaluate* how being patient made a difference in your environment. Be specific and provide examples. *Describe* how you and your family can contribute to a society by being patient and committed to being respectful of others.

- Debate why you *support* the value of being patient? In your classroom or with your family *develop ideas about how to treat others in a patient way*. *Describe* what you can do in school and as a family to keep the value of patience a priority where people can live in harmony. *Assess or evaluate* how you are doing while keeping the value of patience, thus living in peace and harmony. *Summarize* what you have learned as a result of this activity.

Debrief and Summarize:

- The meaning of the values investigated and how you will apply them in your life now and in the future. Predict how applying these values and actions makes a difference to you, your family and in your classroom? Project what the world would be like if people practiced these values of patience?

Lesson # 11 Peace Part I – Link to Civics, Social Studies, Language Arts

THEME OF THE WEEK: How important is peace in our life?

GENERAL OBJECTIVE: To help students acknowledge how important it is to find peace, especially inner peace.

EXPLANATION OF THE THEME:

Peace means harmony, reconciliation. How important is it to have peace in your life? Peace is the essence of our existence. It is the freedom to pursue our dreams. It is the ability to express ourselves. It is the opportunity to relate to others with understanding, good will and cooperation. It is the cornerstone of our survival and triumph. If peace is such an essential part of our existence why is it not the central theme of our discussions? Why is it that at times youth or adults think more about fulfilling lust than about creating peace?

Inner peace (peace in your heart, soul and mind) can only be found by seeking Jesus as Saviour; therefore, make peace with your enemies if you have any; be more peaceful in your daily behaviours, because only you can make your own peace. Peace is not for sale at any store. Seek the Lord and you will have the best peace in your life, then you can have a joyful and peaceful life.

ACTIVITIES AND QUESTIONS:

- Discuss the meaning of peace. The peace that God gives us is different than the peace that the world can give. Can the world give us peace? Why or why not? What kind of peace is God talking about? (Inner peace, harmony, contentment and peace with others).
- Take the students to a place where they can experience peace and discuss peace and the benefits of peace. It may be by the sea, a forest or an open field away from others. Write about this peaceful place.

QUESTIONS TO ASK or WRITTEN ACTIVITIES:

- Ask students to find a place of peace and quiet where they can go to think, pray, read the Bible to find the promises that God has given to them about peace. Discuss why by knowing Jesus and reading the scriptures we can find true inner peace. God can bless us with His peace even though the world in which we live is not a peaceful one.
- Write about a time when you felt peace in your life. How does being in a peaceful place affect you? Do you like to be in a place that is peaceful and quiet? Discuss why this is the case.
- Is your home a place of peace and quiet? How can you make it a place of peace and quiet? Where do you go for peace and quiet in your life? Discuss why a family might not be living in peace? How can peace in the family be accomplished

Debrief and Summarize:

- The meaning of the values investigated and how you will apply them in your life now and in the future. Predict how applying these values and actions makes a difference to you, your family and in your classroom? Project what the world would be like if people practiced peace?

xiii *Optional Activities*

Part II – Living in Peace

Lesson # 11 THEME OF THE WEEK – Living in Peace

General Objective: To grow closer to God, to be more united in order for us to live in peace and harmony with others. Only when one can find our own peace and when we experience the peace that our heavenly Father gives us can there be peace. There is no peace on earth. Is this statement true?

EXPLANATION OF THE THEME:

How important is peace in our life? Peace is the essence (spirit, life-force) of our existence. It is the freedom to pursue a dream. It is our ability to express ourselves. It is the opportunity to relate to understanding goodwill, harmony, unity and cooperation. It is a cornerstone of our survival and triumph or accomplishment as human beings. Do you and students agree with this? Why or why not? Discuss these ideas about peace.

Discuss “Is there a sense of peace in my school where I can study in peace and be peaceful? In your Civics course discuss the question: Why are countries not at peace? Why is the world, the home not at peace? Why are we not at peace with ourselves?”

ACTIVITIES AND QUESTIONS:

- Our world is often so busy and loud that it is important to take time to be quiet and at peace with ourselves, others and our surroundings. Ask students to lay their heads down on their desk for 5-10 minutes and take an “imaginary peace trip”. Ask students to imagine a place where they feel peace and what they would be doing in this place of peace while the teacher describes this place of peace.

Describe the following:

- Let's take an "imaginary peace trip". Imagine a place where they feel peace and what they would be doing in this place of peace. They may imagine themselves at peace in a quiet place, in heaven, in a forest, by a lake, holding hands or singing and just being happy, etc.. Let's go to the sea or a forest. Sit down, observe the surroundings, listen to the waves on the sea, watch the clouds, feel the breeze on your face, imagine the sun behind clouds, enjoy the warmth of the sun, the birds singing, think of a person you love, someone who has been kind or thoughtful. Think about how beautiful this is and how peaceful this time is. Enjoy this time of quiet, of peace in a beautiful warm sunny place. After a time of rest and enjoyment, say, let's thank God for His creation, the harmony he has created, the beauty and for this time of peace. Let's begin now to get ready to return to school.
- Ask students to share their experience during their peace "trip". Ask students to write an assessment on what they would like to change about our present world.
- Ask students to determine how they can create a peaceful atmosphere in their classroom and how they can make and hold to a pathway of peace that they want to achieve with their classmates.
- Group prayer: with a special prayer for peace. Ask students to pray as they feel led. The experience of prayer can create an inner peace and special feelings of quiet and wellbeing.
- Give a quiz about the various aspects about peace that students have learned and how to be quiet and peaceful.
- **Ask students for their personal responses and comments about peace.** Students have been found to enjoy the following activities. **For example:** students often worry about things they cannot understand and things they are seeing and experience as daily uncertainties and insecurities around them so they pray for world peace. Some may seek prayer for themselves and their families to protect them and keep them safe, or for food, clothing or shelter. Praying can create a sense of peace and security with God and feeling the love of Jesus.

Through various activities students can understand and apply what they learn. Conducting a peace day as part of a Social Studies or Civics lesson may be one example. Schools and teachers are teaching students to be more united and live in peace and harmony. Children want to go to heaven and want their families with them in heaven because it's the place where they feel they can find peace and safety.

Applying knowledge, critical and creative thinking skills.

Investigate how different countries understand peace. How does your country interpret this value of being at peace? *Analyse* how being peaceful creates a happy, healthy respectful and safe classroom, school environment and society. *Practice* peaceful and quiet behaviours in your environment. After several weeks *evaluate* how working in a quiet peaceful environment made a difference in your classroom. Be specific and provide examples. *Describe* how you and your family can contribute to a society by being peaceful and committed to being peaceful with others.

Discuss why you *support* the value of being peaceful? In your classroom or with your family *develop ideas about how to treat others in a peaceful way.* *Describe* what you can do in school and as a family to keep the value of peace a priority where people can live in harmony. *Summarize* what you have learned as a result of this activity.

Debrief and Summarize: the key concepts discussed in the lesson and ask students to write about what they have learned about peace in their journal.

Lesson # 12 Self-Control – Part I – *Link to all Subjects*

THEME OF THE WEEK: Self-Control Part I

GENERAL OBJECTIVE: To encourage the teacher and child to understand where the root of the problem of self-control is. To understand what it is that causes someone to get or be out of control.

EXPLANATION OF THE TOPIC:

If students are fighting for no reason and are approached gently by the adult, they can be helped and will change. Rather than reprimanding or shouting- ask the student why they are doing this? The child or adult's home environment is very influential, especially if there is neglect, hunger; parents are addicted by drugs or alcohol, violence or abuse in the home. If students don't know that someone loves them and that God loves them, the lack of love may also cause them to be disrespectful, angry or out-of-control. They may not see hope in life either and may even be suicidal.

Self-control is also the ability to control one's emotions, behaviour and desires in order to obtain some reward, or avoid some punishment. Presumably, some (smaller) reward or punishment is operating in the short term which precludes, or reduces the later reward or punishment.

QUESTIONS AND ACTIVITIES:

- Discuss the idea – Is it easy to control other people? Why or why not? Is it easier to have control when everyone controls themselves and their own actions than it is to control others? Is it true that people who are content and satisfied physically, mentally, socially and spiritually are in-control of themselves? Why?
- Motivate students who have problems with self-control to be involved in various activities in school. Being involved in sports such as soccer, drawing or painting, playing a musical instrument allows students get rid of stress, to refocus their energy and put their courage into something positive as well as help them control their emotions while developing positive self-esteem or self-worth. Students may feel better and have more self-control in situations involving classmates, friends and family.
- Ask students in a group to draw pictures of various emotional expressions (happy, sad, angry, anxious, frustrated, etc. in their notebooks) and ask them to identify their emotions by looking at the pictures. This can help them to understand emotions and control them.
- Understand that love is the most important fruit but without self-control love or the other 7 fruit of the spirit are not be possible either.

Debrief and Summarize: the key points made in the lesson.

Part II Self-Control – How to build self-control?

Lesson # 12 THEME OF THE WEEK: How to build self-control? Part II

GENERAL OBJECTIVE: To Learn What Self-Control Means

To learn how to gain self-control over our behaviours. To know when we are over our limit and have lost self-control of our self; or control of our emotions, how to become calm and preserve peace in their classroom.

EXPLANATION OF THE THEME: Self-control is the ability to control the actions you take in your daily life and the decisions you make. A person with self-control is able to meet temptations and distractions calmly but resolutely (with determination, purposefully, definitely and without hesitation.) Without a sense of control over self, there may be a feeling of depression, being powerless and weak.

QUESTIONS AND ACTIVITIES: Here are some steps to build, strengthen and maintain self-control for yourself as a teacher and also with the students:

- Make a list of positives and negatives in your life as well as changes you want to make about the negative things.
- Research or think about the area/s in which you are lacking control.

- Learn how to relax. Ask students to take a number of slow breaths in and out for a few minutes to help them relax when they do something wrong. Call the student aside and in a quiet calm voice speak with him/her. Pray with the student and work together to come up with a strategy about how to fix the problem. Children can also learn to enjoy this activity to relax whenever they feel that they are stressed, getting angry, using bad words, getting ready to fight or fear losing control. Children can also do this with each other and help each other overcome problems. Teachers can also practice the daily exercise of praying for a few moments for students, him/herself. This also helps to relax and refocus.
- Learning to think before speaking or acting is an important part of self-control.
- Using positive, respectful and encouraging words and actions decreases the chances of anger and getting out of control. Teach the students positive and respectful words to replace angry terms.
- Teaching students and adults how to ask for forgiveness when they are out of control and teaching them find words to say that are genuine, meaningful and intentional. For example: I am sorry for please forgive me... I won't do Again! Thank you for forgiving me. I do care about you.
- Enlist your friends and family to help you take control over specific areas in life.
- Pray about it. Trust God. God will give you wisdom and you will see great results.
- Make a list of things that get you out of control and then make a list of what helps you to relax. Compare these lists. Write out how you will know that you are getting out of control and "losing it". Write out what you will do to keep yourself from getting out of control in the future. Make it simple so that you will always remember it.
- Being kind to others, especially to the smaller children rather than picking on them or those who are different will create a more peaceful and happy environment.

Applying knowledge, critical and creative thinking skills.

- *Investigate* how different countries understand peace. How does your country interpret this value of being at peace? *Analyse* how being peaceful creates a happy, healthy respectful and safe classroom, school environment and society. *Practice* peaceful and quiet behaviours in your environment. After several weeks *evaluate* how working in a quiet peaceful environment made a difference in your classroom. Be specific and provide examples. *Describe* how you and your family can contribute to a society by being peaceful and committed to being peaceful with others.
- Discuss why you *support* the value of being peaceful? In your classroom or with your family *develop ideas about how to treat others in a peaceful way*. *Describe* what you can do in school and as a family to keep the value of peace a priority where people can live in harmony. *Summarize* what you have learned as a result of this activity.

Debrief and Summarize: the key concepts discussed in the lesson and ask students to write about what they have learned about peace in their journal.

Lesson # 13 Examining Your Motives – Link to Science, Family Studies, RE Programs

What type of soil is in your heart?

THEME OF THE WEEK: What type of soil is in your heart?

GENERAL OBJECTIVE: To examine ones heart to see what types of soil (attitudes, values and virtues) are growing in your/my heart.

EXPLANATION OF THE THEME: Ask students to think about the questions: Is there good soil in my heart and life that will produce fruit? Are our roots planted in good soil that will produce a strong tree trunk or vine from which fruit can grow? If so why what are the qualities in your life that cause personal growth. What qualities in life prevent growth?

QUESTIONS AND ACTIVITIES:

Spiritual Fruit Ministries School Program
Helen M Wall PhD

- Ask students to draw a picture illustrating a strong root system for a tree with a large trunk and leaves and fruit on it. Draw the roots, the main vine of a grapevine, the leaves and clusters of grapes. Label the fruit on it according to the fruit of the spirit and the virtues of character.

Sowing the Seeds in Your Heart

Written by Patricia Taylor

(Teacher and students act out parts of the story as it is read.)

One day, as Jesus was walking very slowly through a great crowd of people on the shores of Galilee. He was speaking to those nearby Him. The people around Him would listen and then turn their heads to listen to someone else. Jesus tried to speak louder to the people but the crowd was so loud they could not hear him (audience becomes loud). He tried to get their attention in many different ways. He would look closely into their faces to get them to listen to Him. He would speak louder than usual, even louder than He would when with His disciples. He wanted to make them see that if they listened very carefully to what He was saying, He could show them a new way to live; but if they did not listen, or did not try to understand, His words would not do them any good.

As He was walking, He noticed a sower who was sowing seeds in the field nearby. He began to speak, in full view of everyone; look there is a sower who is going about his lonely task in a nearby field. He walks up and down the rows dropping and spreading seed into the soil. Jesus realized that the actions of this sewer would make for a good story for the people to hear. He began to speak loudly. The crowd followed him with their footsteps. They put their hands to their ears to listen carefully. The crowd became quiet.

A sewer went forth to sow,” Jesus said; “and when he sowed, some seeds fell by the way side into the sand, and the birds came by and ate up all the seeds: some seeds fell upon rocky ground where there was not much dirt to live in: and immediately the seeds sprung up, but because there was not enough dirt for the seeds to fall into, the sun came up scorching and burning the seeds; and because they had no root in the ground, they withered away. Some seeds fell among thorns; and the thorns sprung up, and choked out the seeds: but other seeds fell into good ground, and brought forth fruit, some a hundredfold, some sixtyfold, some thirtyfold. Who hath ears to hear, Jesus said, “let him hear.” (Matthew 13:4-9)

The seed, He later explained, was the word of God. This word was the seed of love from God to us. It was the work of Jesus, to bring this seed of love from God to the earth to be given to the people. “God loves you,” He said, and He tried to keep telling people in many different ways. “He loves you so much that He gave His only Son for you. In return, He wants you to love Him and to love one another so you may belong to His kingdom of love.”

This was the heart of His message, the wonderful “seed of word” He was scattering. But it would help none of the crowd if they would not listen or understand and believe the words He was speaking. The crowd must listen, and think, and study, and decide to follow these words He was given. He explained the story further.

(sandy ground surrounds the seed and pulls it down. This is a clear cup of sandy soil set on a table as an illustration) When the seed is planted in the way side or the sand: this is the same as one who hears the word of the God, and does not understand it, then along comes the wicked one or the devil to snatch it away, to catch and take away the seed that was sown in the heart. Jesus knew that some people in the crowd had hearts as hard as the wayside.

(rocky ground surrounds the seed and pulls it down. This is a clear cup of rocky soil set on a table as an illustration) The person that received the seed in rocky places is the one who hears the word and with joy receives it, yet does not have enough earth, soil or dirt for the seed to grow. The seed cannot take root in the heart and it endures for awhile but when trouble, tribulation or persecution comes because of the seed, by and by he is offended and slips away. Others would agree with Jesus' teaching and put it into practice, but if someone laughed at them for doing so, they would soon give up. The "heat" would be too much for them.

(thorny ground surrounds the seed and pulls it down. This is a clear cup of soil with thorns set on a table as an illustration) The seed that was tossed amongst thorny ground is the word which is planted in the heart of someone who hears the word, but the cares of this world and the deceitfulness of riches choke out the word, and the person is no longer walking closely with Jesus. These are those who follow the better way for a little while, but "the cares of the world, and the deceitfulness of riches" choke out their good choices or commitment much weeds choke out flowers or good grain

(good rich soil. This is a clear cup of rich soil set on a table as an illustration) But the seed that was tossed on good ground was the word planted into the heart of a person who would hear and understand what it would mean. The goodness that is produced in their heart brings forth good things one hundred times, sixty times, thirty times more than others. These people would not only accept His message but would try to understand it. They would study it, and think about it, and pray about it. In so doing they would catch a vision of God's wonderful plan to save them, and this seed of love would produce a mighty harvest of good.

Though simple as the story was, not everyone in the crowd caught its meaning. The crowd began to mumble, to murmur, to complain, to praise, to give thanks. Some in the crowd were happy and some were sad. Here and there a man and a woman, a boy and girl, said softly, "He talking about me!" And He was. As He scattered His seeds of love or His word, His hope was that each person would fall into such willing, friendly hearts and bring forth a "hundredfold" to the glory of God.

Living Water

We know the seed is planted in the heart, but what makes the seed grow? What is needed for the seed to grow beside good rich soil – it is fresh living water – water which contains within life giving elements. For a living seed to grow it takes good rich soil and fresh living water. For a person to grow, it takes good rich soil (heart) and fresh living water (reading the word of God (Bible) and speaking to Jesus every day). Remember the woman at the well in the Bible who came just as Jesus was resting. She brought her bucket to fill it with fresh water but what she required was more than the water from deep in the ground to keep her alive, she needed the word that Jesus had to offer and the opportunity to speak with him. Then she ran to tell others of the good news she heard.

Example of Glasses: What is important for the seed to grow – dirt or soil. Show glasses with Sand, Rocks, Thorns, Rich Soil – plant seed and pour water. Ask the kids – can the seed grow after each cup with water. *What were the four types of ground that the seeds fell into? (sandy, rocky, thorny, rich soil)*

Debrief and Summarize: *Which soil produced the best seeds? (the rich soil); What is the seed? (the word of God); What is the soil? (Our heart). What happens to us when we have the word planted deep within the right heart – the right heart is one with Jesus in it? (accept His message and try to understand it, study it, and think about it, and pray about it, try to catch a vision of God's wonderful plan to save us or for our lives, and to produce much good). Which one are you?*

xiv **Optional Activities**

TEAM ---- TOGETHER EVERYONE ACHIEVES MORE

The TEAM concept can be used as a devotional activity to encourage all students in a school to apply the fruit of the spirit when involved in playing sports and in their daily school activities. Cooperation, good sportsman ship is the goal. **This activity creates a win/win situation for both the students and the teachers. Everyone is a winner.**

Explaining and Organizing the class into the TEAM Program

1. Meaning of TEAM – **TOGETHER EVERYONE ACHIEVES MORE**
TEAM --- Means a football, netball, basketball, cricket or other team team –
2. For example: make a line for football team – line up students
 - identify positions (6 positions: CAPTAIN, FORWARDS, MIDFIELDERS, DEFENDERS, GOAL KEEPER, REFEREE)
 - explain what the each position does when playing football
3. Hand out posters with the fruit of spirit and give to each position
 - a. Explain how they demonstrate fruit of spirit during playing and in class
4. As a team we want to score points to see who is the best team at displaying the fruit of the spirit during class and while playing football.
5. This is how you win points:
 - a. Winning game is worth 10 points
 - b. Showing the fruit of the spirit during class and other times in the day – 1 point per day
 - c. Penalties: disrupting, fighting, and stealing as well as other unacceptable behaviours – 5 points per day!!!
6. Earning certificates for virtues of Character.

TEAM Chart

A chart needs to be developed for each team, house or club. Attached is a format that may work, adapt it as necessary.

In the following tracking chart, the M T W T F stands for the days of the week and these can be circled when the child has earned a point. If this format is used then this chart could be used for 3 weeks.

Since honesty is also a goal of this activity if a student cheats when completing the chart he/she loses 5 points as well.

The key to learning and students building a sense of self-worth is to **ENCOURAGE, ENCOURAGE AND ENCOURAGE some more. *Students respond to caring, love, being listened to, being reasonable with them, and being treated with respect more often than to other methods of discipline.***

An idea is to purchase a new ball and write each fruit of the spirit on a ball with the school's name so that the students know that this ball is different and that they are to play according to the fruit of the spirit. Add and adapt the TEAM program sheet as needed.

adapt lessons for age

TEAM ---- TOGETHER EVERYONE ACHIEVES MORE

Everyday each student earns points while playing football, net ball or basketball and demonstrating the fruit of the spirit for their team and in the classroom.

😊 😐 😞	TOGETHER EVERYONE ACHIEVES MORE	Points
😊	Play a football, netball, basketball game	10 for winning team
😊 😐 😞	Practising all 9 Fruit of the Spirit in your school work – LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, FAITHFULNESS, GENTLENESS & SELF-CONTROL). During the school day each student can earn these points individually for his or her team.	1 points per person per day
😞	Fighting, disturbing, arguing or misbehaving, not listening to the teacher in class, dishonesty, stealing etc. Subtract 5 points per person (this counts against the team as well).	Subtract 5 points
😊 😐 😞	Students make a chart to track their school work, points and evaluating themselves.	
TEAM CAPTAINS	At the end of each day add up all the points for the team	
TEAM CAPTAINS	At the end of each week add up all the points for the teams and declare the winner for the week.	
TEAM CAPTAINS	At the end of the month declare the winner of the month and finally declare the winner of the year.	
GOAL	Students learn to evaluate themselves with the guidance of teachers.	
GOAL	During the school day, students should have a productive day in class, a good time; have fun developing positive attitudes, values, good behaviour, virtues of character as well as good sportsmanship skills. It is a win/win situation for everyone. Zero tolerance can be enforced for certain behaviours and students learn that “we don’t do those things (unacceptable behaviours) at our school.”	

Applying the Fruit of the Spirit when Playing Football

- Captain** – (leads or organizes the team) - **applies LOVE**
- Forwards** – (score the goals) - **apply KINDNESS, GENTLENESS**
- Midfielders** – (runners, passing the ball to the forwards) - **apply JOY, GOODNESS**
- Defenders** – (defend the goal) - **apply PATIENCE, FAITHFULNESS**

Goal Keeper – (protect the goal)

- **applies SELF-CONTROL**

Referee's - (enforces the rules of the game)

- **keeps the PEACE in the game.**

Results of Playing by the Fruit of the Spirit and Earning CERTIFICATES

The key goal is students building a sense of self-worth. The way to build self-worth is to acknowledge good behaviour and to **ENCOURAGE, ENCOURAGE AND ENCOURAGE** some more!!! Find the positive in what students are doing and compliment them.

Students respond better to caring, love, being listened to, being reasonable with them, and being treated with respect more often than other methods of discipline.

In the TEAM Program there is potential for:

1. Better *attendance* - Students earn points for their team by being at school
2. Increased *TEAM work results in Cooperation* and reduces fighting and disturbances
3. *Better behaviour* throughout the day
4. *Encouraging* cooperation, listening, being reasonable, respectful, etc.
5. *Enhancing* success in learning, self-evaluation while students are learning to evaluate their behaviours, their successes in a positive way.
6. *Enjoying* being at school, living in peace, harmony and happiness with themselves and others
7. Teachers *enjoying working together with students* – Everyone is a Winner – it creates a “win/win” situation when students are cooperating and happy.
8. *Having a good day of learning* at school with the benefit of enjoying sports activities. Playing football, netball, basketball or other sports becomes a bargaining chip for good behaviour to play.
9. Teachers, children and parents are pleased with *enhancing and applying values and virtues of character*.
10. **Special Needs Students** – encouraging students to read more about their favourite football heroes or their favourite sport. Since their interest lies here, they will make the effort to read. When given more and more reading materials about their favourite sport or a topic of interest it is amazing how easily reading is because their interest and curiosity motivates students. A combination of text and pictures helps as well. Ask students to write about their favourite personality, musician etc. and answer questions.
 - a. Also relating scoring with mathematics helps students to understand various concepts – addition, subtraction, percentages, comparison of scores among teams, graphs etc.
 - b. Use playing the actual game of football, netball, basketball, cricket or other games as a bargaining chip to engage students in learning in competing is reading, writing and other literacy skills. If football is not their sport ask students to find their interests and motivates them to learn a practical skill.
 - c. The more practical and hands-on-learning is the more A-Step students will enjoy and learn it. Students also love competition; therefore set up competitions and allow children to be the organizers and leaders. Invite students to be a leader and organizer of an activity. Divide the students into groups where each group organizes a presentation of a practical skill “how to do something” to the other students.

11. **Rewarding every student with a certificate** celebrating his/her achievements for good sportsmanship encourages and builds positive self-esteem, and pride in accomplishments. Parents are impressed and amazed at the ability and potential of their children and see them in a different light with potential and recognition. Everyone: the child, teachers, school, the family and the community are beneficiaries. Students collect the certificates and hang them up at home creating a sense of self-worth each time he/she sees them. The cost is some paper, some ink, and a bit of time and the results are well worth the effort.
- Children are often looking for love, attention and knowing that someone cares about him/her personally. When children act out at school it is often in response to their problems at home and are seeking attention.
 - Rather than focusing on the negative encourage the positive. Love the children by addressing them by their name, with a tender hand, a caring smile and reasoning with them. Ask students why they did negative, hurtful things to others and if they would like someone to do that to them. Their answer is most often “No”. Then ask the student ‘how they will change to show only positive behaviours?’ Everyone needs to learn to take ownership and be responsible for their own unacceptable behaviour. Ask the child ‘how they will change their behaviour?’ Ask him/her to write up a contract for changing behaviour. Negotiate with the student to come up with solutions. Show that you care about each student. Children need a lot of love and everyone deserves respect. We must also earn our respect through good behaviour.
 - Prizes are the certificates with the student’s name/s or class name on it. Physical prizes are not the goal when students are acknowledged for their efforts and positive behaviours. Students learn that it is the feeling of cooperation, accomplishment, happiness, harmony, unity, joy, peace etc. that come from accomplishments and are the lasting prizes rather than a short-lived candy or toy. Often a pizza party (one slice of pizza) or a special food rich in nutrients is enough as a prize.

NOTE:

- ✓ Please adapt the chart to meet the needs of the students and your school.
- ✓ Individual certificates are given to each student to encourage them when they display strength in certain values or character traits (is a peacemaker, contributing citizen, happy or jovial, faithful, is cooperative, takes leadership, shows good sportsmanship, is trustworthy, a good Samaritan, good-natured, perseveres, reliable, thoughtful, is considerate of others, respects others, is courteous, helps other, cares about others etc.). Each student is at some point acknowledged for excellent traits. Students collect the certificates and are reminded of their attributes, virtues of character and talents. Additionally when children bring home the certificate, parents can also be proud of their child’s accomplishment.
- ✓ Be creative in identifying positives. This can also be done as an appreciation to teachers.
- ✓ Students can also generate categories for certificates for various activities and competitions, etc..
- ✓ Teach students to evaluate themselves and to self-correct. This is often more productive than shouting, shunning, or scolding for poor behaviour. Managing the classroom by walking around

also addresses many issues before they become potential problems. Pray for the child and yourself in the situation.

TEAM CHART

Football/Soccer Games and demonstrating the Fruit of the Spirit in class.

Schedule from to TEAM

1.	Student's Name	☺ Good Behaviour -- Earn 1 Point per Day			☹Subtract 5 points per day for Negative Behaviours			Total Points									
		M	T	W	T	F	F		M	T	W	T	F	F			
2.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
3.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
4.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
5.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
6.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
7.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
8.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
9.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
10.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
11.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
12.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
13.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
14.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
15.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
16.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
17.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
18.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
19.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
20.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
21.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
22.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
23.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
24.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
25.		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
Dates of Games Won (10 points for each win)		Total Points Behaviour															
		Total Points for Games Won															

TEAM

Together Everyone Achieves More

CERTIFICATE OF EXCELLENCE

Name of Student

**has successfully applied the Fruit of the Spirit
while playing and during school time.**

From Date..... to2015

TEAM

Together Everyone Achieves More

CERTIFICATE OF COMMENDATION

Name of Student

**has successfully applied the Fruit of the Spirit
while playing football and during school time.**

From Date..... to2015

THE VIRTUES OF CHARACTER *in alphabetical order*

Lesson # 14 Caring – *Link to Social Studies, Civics, Science, Family Studies Programs*

THEME OF THE WEEK: The Virtue of Caring

GENERAL OBJECTIVE: To discuss and practice caring attitudes and behaviours. Think about: who is it that cares about us most? (Mom, dad, brothers, sisters, uncles, aunts, God etc.?) Think about who and what we need to care about in our own life, our community, family, in our life, and in our school.

EXPLANATION OF THE THEME: Caring means: kind, thoughtful, gentle, considerate, helpful, compassionate, concerned, and loving. We must also care about our self, be clean, tidy, our attitude towards our self and others, how we do our work etc.

The following story illustrates caring. Some section hands on a British railroad found a thrush's nest under a rail. Peacefully sitting on her eggs, the hen was undisturbed by the roar of the fast trains above and around her. Jesus used the carefree attitude of the birds to underscore the fact that worrying is unnatural. I am learning in my own life, day by day, that the worries and anxieties and concerns of the world pass, and nothing but "perfect peace" is left in the human heart. God has taken the responsibility for our care and worry.

As human beings we also have a responsibility to learn to be caring, show how to care and when to care for ourselves and about others, about our environment, our life, our family, our community and our school. If you begin to feel anxious about a situation in life; find a quiet place and tell God how you feel. Pray for a calm spirit, then recall all the times you worried about problems that never occurred. Take caring to another level and do something to solve the problems around you so that you show that you really do care. It is easy to ignore things, but takes effort to care about people and things.

ACTIVITIES AND QUESTIONS:

1. Perform a role play about caring, in your classroom, home, community, or school.
2. Write a poem about caring and what you think caring means, what it looks and feels like.
3. How do we care for people in our community? (tie into everyone's responsibility in Civics and Social Studies programs)
4. What is it about the virtue of caring that makes it so special to us as human beings? As a class discuss and draw conclusions about caring for the following ideas:
 - Make a list with the following headings: How do we show we care? For ourselves, our family, classmates, our school, our environment? Compare and discuss the lists generated in the class.
 - Why do we voluntarily show caring attitudes and behaviours?
 - Why should and do we show caring attitudes and behaviours?
 - How do we feel when we care for or about others? Why do we feel this way?
 - How do we feel when others care about us? Why do we feel this way?
5. How do we show that we care for ourselves and for others? (Love your neighbour as we love ourselves is about caring. Explain what this means.)
 - How can we become better at caring?
 - What does the classroom and the school look like and feel like when students care about each other? (neat, tidy, there is order, happy, respectful, calm etc.)
 - What does the classroom and school sound like when we care about each other? Identify the sounds (Happy, peaceful, respectful, calm, joyful and not screaming, or yelling but friendly voices.... Etc...)
 - How can we become better at caring? What can we do to become better at caring?

xv *Optional Activities*

Applying knowledge, critical and creative thinking skills.

- *Investigate* how different countries understand Caring. How does your country and culture interpret this value of caring? *Analyse* how being caring creates a happy, healthy respectful and safe classroom, school environment and society. *Practice* caring and thoughtful behaviours in your environment. After several weeks *evaluate* how working in a caring environment made a difference in your classroom. Be specific and provide examples. *Describe* how you and your family can contribute to a society by being caring and committed to caring about others.

Debrief and Summarize:

- Discuss why you *support* the value of being caring? In your classroom or with your family *develop ideas about how to treat others in a caring way*. *Describe* what you can do in school and as a family to keep the value of caring a priority where people can live in harmony. *Summarize* what you have learned as a result of this activity.
- Summarize the key concepts discussed in the lesson and ask students to write about what they have learned about peace in their journal.

Lesson # 15 Compassion – Link to Social Studies and Civics

THEME OF THE WEEK: Compassion

GENERAL OBJECTIVE: Discuss what compassion means and apply practical life situations that show compassion.

EXPLANATION OF THE THEME: What is the meaning of compassion? (sympathy, empathy, concern, compassion, kindness, consideration, care, kind-heartedness) is understanding or having empathy for the suffering of others. Compassion is often regarded as emotional in nature. There is an aspect of compassion that has a dimension or a property of “depth, vigor, or passion. A very important phrase to remember is: “Do to others what you would have them do to you.”

ACTIVITIES AND QUESTIONS: *Make Links to Social Studies and Civics*

- Explain for whom you have compassion and why?
- Discuss how compassion is different from caring. Discuss the question: When do you or your family show compassion? Identify different situations at home and in the community. Check the news or the newspaper to see if there are news items where compassion was practiced.
- Teachers and students role model to each other how to be compassionate to others, and not be hard on others. Be respectful of others in all things even if you do not agree with someone.
- Determine a topic for debate in the classroom. Teach the students that at times it is also **okay if people agree to disagree** on certain points of understanding. Learn to love and respect each other as equals because that is how God and Jesus love us.
- Use role play to describe and explain how you show the many forms of compassion? (sympathy, empathy, concern, kindness, consideration, care, kind heartedness, benevolence).
- Discuss the question: When should we show compassion and why?
- Discuss examples about when someone showed compassion to you. Describe how you felt.

WRITTEN ACTIVITIES:

- Make notes to remind yourself about how to be compassionate, loving, kind, respectful of yourself and others.
- Analyze the story about the Good Samaritan in the movie “The Story of Jesus” or read it in the Gospel of Luke 10: 25-37. Discuss all of the ways in which compassion was evident. Also discuss behaviours that illustrated lack of compassion.

Debrief and Summarize: Evaluate your life in the past week and identify times when you showed compassion and times when you wished you had shown compassion. Determine what you can change and then make a resolve to be more compassionate.

^{xvi} **Optional Activities**

Lesson # 16 Being a Contributing Citizen – *Link to Social Studies and Civics*

THEME OF THE WEEK: Being a Contributing Citizen is about being caring and loving to our self and others.

GENERAL OBJECTIVE: to learn about citizenship, responsibility and making contributions to your classroom and school.

EXPLANATION OF THE THEME: WHAT DOES BEING A CONTRIBUTING CITIZEN MEAN?

Analyze whether the following examples fit in to making a contribution? If so, discuss how they fit in? Where might you contribute, how might you contribute - how can you make a difference by being a contributing citizen at home, in the classroom and your school?

- Being helpful, be loving, kind to others and helpful instead of bullying others
- Contributing in your neighbourhood. How could you do this?
- Staying away from and not joining gangs or groups that take advantage of others (discuss how to stay away and not become involved). How can you support each other and contribute to a healthy society?
- Joining community organizations and attending church to help in community activities. Discuss favourite scripture passages that you can depend on to help you become a better person and citizen; especially in difficult situations.
- Helping and respecting each other, elders, be helpful whenever possible
- Helping to solve problems, not creating problems (give examples)
- Being kind to others and get along with others (give examples)
- Praying to God each day and ask Him to help you be a better person
- Not littering at school, in the community, keeping your classroom clean and the chairs in order (how can students show maturity and become leaders in the classroom)

ACTIVITIES:

- Ask students to generate examples about how they can be helpful, contribute, stay on track and continue to become a better person. Discuss cases about what has happened and how a problem was solved.
- Design a writing activity where students write promises they make to the entire class about being contributing citizens. Then share them in class. Make a poster for all to be reminded about their commitment and their individual contribution and responsibility.
- Here's a challenge for each classroom in the school: to design an activity that will encourage the entire school population (each student, each teacher) to become a more responsible contributing citizen.
- The Bible also speaks about citizenship and how to treat others. This is where our moral and cultural values originate. Do you agree with what is being said about another type of citizenship?

In the New Testament in Philippians 3:20 Paul says: ²⁰ But our citizenship is in heaven. And we eagerly await a Savior from there, the Lord Jesus Christ. Being a good citizen also means leading by example and loving others as we love our self. Recall that in Luke 18:9, Luke introduces the parable of the Pharisee and the tax collector like this: "***He also told this parable to some who trusted in themselves that they were righteous, and treated others with contempt.***" It may seem minor at first, but notice that it says that Jesus told this parable **TO** some who trusted in themselves that they were righteous. It does not say he spoke this parable **ABOUT** them. Jesus was looking the Pharisees in the

eye and telling them a parable the implied that they were self-righteous. He was not talking *about* them but *to* them.

Though it may seem minor, it contains a lesson. Let's not talk *to others* about people's faults. Let's talk *to them* about their faults. It is easy - and far too tasty on the tongue of our sinful souls - to talk *about* people. But it is hard - and often tastes bitter - to talk *to* them. When you are talking *about* them, they can't correct you or turn the tables and make *you* the problem. But if you talk *to* them about a problem, it can be very painful. So it feels safer to talk about people rather than talking to them.

But Jesus does not call us to make safe choices. He calls us to make loving choices. In the short run, love is often more painful than self-protecting or conflict-avoidance. But in the long run, our conscience condemns us for an easy path and we do little good for others. So let's not talk about people, but talk to them, both with words of encouragement, because of the evidence of grace we see in their lives, and with words of caution or warning or correction or even rebuke. Paul urged people to "Admonish the idle, encourage the fainthearted, help the weak, be patient with them all" (1 Thessalonians 5:14).

Applying Creative and Critical Thinking Skills: Using one hand, point at someone. While you are pointing look at your own hand – what do you see? Do you see 3 fingers pointing back at you? This tells us that if we point a finger at someone who is doing something wrong we are also pointing back to ourselves saying that we are not innocent either. We have our own mistakes. How does this idea relate to being a responsible contributing citizen?

Debrief and Summarize: What an amazing opportunity we have for developing positive relationships, to be forgiven, to develop a community of people who love to grow in grace and talk to each other rather than about each other. Remember we are to make loving choices and talk to others both with words of encouragement and with words of caution. ***Be a responsible contributing citizen*** and try out the following idea. The side benefit is that friendships develop when we are contributing to things.

Friendship Salads

Using Common Foods with Moringa (maringa) Leaves

Research tells us that there are enough nutrients in a few moringa also (maringa) leaves for our bodies needs for the day. When eating maringa leaves and drinking water afterwards - a sweet taste lingers in the mouth as well as masking the sour taste of tomatoes. Following are recipes that can be made in the classroom to illustrate cooperation and learn some simple skills in incorporating common nutritious foods into the diet. Be creative with the use of the maringa leaves, flowers and seeds. Enjoy them in many ways including adding to sandwiches, to salads as a green, to stews etc.

Friendship Salads

Ask students to bring a fresh vegetable such as lettuce leaves, spinach, cucumber, tomato, carrot, zucchini, cauliflower, green pepper, red pepper, celery or whatever vegetables that they have at home. (Potatoes would not be very good to add.) It need only be a small amount. Students learn to wash and prepare the vegetable. Cut up the vegetables and mix. Add a little salt, pepper, maringa leaves and other spices as desired. Moisten with coconut oil. Add other spices as desired. Share and enjoy.

The same thing can be done with a variety of fruit that is in season such as melons, oranges, pineapple, mango, apples, and coconut oil.

Tomato & Vegetable Salad

Tomatoes – diced or sliced

Cucumbers – diced or sliced

Onions – chopped fine

Garlic – if desired – chopped very fine
 Handful of Maringa leaves
 Coconut oil to moisten

(Other vegetables or spices can be added as well. The cucumbers can be left out if desired. Celery, zucchini or spinach or other vegetable greens can also be used)

Maringa flowers can be added to stewed chicken, sautéed vegetables, tomato sauce for pizza, spaghetti sauce, and any other sauces.

Fresh leaves can be used in place of flowers, or dried leaves can be used in place of fresh leaves. Add the Maringa leaves to any salad, they help to sweeten things a little and take away the sharp or acidic flavour of tomatoes.

Add maringa leaves to callalu which has been sautéed with onions, celery and garlic. The very young pod can be used as a vegetable.

Drying Maringa leaves The best way that I have found for drying the maringa leaves is placing them in a shallow tray (like the tray that meat is packaged on) and place them in the refrigerator until dry. Then put them into a small plastic bag and leave in the refrigerator until you need them. They do not seem to get moldy when dried this way. You might know of a better way.

Carrot Salad

Grated raw carrots (several cups)
 Washed raisins (handful)
 1 Tablespoon of sugar
 Liquid to moisten (coconut water, coconut milk, or cow's milk)
 Mix and serve

^{xvii} **Optional Activities:** for becoming a contributing citizen.

Lesson # 17 Courage – *Link to Social Studies, Civics, Family Studies*

THEME OF THE WEEK: Courage

GENERAL OBJECTIVE: To encourage the students to have courage and do the right thing, to make right choices and decisions. To have the courage to carry on with life no matter what because there is a solution in life to everything if you are determined to work towards it. With God, nothing is impossible.

EXPLANATION OF THE THEME:

Courage is the ability to confront fear, pain, danger, uncertainty or intimidation. Physical courage in the face of physical pain, hardship, death or threat of death, while moral courage is the ability to act rightly in the face of popular opposition, shame, scandal or discouragements. What is courage? Courage is bravery, nerve valour, daring, resolution to do something positive or right in the face of wrong. Once you have your heavenly father in your life things will get better with God's help.

QUESTIONS AND ACTIVITIES: learning about and applying courage:

1. Ask students to think of a person who had courage to do right in the face of wrong. Give examples of how an individual showed courage in the classroom, the school, the community, your culture, your country. What were the results of showing courage?
2. Discuss how to show courage without lashing back or fighting back. (For example show love, caring and concern; say a kind word; have the courage to say "no" rather than conforming to what others

are doing or following others or the crowd). Challenge teachers and students to have the courage to say “NO” to drugs, alcohol and promiscuous behaviour.

3. Have the courage not to be a bully (tormentor, persecutor, oppressor, intimidator, tyrant, appearing to be tough but weak on the inside, not to be an aggressor). A bully often lacks courage and maturity and seeks to use his/her power to intimidate others with various tactics. A bully often has poor self-esteem. The individual needs help because of underlying personal problems that may have been created by the environment in which the individual lives, or people who have mistreated him/her. A bully may be acting out and seeking revenge because of how he or she has been treated by others. A bully lacks courage and often lacks positive communication skills, and may even be a coward.
4. Have the courage not to be a coward (quitter, weakling, deserter, run-away). A coward often does not have courage. Have the courage to stand up for what is right; but also know when the problem is bigger than what you can handle and leave immediately.
 - Have the courage not to fight but stand your ground. Fighting is never a solution. Try to build a situation where each person can win. Make it a win/win situation by being understanding and learning how to communicate in a positive way; therefore solving problems. Jesus talks about turning the other cheek – meaning not fighting back. Luke 6:29 “To him who strikes you on the *one* cheek, offer the other also. And from him who takes away your cloak, do not withhold *your* tunic either.” Also check Matthew 5:39. What is the meaning of all of this?
5. Learn to say “NO” so that people know that you mean “NO”. Say no and leave the situation. Be strong and take care of yourself in a situation of danger and leave. Discuss it after the emotions have cooled down; then deal with the situation in a rational way not when in a state of anger.

Debrief and Summarize: Discuss how you can have the courage to do the right, be kind and do the moral thing rather than to do wrong. Learn to be assertive and not passive and aggressive. (Assertive means standing your ground in a positive way, passive means to let others take advantage of you; aggressive means to use anger or violent behaviour to get your message across to the other person.) Take courage, build a positive life and run from danger.

xviii *Optional Activities*

Lesson # 18 Forgiveness Part I – *Link to all subjects*

THEME OF THE WEEK: Forgiveness

GENERAL OBJECTIVE: To understand what forgiveness is and implement the concepts of forgiveness.

The goal is to identify topics and ideas that can improve student’s behaviour in schools. Spiritual and moral values are easily lost in one generation; therefore, it is important to address teaching the “whole” person by teaching spiritual values, cultural values, moral values and the virtues of the spirit, also known as the virtues of character described in the book of Proverbs, Old Testament, Bible. Much is written in the Bible about forgiveness.

EXPLANATION OF THE THEME: What is forgiveness? Generally, forgiveness is a decision to let go of negative experiences, resentment and thoughts of revenge. Give the situation over to God to help you. This is an act where hurt in the person who has been offended might always remain as a part of your life. Forgiveness can lessen its grip on you and help you focus on other positive parts of life but forgiveness leads to feelings of understanding, empathy and compassion to the one who hurt you. Forgiveness frees the human spirit although the scars of the hurt may remain. Jesus forgave us our sins and He remembers them no more.

Hebrews 8:12 For I will be merciful to their unrighteousness, and their sins and their lawless deeds I will remember no more.”

The Meaning of Forgiveness:

Spiritual Fruit Ministries School Program
Helen M Wall PhD

1. To excuse for a fault or an offense; to pardon.
2. To renounce anger or resentment against.
3. To absolve from a debt

This lesson can be done over two or more class periods and practiced throughout the school year.

ACTIVITIES:

1. For group prayer ask if there is a volunteer who would like to direct the prayers. Students get very excited and want to pray.
2. After explaining the theme about forgiveness, ask since student's love to participate and tell what or who they forgave; why and what happened?

QUESTIONS TO ASK:

- Does your heart tell you that forgiveness is something you need to do in order to feel better about yourself?
- Would you like to ask forgiveness of someone today here in your classroom, a family member, a teacher or a friend? Write out what you would say to the person. Role play forgiveness.
- Do you ask forgiveness and then do the same thing over again?
- Would you like for your sins to be forgiven today? If so, we or I can pray with you.
- How often do you ask forgiveness from God for your sins? Once our sins are forgiven what is our responsibility? (not to continue that behaviour). Look for Bible stories about forgiveness. (Peter, Simon, Nicodemus, The rich man of Lazarus).

WRITTEN ACTIVITIES:

- Write a letter asking forgiveness of someone you did harm or hurt their feelings. Give the letter to the person today.
- Explain the benefits of forgiving someone.
 - Give students home work for next class, such as to: Look up a scripture in your Bible and look up the word forgiveness in your dictionary.
 - Memorize a verse about forgiveness.

SINGING: Ask one or two students to be responsible to lead the class in singing "Amazing Grace".

Debrief and Summarize: Have the courage to ask for forgiveness and make restitution (return or make it right) what was taken, or repair or pay for what was damaged.

^{xix} **Optional Activities and Stories** *What does the Bible say about Forgiveness? See the endnotes^{xx}*

Part II Forgiveness – Forgiving Ourselves and Others

THEME OF THE WEEK: Forgiving Ourselves and Others

MAIN OBJECTIVE: Teaching that we need to forgive ourselves and others and learn from our experience. Discuss what forgiveness is, discuss how and when to ask for forgiveness.

ACTIVITIES AND QUESTIONS:

Written activities and role plays related to students learning how to ask for forgiveness. Observe students and teachers asking for forgiveness from their classmates, and also from their teachers for disrespect and for misbehaviours. Asking forgiveness is something we all have to do. We may have grudges and resentment, and God shows us we need to forgive and not hold it in our hearts. The most important part is that we learn to put it into practice and learn from the situation.

Forgiveness is a basic for living. If we do not forgive, neither will God forgive us. We need to have a forgiving heart each day. An example: After asking what he wanted to be when he grows up, a Grade 1 boy said that he wanted to be a gangster. His parents were on drugs and did not show him love.

He does not have anyone to talk to. He doesn't have anyone to help him. After we prayed for him, all the kids gave him a hug. I told him that he doesn't have to be a gangster because God loves him and we love him too. The students shared about forgiveness and asked one another to forgive them. Behaviour does improve with each lesson.

Forgiveness is very important in life but also makes us vulnerable to others in many ways. We must forgive to move forward, to be happy to love, to get closer to our loved ones and to Jesus. Students find it easy to understand the lesson on forgiveness yet we all need gentle reminders to improve our behaviors, attitudes and love for one another during our entire life. Quietly reasoning with people works the best.

Hurting ourselves and hurting others!

1. How do we hurt others and how do we hurt ourselves at the same time when we say bad things about others, fight with them etc.? Why do we hurt others intentionally? Or sometimes unintentionally?
 - (At some time we have all felt bad, or embarrassed about our behaviours, we have unintentionally embarrassed ourselves and/or others and we have hurt our pride and faith in ourselves. We acknowledge our weakness as human beings, etc.) Our conscience, that God has given us, punishes us too when we do wrong. A still small voice in us tells us that we did wrong – or an inner voice keeps reminding us that we did wrong to others? *If we can find **forgiveness** in our hearts for those who have caused us hurt and injury, we will rise to a higher level of self-esteem and well-being*
 - It is important to know that forgiveness works and why revenge doesn't work. Forgiveness is the act of compassionately releasing the desire to punish someone or yourself for an offense. It is a state of grace, nothing you can force or pretend. There are no short cuts. Some people, wanting to be "spiritual," may have prematurely tried to forgive after someone hurts them emotionally. First, you may feel anger before you can begin to forgive. Gradually guide individuals to the large-heartedness of forgiving injuries either caused by others or self-inflicted.
 - Revenge is the desire to get even when someone does you wrong. It's natural to feel angry, to say "I'm not going to let someone get away with this," whatever "this" is. However, revenge reduces you to your worst self, puts you on the same level with those spiteful people we claim to abhor. Studies have shown that revenge increases stress and impairs health and immunity. The best revenge is your success, happiness, and the triumph of not giving vindictive people any dominion over your peace of mind. Forgiveness refers to the actor not the act. It does not refer to the offense but how wounded the offender maybe.
 - When others harm you, they may be acting out or taking their anger or frustration out on others. Therefore, it is important to see the brokenness and suffering that would make the person want to commit harm. You' do not excuse the behavior or the person returning to it, but if you grasp how emotionally crippled he or she is, show compassion; then you are on the path to freedom.
 - **Forgiveness is a paradigm-shift** from and a solution for transforming anger. It liberates you from the trap of endless revenge so that you can experience more joy and connection. Forgiveness does more for you than anyone else because it liberates you from negativity and lets you move forward. Forgiving might not make anger totally dissolve but it will give you the freedom of knowing you are a person who is caring and compassionate in God's sight.
 - a. Why does this happen? (There is a moral conscience that God has designed in the spirit of each person to know the difference between right and wrong.)
 - b. What should we do about doing wrong? (Admit we were wrong, repent and confess it to God that we were wrong then go and confess it to the other person and ask the person to forgive you. Then make it right by changing our behaviour)

- c. What will we do about this? (Realize we have hurt someone and genuinely ask their forgiveness and tell the person you will not do it again.)
 - d. Behaviour change is necessary.
2. Write a genuine statement of forgiveness. Write in your notebook what you would say to someone who you want to forgive you for hurting them in some way? Also write why you want them to forgive them. (For example: Please forgive me for saying bad things about you to others in the school. I am sorry, I was wrong to say hurtful things about you. I will not do this again because I have learned that this hurt you and other people. I would not like someone to do this to me. Will you please forgive me? Can we be friends again? Thank you.)
 3. Write what you would say to someone who asks you to forgive them. Write it in your notebook. (For example: Thank you for realizing that you hurt me. It hurt me a lot what you said about me and when you tried to pick a fight with me. Yes, I will forgive you. Will you do this again? To me? or to others? ... Thank you. Let's be friends again and kind to each other.)
 4. Now, go and ask forgiveness from someone you have hurt. Describe how it feels to be forgiven.
 5. Did someone ask you to forgive them? How did it feel when you forgave them for the wrong they did?

Debrief and Summary:

- Write about what will you remember about this experience of asking forgiveness and of being forgiven?
- Remember God's forgiveness heals the soul, restores us and when we forgive others it heals us and others.
- How often do you ask forgiveness from God for your sins?

Lesson # 19 Friendliness Part I – Family Studies, Culture, Social Studies

THEME OF THE WEEK: Friendliness

GENERAL OBJECTIVE: To teach the students about friendliness, how to become more friendly and be more respectful of one another. To learn and practice sharing, gentleness with others, having a pure heart, and loving one another.

EXPLANATION OF THE THEME:

Friendliness means: goodwill, kindness, helpfulness, support, care compassion, having the other person's interests in mind. Only friendliness can completely evaporate the poison of hate and anger! The characteristic of friendliness is to promote the welfare of others, its function is to do only good, and its manifestation is kindness, sympathy, and gentleness, the proximate (immediate or adjoining) cause of friendliness is seeing the good aspects of things! The response of understanding compassion is a spirit of friendliness. Discuss the following: friendliness – What can we do to become more friendly and be more respectful of one another?

ACTIVITIES AND QUESTIONS:

1. Role play how you build friendships. Perform a number of role plays to illustrate various ways.
2. Write a friendly letter to someone telling them about qualities of this topic that are important in life.
3. Write a friendly letter to someone who is not your best friend, or someone who you want to learn to like and play with.
4. Write a friendly letter to God/Jesus as your best and forever friend. Discuss why you would **build a friendship with Jesus**. Describe ways in which you can build a deeper friendship with Jesus? What are the benefits of having Jesus as a friend?

Debrief & Summarize: What can students in your class do to become friendlier and be more respectful of one another?

^{xxi} **Optional Activity:** SINGING: Ask one or two students to be responsible to lead the class in singing several songs. **Ask what does the Bible have to say about being a friend and friendship?** See the endnotes for additional references.

Part II Friendship, Friendliness

THEME OF THE WEEK: FRIENDSHIP, FRIENDLINESS

GENERAL OBJECTIVE: For students to learn to be more friendly with one another, to share space, to be nicer to others and to use compliments and positive language rather than use bad words or curse at others; for students to learn to discipline themselves in the use of their language. Many concepts are difficult for students to learn at home because role models are missing.

EXPLANATION OF THE THEME:

Friendliness can completely eliminate the poison of hate and anger! It promotes the welfare of others. Its function is to do only good, and its manifestation is kindness, sympathy and gentleness. An attribute of friendliness is seeing the good aspects or positive side of things. Friendliness means openness, being pleasant, encouraging and acting in ways promoting goodwill, kindness, helpfulness, support, concern, care, compassion, cooperation, and sympathy.

ACTIVITIES AND QUESTIONS:

- Encourage friendship games or playing different sports. Build a new friendship.
- Smile to show friendliness. Do people smile back when you smile at them?
- Practice replacing bad words with words of encouragement and positive words.

As a result of the fun activities some students may gain new friends. Note the special smiles on their faces as they learn to be more patient, friendly and loving to each other.

- It will be very touching watching to see how this program can be a big and positive step forward. When students and teachers practice positive values and virtues of character new skills are learned and everyone benefits. It is encouraging for the students as they look forward to the next class. Teachers can also enjoy seeing the students having fun as they broaden their circle of friends.
- Discuss how students feel in situations where friendliness is practiced rather than dealing with situations of anger, hatred or bullying.
- During prayer time: Ask students to pray about how to be friendlier and making a commitment about how they can be friendly and helpful toward others.^{xxii}

Debrief and Summarize:

Ask students to summarize how they understand what building friendships means and how friendships work. Ask students how they can help create situations in the classroom where friendliness and hospitality are practiced.

Lesson # 20 Good Sense – Link to all Subjects

THEME: Good Sense – what is it?

GENERAL OBJECTIVE: Discover what it means to have good sense or common sense.

EXPLANATION OF THE THEME: Common sense is using logic and reasoning abilities that are friendly, kind, healthy and benefit the situation or person. Good sense is applying the fruit of the spirit

and the virtues of character. Common sense involves doing to others what you would like them to do to you. For example: ask students if they like it when others bother them when watching a movie? Do you want someone to interrupt you or bother you? To poke you, braid your hair or disrupt you in other ways? Then why do you bother other students and disrupt them? It is important to respect another student's right to listen and learn. This would be considered to be common or good sense and what is respectful or considerate of others.

ACTIVITIES AND QUESTIONS:

1. Ask students to name things that would be considered good sense, common sense or common courtesies.
 2. Can being polite be considered a common courtesy? Explain why or why not.
 3. Why do young children find it easy to tell on someone, but do not like it when someone tells on them? Students should learn to "Tell on" someone only when necessary. Telling on each other creates problems and fights. Instead they must learn how to solve problems? A common sense approach and an expectation is to
 - Speak to the person with whom you have the problem and resolve it with them.
 - Be honest, kind and caring about each other.
 - Go to discuss the issues with an adult after you have tried to resolve the problem with the other person. When students tattle or tell on someone and point a finger, they need to look at their hand that has the pointing finger and see that there are 3 fingers pointing back at them. Discuss what the message is here.
- Singing: Ask one or two students to be responsible to lead the class in singing several songs.

Debrief and Summarize: Generate examples or role play situations where good sense has been practiced.

^{xxiii} **Optional Activities:** What does the Bible say about good sense?

Lesson # 21 Honesty – Link to all Subjects

THEME: "HONESTY"

GENERAL OBJECTIVE: To apply the value of honesty is very important. Practice the value of honesty every day. Be honest with others: return things that you know belongs to someone else. Be honest by telling the truth and be honest with God.

EXPLANATION OF THE THEME:

- Honesty is telling the truth; honesty is straightforward conduct – not hiding something, purposely hiding information. Honesty is being sincere, truthful, trustworthy, honorable, fair, genuine and loyal with integrity. Honesty is expected of everyone. Not being honest is also betraying someone. How do you feel when you have been betrayed or deceived?
- Be honest, do your own homework rather than copying the work of others, know that classmates and teachers care and want the best for each one. Being honest, telling the truth; being straightforward in conduct; being sincere, truthful, trustworthy, honorable, fair, genuine and loyal with integrity are what makes a positive and healthy classroom environment.
- Discuss why you it is important to tell the truth in spite of what the consequences might be. (the truth sets you free.^{xxiv})

- Discuss the Story about Zacchaeus in this lesson to discuss honesty. It can be read as a role play or readers theatre. Discuss restitution – making right the wrong that has been done.
- Investigate if there are other Bible stories about being honest (Ananias and Saphira).

ACTIVITIES AND QUESTIONS

Beginning your class with a prayer creates a positive atmosphere.

1. How do you feel when someone has not been honest with you? Does the other person feel the same way when you have not been honest with them?
2. Create an honour code of honesty as a reminder to the student's to be honest.
3. Give a star of honesty for every 5 times they are being honest with oneself, others as well as being honest with your teacher. Write about how you will change your behaviour.
4. Write notes to yourself in your notebook of what you are dishonest about and what you are doing wrong. Write about why weren't you honest with yourself and with others?
5. Do a game of honesty. It's a hiding game of valuable items and seeing who is being honest by returning the items.
6. For home work: Ask the student's to go home and be honest with their parent's and promise to always be honest by telling the truth.
7. Reward honesty. The prize might be a compliment, or a word of encouragement; however, rewarding students for things that should be normal behaviour may not be the best thing to do. Ask students what the best rewards are for being honest and what the ultimate reward is for being honest. Reward them with compliment, a privilege, rather than material things and then the others would want to earn a prize too.
8. To be honest is a conscious, intentional decision or choice that we make. What does this mean?
9. Learn to express yourself positively and honestly as well as critically. Rather than criticizing learn to say positive things about someone; not negative things. Ask students "Would you like someone to do this to you? Why not? If students and teachers practice the values and virtues of character daily amazing improvements in learning and success in school will be evident. "Practice makes perfect".

Story - The Parable of Zacchaeus

Read the Story from the Gospel of Luke The Parable of Zacchaeus Luke 19:1-10

Jesus Comes to Zacchaeus' House

19 Then *Jesus* entered and passed through Jericho. ² Now behold, *there was* a man named Zacchaeus who was a chief tax collector, and he was rich. ³ And he sought to see who *Jesus* was, but could not because of the crowd, for he was of short stature. ⁴ So he ran ahead and climbed up into a sycamore tree to see Him, for He was going to pass that way. ⁵ And when *Jesus* came to the place, He looked up and saw him,^[a] and said to him, "Zacchaeus, make haste and come down, for today I must stay at your house." ⁶ So he made haste and came down, and received Him joyfully. ⁷ But when they saw *it*, they all complained, saying, "He has gone to be a guest with a man who is a sinner." ⁸ Then Zacchaeus stood and said to the Lord, "Look, Lord, I give half of my goods to the poor; and if I have taken anything from anyone by false accusation, I restore fourfold." ⁹ And *Jesus* said to him, "Today salvation has come to this house, because he also is a son of Abraham; ¹⁰ for the Son of Man has come to seek and to save that which was lost." Luke 19:1-11

GENERAL OBJECTIVES:

- Learning the virtues of character and the change in behaviour that is possible when we put our mind to it.
- Applying the learning to one's own situation.

Key Ideas to look for when reading the story.

Spiritual Fruit Ministries School Program
Helen M Wall PhD

- Ask students to look for the key ideas in the story and the virtues of character that Zacchaeus showed before he met Jesus and after he met Jesus.
- What were the changes Zacchaeus made in his character? Discuss the benefits of the changes that he made.
- Ask students to describe the virtues that they feel are evident in their life.
- Ask students which virtues they would like to work at and improve.
- How will we work at the changes in order to make them happen?
- How long might it take to make the changes?

ACTIVITIES AND QUESTIONS:

1. This story is written in a way that student's role play the characters as it is told or read.
2. Discussion
3. Writing and challenging ourselves to make changes in behavior. Explain that this is a lifelong process not an event.

Virtues of Character – Honesty

The Parable of Zacchaeus

Written by Patricia Taylor

Not only did Jesus heal the sick, cleanse lepers, restore cripples, open the eyes of the blind, make the deaf hear, feed the hungry, save the drowning, and raise the dead, but He somehow was able to speak to the inside people's minds and hearts and made them think and act like new men and women. He was indeed the Prince of healers.

Coming out of Jericho one day with a great crowd of people around Him, Jesus' keen eyes caught sight of a very short man running ahead of the crowd. He was not sure who the man was but he saw him running very fast. The man disappeared into the crowd ahead. Jesus continued walking down the pathway and as he continued, he spoke to the people around him. The crowd listened carefully to his words pressing in to get closer to Him. Suddenly Jesus looked up and He saw the little man again. This time He was up in the tree. Here the man had climbed and climbed up a tall tree so that he could see. Jesus continued to walk closer to the town and to the tree.

As Jesus came closer he saw the little man high on a sycamore tree. He knew it was Zacchaeus, the chief tax collector of the district and very rich. He was a man who would rob and steal from the people. There, forgetting his importance, Zacchaeus climbed the tree like a little boy, holding each branch carefully and only looking up. He made himself comfortable in the leaves and branches.

Jesus was glad that such a man as this was interested enough to go to all this trouble just to catch a glimpse of Him as He passed by. The crowd moved slowly on pressing closer to Jesus; some people were shoving so hard just to get closer to Jesus that they were pushing past others to hear him. They were calling out loudly to Him for help. They were calling His name.

As Jesus arrived at the sycamore tree, He stopped and looked up into the face of Zacchaeus. The tax collector was delighted. Here was the great Teacher of Galilee right underneath him, looking up at him – yes, smiling at him! His face had a big smile on it with big eyes watching Jesus walk closer and closer.

Something began to happen inside of Zacchaeus then and there. Surely, he thought, Jesus couldn't be interested in him. Not in a tax collector. Everybody hated tax collectors, he thought. But Jesus was interested in him. So much so that he spoke to him.

To the surprise of Zacchaeus and everybody else around, Jesus said, "Zacchaeus, hurry up and come down from that tree because I am going to your house today. I want to have tea at your house today."

“My house?” asked Zacchaeus, his eyes opening even wider in surprise with a smile stretching from ear to ear. “My house, he gleefully shouted?”

In that moment, he slid down from the tree, ran over to Jesus, and stood beside Him.

“Do come! You are so welcome,” he said, jumping up and down. He stuck his chest out and held his head high, proudly leading Jesus to his home.

The people in the crowd couldn’t understand it. They began to complain, murmur, and grumble that Jesus had left them to go off with a tax collector - of all people they said!

But Jesus knew what He was doing. He could see all the hidden good in this little man, good that was waiting just for God’s love to bring it out.

It was a fine house they went into, one of the best on the outskirts of Jericho. It had a beautiful view over the Jordan valley. Those who were with Jesus, looked around at the beauty in the house and around the yard. Zacchaeus ordered his servants to bring cool drinks and the best of food for his Guest, because he was so pleased that the great Teacher had been willing to come to his home.

Jesus sat together with Zacchaeus in the living room for that afternoon. Jesus spoke to Zacchaeus quietly as if they were friends. What was said between them will never be known but for some reason by the end of the afternoon, Zacchaeus was a changed man.

“Jesus,” he said, “I’ve made up my mind. I’m going to give half of all I own to the poor. And if I’ve ever taken any money from anybody unlawfully, I am going to give it back four times over.” He ran to his special place where he hid his money and pulled out the bag. As he opened it, he ran to the crowd and gave them their money back, even more than they had before. The crowd tried to catch the money as it came their way.

Jesus was delighted. “This day salvation has come to this house,” He said. Then He uttered the words which brought so much blessing to millions of people ever since: “For the Son of man is come to seek and to save those who are lost.” Luke 19:10.

Yes. Rich and poor! High and low! Sick and well! Old and young! The tax collector and those who are taxed! Anybody who is lost, who wants to find the way home to God and heaven, may know that Jesus is seeking him and will save him if he wants to be saved.

QUESTIONS

- What kind of man was Zacchaeus before Jesus came to his house? (a thief, a robber, a man who deceived others, tax collector, rich, wealthy)
- What change do you think happened in Zacchaeus when he spent the afternoon speaking with Jesus?
- How do we know that Zacchaeus was a changed person? (paid back the people 4x more than before and gave half of his wealth to the poor)
- What fruits or virtues did he exhibit in his life to show that he is changed? (love, forgiveness, joy, kindness, faithfulness, goodness, honesty, humbleness, caring, respect, friendliness)
- How did these things (love, forgiveness, honesty, humbleness) get inside of Zacchaeus?
- How can we apply this to our own life?
- Let’s apply these concepts of honesty to our self! Explain how you forgive yourself and others for the wrong things you/they have done? Do you practice restitution? If so, describe how.

Debrief and Summarize: Identify the virtues that are illustrated in this story (honesty, humbleness, caring, respect). Provide examples from the story for each virtue. Generate ways that you can apply these virtues in daily life.

1. How do we forgive others, how do we ask forgiveness when honesty is the issue?
2. How do you show humility? Present role plays contrasting pride and humility, arrogance and humility etc. Demonstrate true humility.

^{xxv} **Optional Activities: Lesson 18 – Honesty**

Lesson # 22 Humility/Humbleness – Part I – Link to all Subjects

THEME OF THE WEEK: Humility/Humbleness

GENERAL OBJECTIVE: to teach students about humility and how to become more humble, but first acknowledge the meaning of humbleness (humility) in order to act as humble people and treat classmates better and family better and with greater respect?

EXPLANATION OF THE THEME: Blessed are the meek, for they shall inherit the earth (Matthew 5:5). *Blessed are the merciful, for they shall obtain mercy* (Matthew 5:7). Humility or humbleness is a quality of being courteously respectful of others. Humility is needed to live in peace and harmony for all persons. Humility means: unpretentious, modesty, meekness, having an unassuming nature, not arrogant or proud. Meek means: humble, timid, submissive, gentle, modest, and compliant.

ACTIVITIES AND QUESTIONS:

1. Sit two students that need to learn humility and are often in trouble together with students who are humble. Encourage students who are in trouble to learn from the other students for a week. Give this as a project for a week and ask students to write down what they have learned. Answer why this is important to learn.
2. Ask each student to write 10 things in a list “How to treat others nicely”. Now ask students to explain why they think these are nice ways to act towards others. Explain how they are willing to change their own behaviours and why?
3. Ask students to describe how they feel when other students are humble and treat them well? Why would they feel this way?
4. Ask students how they are going to accomplish the goals of changing their behaviour and being humble. Ask students to set goals and determine how they will check themselves to see that they have accomplished their goals for being humble.
5. Ask students if their school marks will go up when they practice the fruit of the spirit? Explain why.

^{xxvi} **Optional Activities:** What Does the Bible Say about Humility and being Humble?

Debrief and Summarize: How do we forgive others, how do we ask forgiveness when honesty is the issue? How do you show humility? Present role plays contrasting pride and humility, arrogance and humility etc. Demonstrate true humility.

Part II – Humility

Lesson # 22: THEME OF THE WEEK: HUMILITY – Part II

GENERAL OBJECTIVE: To keep students on the right track and see life in a positive manner. To be humble is important for a successful life. To practice the attributes of humility such as the need to be humble while treating one another kindly by not fighting (especially over one another's snacks or

pencils) but instead share and be humble about it. To learn to love our self and others. To be aware of our behaviour as well as examine oneself rather than overlooking one's faults and correcting them before criticizing and correcting others. To cultivate a good attitude, be honest and conduct oneself in a better way. To be humble in God's sight.

EXPLANATION OF THE THEME: Humility (means to be modest, meek, un-assuming) or humbleness is a quality of being courteous and respectful. It is the opposite of aggressiveness, arrogance and boastfulness. Rather than "me first", humility allows us to say, "No, you first, my friend". Humility is the quality that lets us go more than halfway to meet the needs and demands of others. Ask students to share their opinions about humbleness and knowing how to apply it to daily life. Humility, a humble spirit will take us far. It can help us live longer. Keeping up the good work is very important for both students and teachers. Investigate the promises the Bible makes to those who are humble (see the endnotes)

ACTIVITIES AND QUESTIONS:

1. Discuss why being humble is an important character trait to have?
2. Are being meek and being humble the same thing? Why or why not?
3. Discuss examples from life about humility and share different experiences.
4. Children feel very encouraged when someone takes an interest in them, supports them, notices or talks to them. This too is an act of love, care and humility of the adult towards a child. Children may feel insecure, not worthy, or worthless because of how they are or have been treated by adults.
5. Do we all need to be humble before God/Christ? Explain how we do this. Explain how we learn to be humble and caring towards others. Write about ways that they can practice humility in the next week. Provide evidence of this in action and in writing.
6. Provide time for sports activities with a special devotional. Plan competition games against other schools and practice humility, fairness and good sportsmanship.

^{xxvii} **Optional Activity:** What does the Bible say about being humble? Check the endnotes.

Debrief and Summarize: Ask students to become leaders in behaviour, by reading scripture and contributing a sentence to a group prayer. Children do love to sing and pray about their heart's desires.

Lesson # 23 Listening – Link to all Subjects

THEME: Listening – what does it mean?

GENERAL OBJECTIVE: To learn about the importance of listening and realize that it is a very important skill for life.

EXPLANATION OF THE THEME: What is required of us when listening? [giving respect to the speaker, complete attention to the person who is speaking and being open to hear what the other person has to say]. Listening means to paying attention, heeding (observing, noticing, noting), taking note.

Do you know that the word "listen" and the word "hear" are found in the Bible more than 1500 times? "the biggest complaint in Scripture is that people don't listen to God. It is a freely chosen deafness." *The greatest commandment found in Deuteronomy 6:4-5 is: "Hear, O Israel, love the Lord your God...." The greatest command is to love God, but the command prior to that is to hear or listen. Loving God and loving our neighbour can only happen when we have ears to listen to God speak.*

Think about this for a minute. Is it possible to show love to someone without listening to them? How many times do you hear one person say to the other, "You're not listening to me."

“Being listened to and being loved are so close to the same thing that most people can’t tell the difference.” ^{xxviii}

Some say that listening happens on three levels. And we see these three in the Bible.

1. **The first level of listening** is giving attention to something.
2. **A second and deeper level of listening is absorbing what we hear.** In 1 Kings 3:9 he prayed, “God, give your servant a ‘hearing’ heart.” Give your servant a hearing heart – this is a heart that is not only paying attention to what God is doing, but a heart that is going to absorb what God says so that it fills his being. Later the Bible says that God gave him a “wise and discerning heart”. So we have attention, paying attention, absorption, absorbing what God is saying deep inside.
3. The **third level of listening** puts feet on our ears and moves us to action. God will teach us his ways, so we will walk in his paths. One leads to the other. God’s teaching leads to action. An example is when God speaks and people will take their spears and beat them into gardening tools and people will not fight anymore because God has spoken. This is the third and deepest level of listening. You hear the word and you act.

The one key factor that is often overlooked is WHY we are listening to God speaking to us through the Bible. When we know WHY, we will know how to act when we hear God speak to us. But we must be attentive and be listening to hear him speak to us. Reading the Bible reveals the many promises God has for you.

ACTIVITIES and QUESTIONS:

1. Ask students to work in pairs and take turns being the speaker and the listener. Ask students to tell each other an interesting story that they have heard from their parents or grandparents. How does it feel when others continually interrupt in your conversation? Why do you feel this way? How can you change this? This activity can be used in language arts under the topic of communication and storytelling.
2. Ask all students to sit quietly and listen to their teacher giving their full attention and then responding to questions one person at a time.

Debrief and Summarize: Discuss who benefits when each one listens attentively to the other? Discuss how listening to each other creates a sense of peace harmony and happiness in a classroom? Predict what happen when everyone practices being patient and listening each day until it is perfected.

^{xxix} **Optional Activities:** What does the Bible say about listening? See endnote.

Lesson # 24 Reasonableness - Link to all Subjects

THEME: Reasonableness – what does it mean?

GENERAL OBJECTIVE: To learn about the importance of being reasonable and realize that it is a very important life skill.

EXPLANATION OF THE THEME: To be reasonable means to be: sensible, rational, practical, realistic, judicious, even-handed, and equitable (impartial, just, unbiased). What do these words look like, mean and feel like in the classroom? For example to have reasonable expectations for behaviour and learn what is appropriate for certain age levels of students. To be reasonable is what each individual must learn to do to get along in life with others.

ACTIVITIES AND QUESTIONS:

1. Ask students to work in groups and brainstorm what they think are reasonable rules of behaviour in their classroom for students at their age. Ask students why they feel the rules they developed are reasonable to live by. Debate why classroom rules are reasonable.
2. On a large poster write the suggestions for being reasonable and hang them up in the classroom for all to see and apply.

3. Ask students if someone needs to monitor them for following the rules, or if each one can be trusted to follow rules on their own? Ask students how they want to be reminded about the rules of behaviour they have set up for themselves and their class?
4. Being reasonable has also been referred to as: being mature, making good decisions, being intelligent, and not conforming to the lowest level of a culture.

Debrief and Summarize: Role play situations that illustrate how you show being reasonable; contrast it with situations of being unreasonable in your expectations.

^{xxx} **Optional Activity:** Lesson #21 – Reasonableness – Look up the word reasonable in the Bible. Discuss what the word reasonable means according to Romans.

Lesson # 25 Respect for Ourselves - *Link to all Subjects*

These next lessons include respect for: ourself, others, God's creation, and property.

GENERAL OBJECTIVE: For the students to gain more respect for themselves; who they are as capable people, to grow strong in knowledge, attitudes and behaviour; to know the danger and harm that can come to them and the harm they can do to themselves. For students to decipher values and know that they do not need to conform to the world, but that they can be strong by knowing what is good for them and in their best interests, while being respectful, trust worthy and honest in what they do To know how to become involved in good things in life and therefore be able to stay away from the dangers in the world.

EXPLANATION OF THE THEME: To acknowledge how our life turns out or ends up depends a great deal upon whether we respect ourselves. Respect means: admiration in humility or having confidence in ones sense of value for oneself, having a positive sense of self-esteem, having a high opinion, in a humble way, of oneself in the sense of confidence in ones abilities. Our choices and decisions determine how our life plays itself out. The value of self-respect (sense of worth, dignity, self-esteem, self-confidence) may be something we take for-granted, or we may discover how very important it is when our self-respect is threatened, or that we may lose respect for life when we live in a hostile environment.

WHAT does respect mean?

- Having positive self-esteem or how we think or view our self (Do we have a positive self-image because we know that we are valuable human beings?) God has created us in His image therefore each person is valuable in God's sight. It is important to recognise this and treat ourselves and others with value and respect.

^{xxxi} **Optional Activity:** Read the following verses to the students to help them to realize how much God values us. Having self-worth, thinking of ourselves as worthy of something (we value our self by staying safe, healthy, having good hygiene practices, etc.). Having self-respect, self-worth and making positive choices in life allows us to be content, happy and joyful in life.

Respect also means having a positive view of ourselves and others or an admiration of others because of who they are, and that they too are God's creation.

ACTIVITIES AND QUESTIONS:

1. In your notebook write about how you can or do lose respect for yourself in a hostile environment? Make a chart. In one column list things or behaviours that are not good for developing self-respect

(include behaviours related to your health, your physical, emotional, social, environmental and spiritual well-being). Make another column in the chart itemizing the behaviours that build self-respect.

2. Make a list of things and behaviours that affect accomplishing your school work therefore helping you to build self-respect and a sense of independence and well-being.
3. Answer the question. Is it the negative behaviours in our life that takes away our respect for ourselves? If so why; if not, why not?
4. Make a list of all the positive choices that can enhance your respect for yourself (include your health, your emotional well-being, your family, and good things that affect accomplishing your school work). Write these in a place to remind yourself about making positive choices in life.
5. Describe some of your dreams for your life and explain how you might accomplish them.

Many of the choices we make when we are young affect us throughout life. Be good to yourself, respect yourself and make wise positive choices for life. Proverbs was written by a very wise man and chapters 1 – 5 are about being wise and making wise choices. Read other chapters in Proverbs providing good advice while discovering God's promises to you. Underline these promises so that you will not forget them. You will thank yourself for positive choices throughout your life. Describe what you can do to stay true to your positive choices (make friends who also make positive choices, help others, stay on the straight and narrow way and don't feel that you need to conform to the world etc).

Debrief and Summarize: How will you build your self-respect? Why do you want to do this? (to have a better life, to enjoy the promises that God made to us when we obey his Word.) Choose wisely and build a sense of value and worth for yourself. Begin making positive choices today. God will bless you as you make positive choices for yourself and for Him.

xxxii *Optional Activities*

Lesson # 26 Respecting Others – *Apply in all subject areas, write about it in Language Arts*

THEME: Respecting Others – what does it mean?

GENERAL OBJECTIVE: to learn that it is important to respect others but that we also need to be aware of the evil that may lurk within our self and/or within others. Prevent yourself from being drawn into evil, negative or unhealthy activities.

EXPLANATION OF THE THEME:

Making Positive Choices in Life - You Will Know Them by Their Fruits^{xxxiii}

- Trust your instincts – there are people who try to mislead you, who come to you in sheep's clothing, looking innocent, but inwardly they are like ravenous wolves hoping to side track you or have you join their pack. You will know people by the fruit that they bear or the things they do and how they act. A good (moral, upright, noble, virtuous, respectable, worthy) or healthy person bears good fruit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control); and the virtues (qualities, merits) of character – thankfulness, forgiveness, honesty, humility, reasonable, etc. (A good person wants to do good things. When a tree does not produce good fruit it is cut down and thrown into a fire. We know people by their behaviour and what they do. The fruit people bear tells us a lot about them. Think about what type of fruit you bear in your life. Write about it in your journal.
- If we do not conform to those around us we can be isolated or shunned by our friends or classmates. However, not conforming to negative behaviour, to negative role models or the peer pressure of those who might lead us astray is a blessing because we will not get into trouble at school or be in trouble with the laws of our country. Learning to say and mean "No" is a skill and a benefit to being strong in your resolve for a positive life that is a blessing. In the short term, you may suffer for being good (moral, upright), but in the long run you will be blessed because you stayed away from evil.

Will people harm you for what is good? We do not need to be afraid of people's threats, nor troubled but instead be ready to *give* a defense to everyone who asks you for your reason for the hope that is in you. Tell them with meekness and fear, with a good conscience so when they try to take you down they will realize what they are doing and may be ashamed of their behaviours. It is better, if it is the will of God, to suffer for doing good than for doing evil. 1 Peter 3:15

- We do not need to conform to the world's ways; but we can be transformed and renewed by our faith in God and his love for us. God will guide you, be with you and not tempt you beyond what you are able tolerate. 1 Corinthians 10:13

ACTIVITIES AND QUESTIONS:

1. Ask students about whom they need to respect (teachers, principal, parents, brothers and sisters, friends, relatives, and generally others) and honour (God, Jesus, God fearing parents) in their lives and listen to them carefully. Ask students how they might decipher between those who have good intentions (purposes, aims or goals) and those who do not have good intentions but instead have evil intentions. Learn to tell the difference between good and evil and the consequences of each. Learn how to say "NO" to bad behaviours, to behaviours that hurt you or others – behaviours that are evil.
2. Ask students how they are able to identify those who mean well. And those who are evil.
3. Ask students to read verses in Proverbs that help them to make wise choices and decisions in life for oneself and when being with others. Read about: truth, honest, decisions, motives, listening etc.
4. Being with people who have good intentions or motives and going to places that are safe help you to become the person that you want to be. These motives will help you to bear fruit and implement the virtues of character. Debate this topic in class.

Debrief and Summarize: Describe and explain how you will build your self-respect. Choose wisely and build a sense of value and worth for yourself by making positive choices in your life. Begin making positive choices today. God will bless you as you make positive choices for yourself and for Him. Proverbs provides wisdom when making wise decisions and choices in life. Find God's promises that are identified in Proverbs and Psalms in the Old Testament.

^{xxxiv} **Optional Activity:** *What does the Bible say about respecting others?*

Lesson # 27 Respecting Creation – *Link to Science, Language Arts, Health Classes*

NOTE: *The topic about creation can be made into a series of lessons or a project that is linked science classes, language arts, writing and health education classes.*

THEME: **Respecting God's Creation – what does it mean?**

GENERAL OBJECTIVE: to understand the 'role' or 'job' we have in maintaining God's creation in order to keep ourselves and others happy, safe and healthy. To understand that the world was made for us to take care of and to enjoy. To understand that there is a balance of nature and a cycle of life in all things. God has many secrets that man has tried to uncover or discover. To learn to be a good steward (caretaker) of what God has given us to care for and care about (His creation, our time, talents, skills, money etc.). To investigate the secrets of God's universe by studying the Bible and comparing them to what you learn in science.

EXPLANATION OF THE THEME:

- Discuss and make a list of what a happy and healthy environment looks like. The environment can be your classroom, school, home, community or your country. Make a list of how you can help to maintain a healthy and happy environment in your classroom, home and community.
- Interview your parents, grandparents or someone who makes bush medicine to learn about the different types of bush medicine and for what they are used.

- Discuss and draw pictures or make a list from Genesis 1 about what God created for us to enjoy and to take good care of.
- Ask students “When did man/woman experience weeds and hardship? Why did this happen? (Answer: when Adam and Eve disobeyed God they were sent out of the Garden because of sin. The result was that they would sweat and toil and work the land to survive.)

ACTIVITIES AND QUESTIONS TO ASK:

- Brainstorm the many ways in which you, your classmates, and your teacher can create a healthy and happy world around you, in your classroom; school, home and community. Ask students to select a number of items that can be done to improve and bring about positive changes in their environment.
- Research fruits and vegetables that are an excellent source of nutrients and grows in your country (sour sap, soft sap, maringa, papaya, pineapple, nanoni, nopalea etc.). Amazingly papaya has 81 nutrients. Challenge students to grow plants, vegetables, fruit trees, Maringa trees etc. that can help the family live in a healthy environment. The Maringa tree is also called the tree of life because it contains many nutrients and every part of the tree can be used as food. It also grows very quickly. Find some seeds and plant them. Measure how much the tree grows each week. Eat some of the leaves but be sure to drink water with them – do they taste sweet? Add leaves and flowers to a stew. How do they flavour the stew? Peel and eat some seeds. How do they taste? Be sure to have water close by because they are very sweet.
- Plant vegetables, fruit trees and other plants to help to supplement the meals of your family. Try to grow a variety of foods new to you. Eat meals with a variety of fruits, vegetables and some meat.

Debrief and Summarize: Provide examples of how we can show our respect for God’s creation? Describe how our surroundings will appear when we show respect?

xxxv Optional Activities: In another lesson read Psalm 19 and discuss what it says about the creation of the earth and man. Creation in Psalms also refers to the inner man.

- Ask students to form seven small groups. Give each group a different section to read in Genesis 1.
- Ask students to discuss what they read that is amazing to them. Then read the entire Creation story in Genesis 1. Focus on the first part of verse 31 “God saw all that he had made, and it was very good.” And there was evening, and there was morning—the sixth day. Discuss what God did on the 7th day. Ask why God did this.

Lesson # 28 Respecting Property – *Link to Social Studies, Family Studies*

THEME: Respecting property – what does it mean?

GENERAL OBJECTIVE: Learn to respect other people’s things or belongings.

EXPLANATION OF THE THEME: What does respect mean? (admiration, esteem, reverence, have a high opinion). Respect is an important characteristic for us to have – respect for our self, for others and for belongings. Respecting our own things means taking care of the things that we have and the things that we need to perform our work because if we take care of things they will be useful for a long time. Respecting other people’s belongings means not damaging, destroying or abusing what others own.

Take care of things that others own or allow us to use. If you break something replace it and give it to the owner.

ACTIVITIES AND QUESTIONS:

1. Think about how you would feel if or when others damage your belongings. Discuss why you would feel this way? And, if you do not want others to damage or destroy your property why would you think about damaging or destroying other people's things?
2. Discuss "Do unto others as you would have them do unto you". What does this mean? Is this a good motto to live by? Why?
3. How do you show respect for other people's property? Would you want someone to replace an item if they broke it? Why would you want the person to do this? Would you be willing to replace something that you destroyed and damaged that belongs to someone else? Why or why not?

Debrief and Summarize: Demonstrate respect for others property in class, in the school and in your home. Provide some example.

^{xxxvi} **Optional Activity:** Stories in Matthew, Mark and Luke all speak about the same thing. What can you learn about respect from these stories?

Lesson # 29 Responsibility – Part I – *Link to Social Studies, Family Studies*

THEME OF THE WEEK: Responsibility

GENERAL OBJECTIVE: For students to learn, apply and take responsibility for their actions, behaviours as well as their duties at home and at school.

To be honest and not to lie, but instead to acknowledge full responsibility when wrong or doing wrong.

To realize that what they learn when they are young carries on into adulthood. To learn to be responsible for our actions and to ask forgiveness if we have wronged others, and make restitution.

EXPLANATION OF THE THEME: A responsible person makes decisions and accepts the resulting consequences. A responsible person admits mistakes, takes responsibility for them, asks for forgiveness and **does restitution** (makes the wrong right, repays a debt, returns what was stolen, fixes or replaces what was broken).

ACTIVITIES AND QUESTIONS:

- Discuss the responsibilities that you should have at your age in your classroom, your home, your school.
- Write about how you can be more responsible in all that you do. Do you feel responsible for your behaviour or do you blame others for the things that happen to you? Do you need to better your behaviour? Make recommendations to yourself about what you want to change and become responsible for. Share these commitments with your teacher and one or two of your classmates. Pray and ask God to help you to remember to be responsible for your actions.
- Group sharing – what do you understand about responsibility and how can it makes your life better?

Singing: Ask one or two students to be responsible to lead the class in singing several songs.

Debrief and Summarize:

Write about how you will show responsibility in your school work. Provide detailed information in a checklist that you can use to see how you are doing. After one week evaluate your successes and your progress. Do this for the each week for next 2 months and see if this has become a habit.

^{xxxvii} **Optional Activities:**

Part II – Responsible Communication

GENERAL OBJECTIVES: To put into practice the poem “Responsible Communication” every day. To learn to respect, listen and communicate with others in a proper way. This also affects behaviour.

EXPLANATION OF THE THEME:

What does it mean to be respectful of others, polite, patient and wait until it is your turn to speak so that everyone is not speaking at once? Learn to take turns in a conversation and not dominate it. Being respectful of others is the first step to communicating responsibly and being heard.

ACTIVITIES:

- Read the poem Responsible Communication out loud to the students. Review it with children every day as an important expectation in the classroom. Keep the poster in the classroom to remind students about their responsibility to communicate in a responsible way. Discuss why someone would write a poem like this and why the ideas are important to implement.
- Ask students to read the poem together as a class everyday as a commitment to their classmates.
- Divide the class into small groups of 4 or 5 and assign each group a section of the poem to analyze. Ask students to provide practical examples for their part of the poem and why it is important.
- Groups can perform role plays of poor and good examples of responsible communication.
- Ask students to write this poem in their notebooks so that they can remember how to develop and use proper communication skills throughout life. People will listen when you are organized in what you want to say. When taking turns you can have interesting and excellent discussions.

QUESTIONS and WRITTEN ACTIVITIES: Discuss or write about the following:

- When you use responsible communication skills people have more respect for you and will listen?
- Ask - Do you like it when others interrupt you when you speak? Why or why not?
- Ask - Do you want to be heard when you speak? Do you want to hear what others have to say? Explain why this is the case.
- How will communicating in a responsible way help you when speaking in class, to your teacher, with classmates, friends, and family members?
- How can you politely get attention when you want to speak to the teacher or in class?
- When communicating address the person by name. If teachers know the child’s name and when the child knows the teachers name, respect grows and attention is automatic.

xxxviii *Optional Activities:*

Debrief and Summarize what you have learned. Memorize the poem below and learn to do as you say.

RESPONSIBLE COMMUNICATION

If I wish to be heard
It is my responsibility to listen to others
And consider the opinions of others.
If I wish to be happy and treated with
Understanding

I have the responsibility to
 Be kind and encourage others and not put others down.
 If I wish to be liked
 I must be likeable
 If I wish to be respected
 I have the responsibility to respect others
 Whatever their size, shape, colour or gender.
 If I wish to be safe
 I have the responsibility to
 Make the environment safe for others
 And respect others property.

Lesson # 30 We have been Gifted by God – Part I – Link to all Subjects

THEME OF THE WEEK: God bestows gifts upon us that we can use every day of our life. We are expected to be good stewards of these gifts. One day we will be held accountable for how we have used these gifts.

OBJECTIVES: To discuss and remind us about what it means to be gifted by God and also to be good stewards of the gifts God has bestowed on us.

EXPLANATION: Gifted means: to be talented, skilled, able, exceptional, skilful, extraordinary, remarkable, out of the ordinary... To be blessed by God ... To experience God's favour in our life. What is our responsibility to ourselves and to others when God has blessed us with gifts? This is the theme of our next lesson – Stewardship of the gifts given to us by God. We will learn about how to use our talents and skills voluntarily to help others.

Gifted by God, This section is taken from "Our Daily Bread" <http://odb.org/>

Read: 1 Peter 4:7-11 - New International Version (NIV) - ⁷The end of all things is near. Therefore be alert and of sober mind so that you may pray. ⁸Above all, love each other deeply, because love covers over a multitude of sins. Offer hospitality to one another without grumbling. ¹⁰Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. ¹¹If anyone speaks, they should do so as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever.

Be hospitable to one another without grumbling. —1 Peter 4:7 – 9

The following story is an example of practicing stewardship and hospitality:

A group of us were helping to put together packets of material ... when Corine greeted us. It was mid-morning, and she was sure we must be hungry and thirsty. I told her we were "fine," and she replied, "I know you're fine, but you need something to eat." A few minutes later she came back with cold water and snacks. Throughout the 2 days we were there, Corine came by to check on us, bring us food or water, and take away our trash. On one occasion, I thanked her and said, "You have the gift of hospitality, don't you, Corine!" She looked down and replied, "I don't know. But you write the devotional articles, and I'll clean up. And God will be glorified."

Corine's desire is to bring God glory by helping people. She definitely has the gift of hospitality and practices it well. God has graced each of His children with skills and abilities so that He can minister to others through us. You can find those gifts listed in Romans 12:4-13, 1 Corinthians 12:27-31, Ephesians 4:7-12, and 1 Peter 4:9-11.

The Lord has gifted us "that in all things God may be glorified through Jesus Christ, to whom belong the glory and the dominion forever and ever" (1 Peter 4:11). —Anne Cetas

All followers of Jesus have been gifted in special ways, By grace from God above
Equipped to build and strengthen others in their faith, As well as build and strengthen the church
in faith and love. Fitzhugh (edited). You are one of a kind— designed to glorify God as only you
can. Psalms 63-65; Romans 6

ACTIVITIES AND QUESTIONS:

1. Write and discuss ways in which you and your family can practice stewardship of what God has given you. It may be material or nonmaterial items. For example: using your talents of singing, memorizing, or conserving your resources of: electricity, water.
2. Where and how would you show your gift of stewardship?
3. Think about planting a school garden to grow food that you could share with those in need. Buddy students from different grade levels to work together. Make it an annual event during the rainy season and watch the fruit, vegetables or trees grow. Remember that we plant the seed, we can nurture it by watering it and God will give the increase. Your life will be blessed.

Debrief and Summarize: Write about the gifts God has given you. Why are these special gifts?

Part II – Stewardship

Lesson # 31 THEME OF THE WEEK: Being stewards of the gifts God has given us.

GENERAL OBJECTIVE: Follow-up from the previous lesson and discuss “What is our responsibility to others when God has blessed us with gifts?” We will learn about how to use our talents and skills voluntarily to be good stewards as well as to help others.

EXPLANATION OF THE THEME: A steward is someone who oversees and takes care of things or gifts and abilities. To be a good steward means to be wise in how resources are used. We are to be good stewards of the gifts that God has given us. It means we value the gifts, talents and abilities that God has given us.

ACTIVITIES AND QUESTIONS:

1. Discuss the meaning of stewardship? [being a manager, agent, over seer]
2. Write and discuss ways in which you and your family can practice stewardship of what God has given you. It may be nonmaterial or material: for example: using your talents, skills and conserving your resources such as electricity, water. Provide examples of where and how you would develop the gift of stewardship? How are you a steward of the gifts given to you?
3. We are also stewards of the resources of: money, time, talents, skills, abilities, friendships, natural resources (the earth’s resources). List the resources you have available to you and discuss how to be a good steward of them? Can or do you produce food on the land around your home or your school grounds? Try it and see what happens.

Debrief and Summarize: Analyze and then write about how you are being a good steward of your talents and skills given to you and the resources around you? Plant something for your family to eat.

Lesson # 31 Thankfulness Part I – Link to all Subjects

THEME OF THE WEEK: How to be thankful

GENERAL OBJECTIVES: To understand and practice the importance of being thankful for everything students have. For example: their skills, abilities and what they have accomplished so far, for the good things and the bad things.

EXPLANATION OF THE TOPIC OR THEME: Being thankful is a value that is important to have in a classroom, at home and in society. It is a value that creates a positive environment; especially in a society where people have the value of expecting to receive a return favour. It is important to re-establish in a society the need to say thank you without expecting a return favour. It is important to be satisfied with a “thank you”. It is not always necessary to receive a return favour, but rather to pay it forward and share with someone less fortunate. Sharing and helping are symbols of thankfulness. It is

difficult to have bad things happen to us, but sometimes it is the result of bad decisions or so that we will learn from them.

- It is not necessary nor should it be expected by students to be rewarded with treats or candies or to motivate or encourage them for doing a good job. A positive word or encouragement should be enough. Working hard and doing a good job brings its own rewards of satisfaction.
- To realize that it is God who provides and understand that it is not “luck” when something good happens to an individual.
- Ask: How can we or should we be thankful? Why?
- People with a strong sense of gratitude, love and appreciation don’t necessarily have more than others; they aren’t “luckier”. They may simply recognize and see more beauty in their lives and be happy, content or satisfied with their situation in life. They are not jealous or envious of others and what they have. A study completed in 2003 suggested that people who count their blessings are generally happier and healthier than people who don’t. “If you ever feel as if anything in your life isn’t “enough” try practicing an attitude of thankfulness. You might realize how good you have it after all”.

ACTIVITIES AND QUESTIONS:

1. Take students outside of their classroom and ask them to look around for all that “mother nature has given us” and compare it to other places where there isn’t any natural beauty.
2. Teach student to “look” and “see” with all of our five senses – hearing, seeing, touching, smelling and tasting. We may look at something, but we still may not “see”. To “see” means to concentrate or figure out what is happening in what we are looking at. Sometimes when we are looking for something, it might be right under our nose but we still don’t actually see it. We must look intentionally and with our conscious mind.
3. Ask students to write a thank you letter to someone that they appreciate for being there with and for them. This activity helps students to reflect on and notice what is important to them and then they can also apply appropriate behaviour in responding with thankfulness.
4. Discuss different ways of being thankful – smiling, saying thank you, helping someone who has helped them, helping someone who has not helped them, encouraging, nodding in approval, waving and acknowledging someone. Think about ways in which you can be nice to others.
5. Ask students to practice the value of thankfulness every day. Analyse how the day went when you were thankful? Make thankfulness and politeness an expectation in your classroom. Soon this will become a rewarding habit. Describe what happens when you say thank you when you or someone returns something as small as a pencil to you.
6. Ask students to write and say their own thank you prayer before they eat at lunch.
7. Ask students to pray in class to thank God for specific blessings.

Debrief and Summarize: Follow through on these behaviours until it is a habit and “the way you do things in your classroom”.

Write a letter expressing thanks to a teacher who has helped you. Write another letter to a friend and another letter to a family member.

Optional Activity: Scripture to memorize or review: Psalm 100 – Shout to the Lord for Joy

Part II – Thankfulness

Lesson # 31 THEME OF THE WEEK: Thankfulness

GENERAL OBJECTIVE: To acknowledge that we have to be thankful in life no matter what or under what circumstances because God knows our needs. We need to remind ourselves of our faith and be thankful to Him.

EXPLANATION OF THE THEME: How to be thankful – people with a strong sense of gratitude, love and appreciation don’t necessarily love more than others. They are not “luckier”. They simply

recognize and see more beauty in their lives. Here is a short activity to do Steps: 1. Relax. 2. Live in the moment. 3. Start with your senses. 4. Look around, notice beautiful shapes, colors and details; smell the roses; cherish good humour or lightheartedness in your life. 5. Reflect on how blessed you are. 6. Tell someone for what you are thankful.

ACTIVITIES AND QUESTIONS:

1. Write a thank you letter poem or song to someone for whom you are grateful.
2. Write a thank you letter to God. Thank God in your prayers for his blessings.
3. Sing "Jesus loves the little children, all the children of the world."
4. Plan a week of fun, rejoicing and encouraging each other while enjoying sports. Invite parents and share with them your positive goals in life. Encourage students who excel in their classes and in sports to see if they qualify for scholarships.
5. Encourage students who are struggling, let them know that their efforts will also be rewarded.

Debrief and Summarize: Memorize verses or poems about thankfulness, or write a poem. You can use the ideas from the letters you have written in the last lesson.

Lesson # 32 Unity – Part I – Link to Science, Social Studies, Religious Instruction

THEME OF THE WEEK: Unity

GENERAL OBJECTIVE: to learn about unity as a value that creates harmony in the life of a child, the family, friends, school, and with the teacher. Lack of unity is a separation from others and possibly from life. The Bible speaks about the need for harmony and unity. To function properly a country requires following laws; therefore creating harmony and unity.

EXPLANATION OF THE THEME: Unity is devoted to demonstrating how harmony can be lived every day, in the family, classroom, through the laws of a country and society. The underlying principles of unity teach that each person is a unique expression or creation of God, we are a sacred creation and are worthy of love and respect. Applying the values of the fruit of the spirit and the virtues of character create unity in spirit. The meaning of unity is: agreement, harmony, accord, unison, in union or together, cooperation.

ACTIVITIES AND QUESTIONS:

Five basic ideas or values about unity

1. God is the source and creator of all. Human beings and all living things are wonderfully created by God with unity in mind and to live in harmony. This is why there is a balance in nature. There is no other enduring power; God is good, always present, is everywhere, is all-knowing and is all-powerful.
2. We are spiritual beings created in God's image. The spirit of God lives within each person who has accepted Jesus as their Lord and Saviour. Sin breaks unity and harmony. Because Adam and Eve sinned we are also born in sin. Therefore, to be with God, to live with Him in unity and in eternity we must confess that we have sinned, repent of our sin and accept Jesus as our Lord and Saviour into our heart and life. (John 3:16 & 17). When we accept Jesus, God's son, as our Lord and saviour, our citizenship is in heaven where we will live in unity with Jesus forever.
3. Analyse, compare and contrast earthly citizenship and the citizenship written about in the Bible in Philippians 3:20 where the writer speaks about our citizenship being in heaven, from which we also eagerly wait for the Savior, the Lord Jesus Christ,²¹ who will transform our lowly body that it may be conformed to His glorious body, according to the working by which He is able even to subdue all things to Himself.

4. We create our life experiences through our way of thinking, behaving or acting. There is power in affirmative prayer which brings us in communication with God. The Lord's Prayer is one example of praying in unity. (Matthew 6: 9 – 13)
5. Knowledge of the spiritual principles is not enough, we must live them; this brings unity.

WRITTEN ACTIVITIES:

Analyse the Lord's Prayer. Write out the Lord's Prayer and memorize it. Why is this important prayer? What does it say to us? Why was it written? To whom was it written?

Memorize the Lord's Prayer (Matthew 6: 9 – 13)

⁷ And when you pray, do not use vain repetitions as the heathen *do*. For they think that they will be heard for their many words. ⁸ "Therefore do not be like them. For your Father knows the things you have need of before you ask Him. ⁹ In this manner, therefore, pray:

Our Father in heaven,

Hallowed be Your name.

¹⁰ Your kingdom come.

Your will be done

On earth as *it is* in heaven.

¹¹ Give us this day our daily bread.

¹² And forgive us our debts,

As we forgive our debtors.

¹³ And do not lead us into temptation,

But deliver us from the evil one.

For Yours is the kingdom and the power and the glory forever. Amen.

¹⁴ "For if you forgive men their trespasses, your heavenly Father will also forgive you. ¹⁵ But if you do not forgive men their trespasses, neither will your Father forgive your trespasses.

Optional Activities: Ask the students to search out more information or questions about heavenly citizenship and what it might be like. Memorize: Philippians 3:20 & 21.

Summarize and Debrief: Review applying the values of the fruit of the spirit and the virtues of character that create unity in spirit. What are other ways in which we can honour God's creation? Does planting fruit, vegetables, and trees honour God's creation and what he has given to us? If so, how about planting a garden at home and one at school and see how God will bless you with the increase.

Part II – Unity and Responsible Communication

Lesson # 32 Part II Unity

THEME OF THE WEEK: Unity (Part 2) and Responsible Communication

GENERAL OBJECTIVE: To learn the meaning and examples of unity as it relates to responsible communication and how students can contribute to working together in unity, cooperation and harmony. To be responsible is to be accountable, in charge of ones behaviour.

EXPLANATION OF THE THEME: Unity is important in order to accomplish things. Unity creates harmony (agreement, accord, cooperation, congruence) amongst people who work and live together.

ACTIVITIES AND QUESTIONS:

Discuss how unity is important in the poem "Responsible Communication". Does it create a sense of agreement, harmony, accord, unison, in union or together, cooperation?

1. Ask students: How they can create unity in the classroom? Why is it important to have unity in the classroom? Is unity the same as cooperation and getting along with classmates? How does the poem Responsible Communication create unity?

2. Discuss each paragraph in the poem. To create unity there are rights and responsibilities that need to be acknowledged. For example it is the teacher and each student's right to be heard when they want to speak to everyone in the class. It is then the responsibility for others to be quiet and listen to what is being said.

Summarize and Debrief: Write the poem on a large sheet of paper and hang it up in the classroom. Remind each other in a polite way to create understanding and harmony in the classroom.

xxxix Activities: How is unity linked to wisdom?

A Blessing for Teachers and Students
from Numbers 6:24 – 26 and 1 Thessalonians 5:23 – 24

²⁴ *“The LORD bless you and keep you;*

²⁵ *The LORD make His face shine upon you,
And be gracious to you;*

²⁶ *The LORD turn toward you,
And give you peace.*

²³ *May God himself, the God of peace sanctify you through and through;
May your whole spirit, soul and body be kept blameless at the coming of the Lord
Jesus Christ.*

²⁴ *The one who has called you is faithful.
And He will do it.
Amen*

*Aaronic (Priestly) blessing in the Old Testament – Numbers 6:24 – 26
Blessing in New Testament – 1 Thessalonians 5:23 – 24*

Workshop for teaching “The Leadership Style of Jesus”

Leadership Capacity Development - Three Dimensions of Leadership:

Character
Competence
Communication

Goal: Jesus was and still is the perfect role model of a leader and His leadership style from the point of view of: character traits, competence and communication.

Objectives:

- To watch the DVD “The Story of Jesus” and learn about Jesus as a leader, rabbi/teacher an extraordinary person.
- What can we learn from the leadership style of Jesus in this movie? Use examples from the movie (Gospel of Luke or other Gospels to support your ideas.)
- To identify the **character traits** exemplified by Jesus as a leader
- Who was/is Jesus? What was/is Jesus’ purpose on earth and in heaven? His **competence** includes: His abilities, capabilities, know-how, God his mentor and much more.
- **What was the style of communication that Jesus used?**
- **How do I apply what I have learned** from “The Story of Jesus” to my life?

Agenda:

1. **Watch the DVD “The Story of Jesus”** and learn about Jesus as a leader a rabbi/teacher, as the Son of God. (67 minutes)
 - a. This DVD is a dynamic resource for evangelism, inviting people from ages 5 to 105 to invite Jesus into their life as Lord and Saviour, as the centre of their life, as their “best and forever friend”.
 - b. It is an excellent DVD for discipleship since various segments can be viewed and studied using the Gospels – Matthew, Mark, Luke and John.
 - c. Is a vibrant, action filled visual portrayal to study the leadership style of Jesus. Examining how Jesus led people, lived by example and taught people as a leader and is the purpose of this workshop.
2. **Over view of this workshop you will identify:**
 - a. Jesus **purpose for coming** to earth. What was His motive on earth?
 - b. The **character traits** of Jesus,
 - c. His **competence** and from where His “know how” came
 - d. His **communication** style and characteristics of communication.
 - e. **Application to my life** ... to my learning ...
3. **What can we learn from the leadership style of Jesus?**
 - a. To gain **insights into the leadership style** that Jesus exemplified. Providing examples and scripture references from the DVD “The Story of Jesus” and the gospel of Luke for the following:
 - b. How did Jesus subtly lead and teach simultaneously?

- i. Jesus led by example, stories, and parables – on the job training – it was simple – not complex. (Follow Me and I will make you fishers of men”.
- ii. His twelve disciples (The Gospels)
- iii. The 70 disciples Jesus sent out? [Luke 10:1](#) [*The Seventy Sent Out*] After these things the Lord appointed **seventy** others also, and sent them two by two before His face into every city and place where He Himself was about to go.
[Luke 10:17](#) [*The Seventy Return with Joy*] Then the **seventy** returned with joy, saying, “Lord, even the demons are subject to us in Your name.”
 - i. Ordinary people who came to Him or followed Him,
 - ii. When interacting with children,
 - iii. Those who loved Him,
 - iv. Those who challenged Him,
 - v. Those who hated Him.
 - vi. Jesus as servant leader (Philippians 2) Jesus as a humble leader.

Application: What motivates me to be a leader? How can I apply what I have learned?

4. To identify the **character traits** exemplified by Jesus as a leader:
 - a. Compassionate – towards: children, the sick (physically, spiritually), everyone.
 - b. Exemplifying the fruit of the Holy Spirit – love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control, against this there is no law.
 - c. Colossians 3:12-17 – “clothe yourself ...” metaphors..
 - d. Humility - How did He show humility?
 - e. Servant to all ... available to teach, heal etc.
 - f. Righteous anger

Application: Which character traits are easy to learn, which traits are more challenging for you?

5. **Who was/is Jesus? What was His purpose** here on earth and in heaven? **His Competence** (ability, capabilities, know-how, profile, His motives?)
 - a. What is the context in which Jesus worked? Who He was/is? His purpose?)
 - b. Identify examples of where Jesus’ **Competence** comes from”
 - i. “Jesus is God”; “He and the Father are one”; Jesus referenced “His Father”; His responsibility to His Father; His disciples, to all people on the cross.
 - ii. He went to the wilderness to be taught by His Father
 - c. “His Father sent him”.
 - d. Jesus was on earth to glorify God.
 - i. On the cross: [Luke 23:46](#) And when Jesus had cried with a loud voice, he said, Father, **into thy hands** I commend my spirit: and having said thus, He gave up the ghost.
 - ii. He referenced His Father on numerous occasions
 - iii. The Holy Spirit empowers us (Acts 1: 7 & 8) ⁷ And He said to them, “It is not for you to know times or seasons which the Father has put in His own authority. ⁸ But you shall receive power when the Holy Spirit has come upon you; and you shall be

witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth.”

- e. His ministry of teaching.

Application: how do I apply the learning to my purpose in life, what motivates me in life?

6. What was the style of communication that Jesus used?

- a. What strategies did Jesus use when He taught? (simple everyday metaphors/parables/object lessons)
- b. How did Jesus communicate with other leaders, for example: Pilot, Herod when He was brought before them? (He said little, but let them accuse Him – He was the Lamb of God. A lamb is meek and easily led. He was the Shepherd of people ...)
- c. How did Jesus communicate with the Pharisees and Sadducees?
- d. How did He communicate with ordinary people? What did He say to them, how did He say it? (Mary Magdalene when she came to wash His feet with her tears? Jarius? Zacchaeus? blind Bartimaeus, Simon when Mary was washing Jesus feet with her tears?)
- e. How did He communicate with children? What did He say to them? How did He say it? We are all God’s children – how does He teach us?
- f. Voice – tone, emotions (gentleness with children; harshness with the Pharisees and Sadducees? compassion for Mary Magdalene; patience and persistence with Peter)
- g. What type of non-verbal communication did Jesus use?
- h. Choice of words – simplicity of the message that children could understand it and yet so complex that it confounded the leaders in the synagogue.
 - i. Examples Jesus uses to teach are from everyday living, stories (the good Samaritan, the man who was forgiven much)
- i. Describe the teaching methods and strategies Jesus used with His disciples... - the last supper, Peter & John etc.
- j. How did Jesus communicate with the leaders, to His disciples, to His followers, to the Sadducees and Pharisees.
- k. Provide examples of Jesus applying the fruit of the spirit (Galatians 5:22 & 23) and virtues of character (with courage, honesty, directness) in this DVD.

7. In what ways was Jesus a different leader?

- a. His perfection
- b. He is the Son of God, He and the Father are one, The Holy Spirit in Him. The trinity.
- c. His qualities – character traits, communication method...
- d. Depth of thoughts and understanding ... foretelling the future ... understanding the needs of people
- e. Methods of leading – how did He invite leaders? Other people? What did Jesus expect of people?
- f. Strategies of teaching (parables, stories, object lessons)
- g. Walking around where the people were – with the poorest of the poor, challenging leaders (it was not an office job).
- h. Jesus was a humble leader, a servant leader (Philippians 2). How did Jesus show humility?

- i. Jesus did not do it alone, God the Father helped, but His disciples (the 12 and the 70) and ordinary people were the key players in the stories, the message and the outcome of His leadership.

- i. **How can you as a leader motivate people to become involved?**

- ii. What is your motive for being a leader?
 - iii. Counting the cost of leadership ...
 - iv. Jesus uses ordinary people to do extra-ordinary things.

8. Summary of learning

- a. Key points identified during the workshop...
- b. What did you learn that can be applied or implemented in the schools when you return to school in January?

9. Debrief of the session and conclusions- Write these in your journal:

- a. What did you learn from the movie that helped you to understand the exemplary leader that Jesus was and still is?
- b. Which ideas can you implement in your life from this study that you can apply right now and tomorrow? In your school, in your community?

10. Closing prayer and blessing upon the lives of the student leaders, workshop facilitators etc.

Other Ideas for using the DVD “The Story of Jesus” for children ages 5 to 105.

1. Do a character study of Jesus.
2. Do a character study of Peter
3. Do a character study of Mary Magdalene
4. Show DVD at wakes and funerals

Online resources:

To watch the DVD “The Story of Jesus for Children” – www.jesusfilm.org
www.biblegateway.com has numerous versions for expository Bible study

Download a free copy to your computer: www.MoreAboutJesus.org/A1L

Some suggestions for teaching methodologies and strategies:

1. Group work for each of the topics with the group brainstorming and discussing the topics. Group designates a recorder recording the group’s ideas on a large sheet of paper which is hung up for all to see. A reporter for each group reports to the larger group what was discussed. If each group is reporting on the same topic, then only the new items are reported.
2. Depending upon the time available:
 - a. Jigsaw... one group brainstorms ideas for the topic, the second and third group add to what is already on the sheets of paper. This is done for each topic and uses group intelligence to gather information more quickly. Reporters report the highlights or summarize what was written on their group’s sheet. Then discuss the topics as a larger group. (This increases the pace of the work if time is limited for each group to work through all of the topics.)
3. A spokesperson for the entire group summarizes and reviews key points or points of interest learned during the workshop.

4. Workshop participants are given time to write their learning and highlights in a journal. Each individual write a personal plan for applying some of the learning. This is best done right after the workshop and can also reinforce the actin component of leadership. Journaling throughout the workshop at various points helps participants to remember and apply their learning. It makes learning more practical and productive.

View on Internet “The Story of Jesus for Children” ages 5 to 105 at www.jesusfilm.org

Free download “The Story of Jesus for Children” www.MoreAboutJesus.org/A1L

Searching scriptures: www.biblegateway.com

Junior and Senior High School Lessons and Learning from “The Story of Jesus”

Support your research and your work with references from the Bible.

Language Arts and/or Spiritual Life classes

- a. Complete a character study of Jesus.
 - i. Who is Jesus? What are His attributes as a person, as the Son of God? In the Trinity?
 - ii. How did Jesus change the course of history?
 - iii. What was His purpose on earth and in heaven? What was His ministry about on earth? Why did Jesus come to earth? His personal characteristics, what was His purpose on earth, in heaven?
 - iv. How did Jesus deal with people during His ministry?
 1. Describe the attributes Jesus portrayed as He taught in various situations: miracles (Peter & John Fishing; raising Jarius’ daughter, loaves & fishes, calming the storm, lessons (beatitudes, the soil and the seeds, with Zacchaeus, the Good Samaritan, Peter, Judas Iscariot, the Pharisees, the Temple scene, during the crucifixion, about His resurrection etc).
 - v. Explain and discuss what we can learn for ourselves from these situations, values and stories?
 1. Why is it important to make the decision for ourselves rather than just do what others tell us to do?
 2. The choices you make for yourself will affect you today, tomorrow and your entire life. Is this true or false? Why do you think that. Support your answer with examples from your own experiences.
 3. Apply some of these principles that you have learned today.
- b. Complete a character study on the key characters in “The Story of Jesus” from the Gospel of Luke. Watch the movie again on live stream at www.jesusfilm.org then go to watch children’s movie “The Story of Jesus”. Or you can also go to www.movieberry.org and search for “The Story of Jesus for Children” and download it. It does require a payment of a few dollars.
 - i. Identify the character: - disciples: Matthew, Peter, Mary Magdalene, Zacchaeus, Simon,
 1. Describe the role of the individual in His/her walk with Jesus.
 2. Explain why the person was chosen for the role and the lesson to be learned.
- c. Learn about the culture and history: What did/does the meaning of the death & resurrection of Jesus mean to:

- i. The Jews, then and now?
 - ii. To the Gentiles at the time of Jesus and to us now?
 - iii. To the Messianic Jews then and now?
 - iv. To the gentiles? Who are the gentiles?
 - v. What does it mean to us as individuals?
- d. Study the **metaphors or object lessons** used by Jesus to teach or symbolize values. Describe the details of the metaphor and explain the lessons to be learned.
- i. The soil and the seeds
 - ii. The Good Samaritan
 - iii. Jesus as the sacrificial lamb – after Jesus died animal sacrifices were no longer required. Why?
 - iv. Calming the storm on the sea?
 - v. What does it mean – “Inviting Jesus as Lord and Saviour into our heart and life?”
 - vi. Why do people want to make a decision to follow Jesus?
 1. What does the individual who accepts Jesus as Lord and Saviour experience emotionally, spiritually and in their life on earth?
 2. How is the life of a person who accepts Jesus as Lord and Saviour transformed?
 3. Name the promises Jesus gives to those who invite Him into their heart and life? Use other books in the New Testament to support your answers.
- e. What does it mean - building a personal relationship with Jesus?
- i. Describe how we can build a personal relationship with Jesus? “As your best friend”?
 - ii. What is the commitment or promise we make to Jesus when we decide to be a follower of Jesus?
 - iii. How can you build a personal relationship with Jesus and God? How will it or does it affect your life?
 - iv. What does Jesus teach us about eternity?

Moral Development

List some of the moral values Jesus taught in the DVD? Provide examples of the people Jesus used to teach these values? Describe the person and their behaviour from what the Gospel of Luke says about the individual.

- Examples of values: Honesty (Matthew and Zaccheaus), forgiveness (Mary Magdalene, Peter), kindness (the Good Samaritan), loving our neighbour (the Good Samaritan), giving (the Widow), legalism (the Pharisees and Sadducees),
- Why did Jesus use these particular examples?
- How did Jesus change the course of history?
- How do following these values shape our character, our ethics, our responsibilities, our school, our society.
- Read Proverbs 1 – 6. What does Solomon, the wisest man at the time, tell us about wisdom and making wise decisions? What are the consequences of various behaviours, or decisions?

Laws – the past and today - List the laws of the time and whether these laws are still in effect today. Also discuss why some of these laws are still in effect today, or why they are no longer in effect.

- f. Discuss and explain the laws and regulations from the Gospel of Luke and illustrated in this story of Jesus DVD? For Example:

- i. Paying taxes to Caesar or the government, and giving to God what is God's. Why was this topic such a big issue at the time of Jesus? Is it still a big issue today? Why? What do the laws of your land say about paying taxes?
 - ii. Law for releasing one prisoner at the time of the feast of the Passover.
 - iii. The government taking the census?
 - iv. Making the Temple into a marketplace?
 - v. Discuss why Pharisees and the Sadducees disliked Jesus so much? Who were they? What did they do? What was their stand and why? Who were the Essenes and what did they believe and do?
 - vi. Discuss the words: Jesus as the "King", and the "Messiah" and what it means to the Jews and the Gentiles.
- g. Discuss why tax collectors were disliked. Two tax collectors were described in the DVD – why did Jesus use both Matthew and Zacchaeus as examples. What did Jesus teach us through their examples? Complete a character study of these 2 men. Discuss the lessons we can learn from both individuals?

Religious Education

- h. Numerous **religious events** practiced by the Jews are illustrated in this DVD. Are these events still practiced today, if so why? Or why not? What is the meaning of these religious celebrations?
- i. The Passover - Study the purpose for celebrating the Passover Feast. The original intent was to celebrate the Israelites freedom from Egyptian control and leaving the land of Goshen. The New Testament celebrates the Lord's Supper instead and is a celebration for Christians and Messianic Jews. Discuss how Jesus celebrated the elements of the cup and the bread according to the Gospel of Luke. Describe the details for before supper and after supper in Luke and examine why Jesus did what he did. How and when do you celebrate the Lord's Supper and what does it mean to you? Luke 22:17 – 20.
- j. Resurrection Day – triumph over death – which is today celebrated as Easter Sunday. What were some of the prophecies that were fulfilled in the Old Testament?
- k. Jesus instructing people from the book of Isaiah – why did He use the book of Isaiah?

Moral Values & Practices: What was the lesson Jesus was teaching and why in the following examples?

- l. Giving – the widow's mite.
- m. Forgiveness –
 - i. Do a character study of Peter, Jesus disciple. Who was he, what was his role as a disciple, how did he challenge Jesus, himself?
 - ii. Mary Magdalene – do a character study and explain why Jesus used Mary as an example.
 - iii. Zacchaeus - do a character study and explain why Jesus used him as an example.
- n. Prejudice – Simon when he was at the table with Jesus. What did Simon whisper under his breath? What did Jesus say and mean when he rebuked Simon?
- o. Paying taxes
- p. Helping your neighbour – The Good Samaritan. Why did Jesus use a Samaritan?
- q. Jesus said "It is enough." When Peter & John were catching the fish –What did Jesus mean?
- r. Making choices or decisions – How does Jesus' message affect us when making choices that determine the course of our life, our attitudes and our behaviours? How does believing that Jesus is the Son of God and our Lord and Saviour transform our life? When does transformation of our life happen and how does this happen? Repentance is the moment of change in our life and changing our

ways. We need to ask forgiveness for our sins, believe Jesus is the Son of God, and having faith that God has done that work in our heart. The Holy Spirit changes our life when we give him control. For by grace are you saved, through faith and that not of yourselves; it is a gift of God, not of works least any man should boast. Ephesians 2: 8 & 9.

2. Who was Jesus?
 - The Son of God
 - Part of the Trinity: the Son of God, the Father and the Holy Spirit
 - God in human form – the Jesus in the “flesh” was “the veil” that prevented people from seeing God, (the burning bush was the veil so that Moses did not see God; the angels were the veil when Jacob wrestled with the angels, the angels were the veil when they came to Mary the mother of Jesus to announce that Jesus was to be born, the angels were the veil when God announced to the women at the tomb that Jesus has risen from the dead. If anyone saw God, he or she would die; therefore God placed a veil between himself and man. This veil came in many forms.)
 - What prophecies did Jesus fulfill when He came to earth and died?
 - Describe and explain other ways that God revealed himself to men and women?
3. What do we learn about **leaders and leadership** in the DVD? What do we learn about power, control, meekness, kindness and gentleness as character traits for leaders? The leadership styles of the high priests in the Sanhedrin, Pilot, King Herod, and Jesus?
4. What was **Jesus’ prayer** while He hung on the cross? Why were these words so important? What did Jesus mean? There are multiple meanings – discuss them.
5. How can the **values that Jesus taught change people**, communities, our society and country? Are these changes for the better? If so why?
 - a. The laws of the land
 - b. Women’s role and value as compared to in the Old Testament?
 - c. People on the inside and on the outside?
6. The **Fruit of the Spirit** from Galatians 22 & 23 are values sought after in people and society. Why?
7. What are the **virtues of character** that are sought after by employers? By a democratic society? Name them and describe why these values are important for a healthy society? For citizens of a country?
 - a. What values cause corruption in a person? a society? a country? How can a country deal with corruption?
8. Proverbs describes many elements for making good choices in Life.
 - a. Who was Solomon, what do we know about Solomon?
 - b. Why was the book of Proverbs written?
 - c. How can the wisdom in the book of Proverbs guide you in your life?
 - d. Why are the sayings in Proverbs considered wise? Who is this book written to? And Why.

Running a Successful Business ...

What can we learn from the following examples?

- Zacchaeus – a dishonest tax collector – what can we learn from his story?
- Matthew – a tax collector
- Using the house of God as a market place
- The widow’s mite – giving to others
- Multiplication of the loaves and fishes
- Giving to Caesar what is Caesar’s and God what is God’s – why do we pay taxes? Why should we give to God? Help others.
- Judas – greed – and betraying Jesus

- The sewer and the seed? What kind of soil is (business values) in your heart?
- There may be other examples that can teach us important values in life ... i.e. giving to the poor, being a good neighbor, a good Samaritan ...
- Allow students to search out their ideas and “mine” more examples in the DVD “The Story of Jesus for Children”.
- Read the book of Proverbs to learn about wise business practices and living. Use www.biblegateway.com as a search tool for concepts.

Read Proverbs – The Old Testament – Practical Learning about Living

- a. Begin by studying Proverbs 1 – 5 about wisdom and learning how to live expanding on the characteristics of a wise man and the characteristics of women in the last chapter of Proverbs.
- b. Ask students to study the characteristics of wise living. Read the book of Proverbs.
- c. **Challenge** – be wiser than Solomon by following the advice and wisdom in the Book of Proverbs.
 - What are the characteristics of a wise man – a man you might want to marry?
 - What are the characteristics of a good woman – a woman you might want to marry?

ENDNOTES: Optional Activities

What does the Bible have to say about and supporting activities?

ⁱ **Page 7** For the fruit of the spirit is; love, joy, peace, patience, kindness, gentleness, faithfulness, goodness and self-control. Galatians 5:22 & 23

Character of the New Man - Colossians 3:12-17

¹²Therefore, as the elect of God, holy and beloved, put on [clothe yourself with compassion] tender mercies, kindness, humility, meekness, longsuffering [patience]; ¹³bearing with one another, and forgiving one another, if anyone has a complaint against another; even as Christ forgave you, so you also must do. ¹⁴But above all these things put on love, which is the bond of perfection. ¹⁵And let the peace of God rule in your hearts, to which also you were called in one body; and be thankful. ¹⁶Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord. ¹⁷And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through Him.

Proverbs 11:17 - A man who is kind does himself good, but the cruel does harm to himself.

Luke 6:35 - ³⁵But love your enemies, do good, and lend, hoping for nothing in return; and your reward will be great, and you will be sons of the Most High. For He [Jesus] is kind to the unthankful and evil.

Other references for the fruit of the spirit: 2 Peter 1:5-9

⁵For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; ⁶and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; ⁷and to godliness, mutual affection; and to mutual affection, love. ⁸For if you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive in your knowledge of our Lord Jesus Christ. ⁹But whoever does not have them is nearsighted and blind, forgetting that they have been cleansed from their past sins. (NIV)

The beatitudes in Matthew 5 also address the fruit of the spirit and behaviours within ones character. This activity can be used as a language arts activity discussing it as poetry, defining the terms, discussing metaphors, interpreting and finding literal meanings.

“And seeing the multitudes, He went up on a mountain, and when He was seated His disciples came to Him.

²Then He opened His mouth and taught them, saying:

³“Blessed *are* the poor in spirit,

For theirs is the kingdom of heaven.

⁴Blessed *are* those who mourn,

For they shall be comforted.

⁵Blessed *are* the meek,

For they shall inherit the earth.

⁶Blessed *are* those who hunger and thirst for righteousness,

For they shall be filled.

⁷Blessed *are* the merciful,

For they shall obtain mercy.

⁸Blessed *are* the pure in heart,

For they shall see God.

⁹Blessed *are* the peacemakers,

For they shall be called sons of God.

¹⁰ Blessed *are* those who are persecuted for righteousness' sake,
For theirs is the kingdom of heaven.

¹¹ "Blessed are you when they revile and persecute you, and say all kinds of evil against you falsely for My sake. ¹² Rejoice and be exceedingly glad, for great *is* your reward in heaven, for so they persecuted the prophets who were before you."

ii Additional Hints for Teaching Lessons with Optional Activities

1. Select a theme or one value per week and practice it faithfully for behaviour change. Behaviour change begins in the heart with the will to want to be a better person. Accepting Jesus as Lord and Saviour into ones heart and life is often a first step for behaviour change. Jesus transforms the heart and the desires of a person creating within the individual a desire to want to be a better person.
2. Repeat the same theme or value until the students are able to do it to the best of their ability. Ask students to remind themselves, to pray to ask Jesus to help them and remind the students to practice the particular value as often as necessary. Some lessons have 2 or 3 parts to them.
3. Begin your class with a prayer and you will be amazed how students enjoy praying out loud and feel a need for prayer. A time for silent prayer will also help students to identify their needs to Jesus/God and establish their friendship with Jesus their best and forever friend. It will also help students to focus on their need for help in all that they do, their behaviour, school work and physical needs. Silent prayer is appropriate when there are a number of religions represented in the classroom.
4. Students enjoy participating and telling about their experiences, answers to prayer, asking for advice or just needing someone to talk to. Students living in hostile environments will especially appreciate the caring, although they might appear outwardly strong with harden feelings; but deep down they are waiting for someone to take a few minutes from their busy schedule to listen to them and show them love and care. Let the students know that God loves them and that nothing is impossible for God to solve if they trust in Him.
5. Discuss each theme with students allowing them to feel free to open their feelings to you because some students are hurting emotionally, physically, spiritually, and morally. Listen carefully before advising. Assist students in understanding the values and virtues of character that are being taught. This will help the students for a lifetime, let them see a brighter future and that life is worth living when they are living it for the Lord Jesus. Jesus can be their guide by their side when they build a friendship with Him. Reading the Bible to discover who Jesus is and learn about God's promises to us is a lifelong process that helps to build a life with joy in it.
6. Listening to students with a loving and caring heart shows affection toward them.
7. Ask students to do homework such as: looking up scripture verses to support the values they are learning and encouraging them to hide God's Word in their heart (memorizing scripture.)
8. For optional Activities: Have a set of Bibles in the classroom for students to use in class.

Building Leadership Skills

1. Invite students to become leaders in the prayer time and reading scripture at the beginning of the class or other responsibilities.

2. Encourage students to take turns so that many students have the opportunity to develop leadership skills and take ownership for their own learning. Applaud and congratulate students who lead the class activities. Encourage all students for their efforts.
3. Ask students if they go to Sunday school and if not, help the students find a Sunday school at a Bible believing church, one that uses only the Bible. Go to #3 in the Introduction.

iv **Lesson # 4 – Faith and Faithfulness *Optional activities*** to support the lesson. Joseph and Daniel were also found to be faithful servants, gaining the respect of the king, and were given great responsibilities.

v **Lesson #6 – Goodness – *Optional Activities*** Songs To Sing

God is so good ... He's so good to me...

Scripture Verses to memorize: New King James Version (NKJV)

Psalm 23 - The **LORD** the Shepherd of His People - A Psalm of David.

The LORD *is* my shepherd;

I shall not want.

² He makes me to lie down in green pastures;

He leads me beside the still waters.

³ He restores my soul;

He leads me in the paths of righteousness

For His name's sake.

⁴ Yea, though I walk through the valley of the shadow of death,

I will fear no evil;

For You *are* with me;

Your rod and Your staff, they comfort me.

⁵ You prepare a table before me in the presence of my enemies;

You anoint my head with oil;

My cup runs over.

⁶ Surely goodness and mercy shall follow me

All the days of my life;

And I will dwell in the house of the LORD

Forever.

What does the Bible say about goodness?

1. Creation EXHIBITS **The goodness of God (Psalms 33:5)**
2. **GOODNESS OF GOD (Exodus 33:19;34:6; Deuteronomy 30:9; 1 Chronicles 16:34; 2 Chronicles 5:13;7:3)**
3. Delighting in God , the SAINTS' EXPERIENCE **The goodness of God (Nehemiah 9:25)**
4. When the Israelites journey through The Desert » **Constant goodness and mercy of God to them during (Psalms 106:10,43-46;107:6,13)**
5. Devotedness to God - **The goodness of God (1 Samuel 12:24)**
6. The Earth DESCRIBED AS **Full of God's goodness (Psalms 33:5)**
7. Fear, Godly, MOTIVES to appreciate **The goodness of God (1 Samuel 12:24)**
8. **Evidence of the goodness of God (Acts 14:17)**
9. Joy Of the SAINTS IS a **manifestation of goodness (2 Chronicles 7:10)**

Spiritual Fruit Ministries School Program

Helen M Wall PhD

10. Pardoning us EXHIBITS THE **Goodness of God (2 Chronicles 30:18; Psalms 86:5)**
11. Praise IS DUE TO GOD ON ACCOUNT OF **His goodness (Psalms 107:8;118:1;136:1; Jeremiah 33:11)**
12. Praise **God's goodness to righteous men (Psalms 23)**
13. Preciousness of Christ ON ACCOUNT OF HIS **Goodness and beauty (Zechariah 9:17)**
14. Rain exhibits GOD's **goodness in giving (Acts 14:17)**
15. WE SHOULD BE LED TO Repentance, BY **The goodness of God (Romans 2:4)**
16. Self-righteousness » THEY WHO ARE GIVEN TO » **Proclaim their own goodness (Proverbs 20:6)**
17. Thanksgiving SHOULD BE OFFERED **for the goodness and mercy of God Psalms 106:1;107:1;136:1-3**
18. Trust **the goodness of God (Nahum 1:7)**
19. THEY WHO ENGAGE IN Waiting Upon God **Experience His goodness (Lamentations 3:25)**

vi

Optional Activities – Joy Lesson #7: Do you have the joy of Jesus in your heart? The love of Jesus can put a smile on our face. Jesus can be your personal Lord and Saviour, your best and forever friend. He can put a smile on your face because He gives you a joy that no one can take away. People may at times make you miserable, but they can never take away the joy that Jesus put into your heart.

Where do we find this wonderful joy? 1) Reading the Bible gives us joy. 2) Knowing and believing that Jesus has washed our heart clean from all of our sin and for us to continue to live a life that honours and glorifies God in the best way we know how. 3) Continuing to get to know Jesus better as our best and forever friend. 4) We can get to know Jesus by studying the Bible, praying to Him, telling others about Him, attending a Bible believing fellowship, and by honouring and serving God.

- Sing a **chorus “I got Joy in my Heart” and “Happy Am I” from the previous lesson about joy.**
- **Find scripture verses that talk about gladness (also listed in previous lessons). Read the following:**

Psalms 100 - (Memorize or hide God's Word In Your Heart)

Shout for joy to the Lord all the earth
 Serve the Lord with gladness
 Come before him with joyful songs.
 Know that the Lord is God
 It is He that has made us, we are His
 We are His people, the sheep of His pasture.
 Enter His gates with thanksgiving and His courts with praise.
 Give thanks to the Lord, praise His name for the Lord is good and
 His Love endures forever and
 His faithfulness continues through all generations.

What does the Bible say about joy? Find it in the endnotes.^{vi} Nehemiah 8:10 “Do not sorrow for the joy of the Lord is your strength”.

We are reminded to rejoice in our salvation. Psalms 51:12 “Restore to me the joy of your salvation”.

vii

Lesson #7 – Part III - Joy

GENERAL OBJECTIVE: to understand how we can feel joy in our hearts.

- To understand how the Lord helps us to have joy in our hearts.
- To feel real joy in our hearts.
- To acknowledge what the real difference is between joy and happiness and to feel joy in your hearts.

EXPLANATION OF THE THEME:

We may feel happy for some things – but does that happiness endure or stay. Often material things make us happy – but it may only be for a very short time. Joy is something that endures in our hearts and life. Joy is an emotion that is deeper in our spirit and others cannot take it away for us. Others can make us miserable or frustrate us, but they cannot take away the joy in our heart – because it is Jesus who puts the joy in our heart.

If you don't feel joy in your hearts how can we feel joy? Accepting Jesus as our Lord and Saviour by faith puts joy in our heart because our sins are forgiven, they are blotted out, we are clean just as the Bible has promised. This joy will last a life time where material things may only give happiness for a time.

True joy comes into our life when we accept the goodness of God and what he has created for us and that he has a plan for us to have deep joy throughout our life. The joy comes when we repent of our sins, Jesus lifts the burden of sin away from us and we believe he has done it and we accept it by faith. The sins are washed away with the precious blood. If you genuinely invite Jesus into your heart you will always feel joy in your heart even though life may not always be easy.

ACTIVITIES AND QUESTIONS:

- Look up the following scriptures that speak about joy and hide it in your heart. Memorize the verses that encourage you one the ones that you like best.
- Form students into groups and discuss how you know that you have true joy in your heart. Discuss: Joy comes from the heart and only God can give us genuine joy.
- **Look up what the Bible says about finding joy in our heart and life.**

viii

Lesson #7 Joy - Part II - What the Bible says about Joy (page 16)

Psalms 5:11 But let all those rejoice who put their trust in you; Let them ever shout for **joy**, because you defend them; Let those also who love your name Be **joyful** in you.

Psalms 16:11 You will show me the path of life; In your presence *is* fullness of **joy**; At your right hand *are* pleasures forevermore.

Psalms 33:3 - Sing to Him a new song; Play skillfully with a shout of **joy**.

Psalms 42:4 - When I remember these *things*, I pour out my soul within me. For I used to go with the multitude; I went with them to the house of God, With the voice of **joy** and praise, With a multitude that kept a pilgrim feast.

Psalms 95:1- 2 [*A Call to Worship and Obedience*] Oh come, let us sing to the LORD! Let us shout **joyfully** to the Rock of our salvation. Let us come before His presence with thanksgiving; Let us shout **joyfully** to Him with psalms.

Psalms 96:12- Let the field be **joyful**, and all that *is* in it. Then all the trees of the woods will rejoice before the LORD.

Psalms 98:4 - Shout **joyfully** to the LORD, all the earth; Break forth in songs, rejoice, and sing praises.

Psalms 98:8 - Let the rivers clap *their* hands; Let the hills be **joyful** together before the LORD,

Psalms 105:43 - He brought out His people with **joy**, His chosen ones with gladness.

Proverbs 12:20 - Deceit is in the heart of those who devise evil, But counselors of peace have **joy**.

Proverbs 14:10 - The heart knows its own bitterness, And a stranger does not share its **joy**.

Proverbs 15:21- Folly *is joy* to him who is destitute of discernment, But a man of understanding walks uprightly.

Proverbs 15:23 - A man has **joy** by the answer of his mouth, And a word *spoken* in due season, how good *it is!*

Ecclesiastes 2:26 - For *God* gives wisdom and knowledge and **joy** to a man who *is* good in His sight; but to the sinner He gives the work of gathering and collecting, that he may give to *him who is* good before God. This also *is* vanity and grasping for the wind.

Luke 15:7 - I say to you that likewise there will be more **joy** in heaven over one sinner who repents than over ninety-nine just persons who need no repentance.

Luke 15:10 - Likewise, I say to you, there is **joy** in the presence of the angels of God over one sinner who repents.”

Jude 1:24 [*Glory to God*] Now to Him who is able to keep you from stumbling, And to present you faultless Before the presence of His glory with exceeding **joy**.

Scriptures For Glad...

Psalms 64:10 The righteous shall be **glad** in the Lord, and trust in Him. And all the upright in heart shall glory.

Psalms 118:24 - This *is* the day the Lord has made; We will rejoice and be **glad** in it.

Psalms 122:1 - [*The Joy of Going to the House of the Lord*] I was **glad** when they said to me, “Let us go into the house of the Lord.”

Psalms 126:3 - The Lord has done great things for us, *And* we are **glad**.

Proverbs 10:1 - [*Wise Sayings of Solomon*] A wise son makes a **glad** father, But a foolish son *is* the grief of his mother.

Proverbs 12:25 - Anxiety in the heart of man causes depression, But a good word makes it **glad**.

Isaiah 52:7 - How beautiful upon the mountains Are the feet of him who brings good news, Who proclaims peace, Who brings **glad** tidings of good *things*, Who proclaims salvation, Who says to Zion, “Your God reigns!”

ix

Lesson #8 Kindness

- Write about why is it important to be kind? (it makes for happier relationships; we also want others to be kind to us; the Bible has advise for us in Ephesians 4:32 And be kind to one another, tender hearted, forgiving one another, even as God in Christ forgave you.

WRITTEN ACTIVITIES:

- In your Bible look up: Ephesians 4:32 “And be kind to one another, tender hearted, forgiving one another, even as God in Christ forgave you.” Discuss with other students what the verse means and make a list of what this means and discuss how you can be kind during each day at school, at home and towards others in society. Practice kindness and write about what you did, why, and how it made you feel.
- Discuss the metaphor “putting on the clothing of kindness” or other fruit of the spirit in Colossians 3:12 – 17.

Character of the New Man

¹²Therefore, as the elect of God, holy and beloved, put on [clothe yourself with compassion] tender mercies, kindness, humility, meekness, longsuffering [patience]; ¹³bearing with one another, and forgiving one another, if anyone has a complaint against another; even as Christ forgave you, so you also must do. ¹⁴But above all these things put on love, which is the bond of perfection. ¹⁵And let the peace of God rule in your hearts, to which also you were called in one body; and be thankful. ¹⁶Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord. ¹⁷And whatever you do in word or deed, do all in the name of the Lord Jesus, giving thanks to God the Father through Him.

Proverbs 11:17 - A man who is kind does himself good, but the cruel does harm to himself.

Luke 6:35 - ³⁵But love your enemies, do good, and lend, hoping for nothing in return; and your reward will be great, and you will be sons of the Most High. For He [Jesus] is kind to the unthankful and evil.

- Identify stories in the Bible that illustrate kindness (miracles of Jesus, the Good Samaritan). Write about it and share it with someone.
- Role play the story of the Good Samaritan - Luke 10:25-37

SONGS TO SING: Ask students to suggest songs about kindness or students write a poem or story about kindness.

^x **Lesson #9 – Love “Jesus Love”**

GENERAL OBJECTIVE: for students and youth to understand what “Love” means; all of the different kinds of love that exist. But mainly to know and understand that our first love is our Saviour Jesus Christ and to know that He loved the world so much that He gave His only begotten son to die on the cross for us. Because Jesus died on the cross He gave His life to save us from our sin and eternal damnation. Because Jesus forgives us our sins He gives us eternal life in order to be with Jesus one day. John 3:16 & 17

^{xi} **Lesson #9 - Love**

- Discuss the types of love from the Bible: Matthew 22:37-39; John 21:15
- Why does Jesus love us? (God has created us and cares about each of us, each one of us is a special creation and he is happy with it.)
- Write a poem describing the love you have for Jesus, your best friend.

SONGS TO SING: His Banner Over Me is Love; Jesus loves me this I know; Jesus loves the little children

- Write a memory verse from the Gospel of John; I Corinthians 13, or in Genesis where the Scripture speaks about God's love.
- Discuss John 3:16. This is the ultimate form of love shown by God that He gave His only son to die for our sins. He is the only one who has ever done this for mankind. No other god's in other religions have done this for their believers. 1 Corinthians 13:1-13 is a chapter expressing the special love that we need to develop for our neighbor. Who is our neighbor? Everyone is our neighbor. How can we show this kind of love? Colossian 6: 12 – 17 also speaks about clothing ourselves in the fruit of the spirit in Galatians 5:22 & 23.

^{xii} **Lesson #10 Stories about patience in the Bible**

There are many examples of people in the Bible who needed to exercise patience: Sarah and Abraham waiting for many years before Isaac was born; Job before his prayers were answered; Simeon waiting to see the Messiah; Hannah for the son she wanted. Are there other stories where people exercised patience?

Sarah waited until she was 90 years old when her son Isaac was born. Job had to be patient as God taught him through some very difficult time and to lessons in life. We are waiting for Jesus the Messiah to return.

Joseph was patient while he endured hardship when his brothers sold him, when he was in prison even though he was falsely accused. Yet he showed love towards God in spite of his hardships.

Job was a patient man in spite of his children dying. Job waited for God and God renewed him and he was blessed more than before.

^{xiii} **Lesson #11 Peace**

Praying to God gives us a peace that passes understanding and renews our heart and mind. Since God searches our hearts and minds (Jer. 17:10), He sees and hears every prayer—even the ones that never escape our lips. His all-knowing nature makes it possible for us to pray with full confidence that He will hear and answer (Matt. 6:8 & 32). Because of this, we can continually praise God, ask Him for help, and thank Him for blessings—even when no one else can hear us. —Jennifer Benson Schuldt

Sweet hour of prayer! Sweet hour of prayer! That calls me from a world of care, And bids me at my Father's throne. Make all my wants and wishes known. God fills our heart with peace when we pour out our heart to Him.

Read the story about Hannah in 1 Samuel 1: 9-20 and learn how Hannah trusted God and had peace in her heart and God answered her prayer.

SCRIPTURE VERSE TO HIDE IN YOUR HEART: John 14:27 - Peace I leave with you, My peace I give to you; not as the world gives do I give to you. Let not your heart be troubled, neither let it be afraid.

SONGS TO SING:

I've Got Peace Like a River

xiv Lesson #9 What kind of soil is in your heart

SCRIPTURE VERSE: Deuteronomy 4:29 – But if from there you seek the Lord your God, you will find Him if you seek Him with all your heart and with all your soul.

But the fruit of the spirit is love, joy, peace, longsuffering, gentleness, goodness, and faith. Meekness and temperance to which there is no law. Galatians 5:22 & 23

I wait for the Lord, my soul waits, and in His word I put my trust. Psalm 130:5

SONGS: O Be Careful Little Eyes; Happy All the Time; Jesus Loves Even Me; Down in My Heart; The B-I-B-L-E

xv Lesson #14 Caring

Trust and Obey for there is no other way to be happy in Jesus than to trust and obey, and put your time and action into helping others as you walk with the Lord. The Lord Jesus can be your best and forever friend by getting to know Him when reading and studying the Bible, praying, telling others about Jesus and by going to a Bible believing church or fellowship. (Sing the song: "When we Walk with the Lord")

LET GO, LET GOD, He is more than able, He is abundantly able. Be blessed, remember to tell someone about the goodness of Jesus, and that He is Lord.

Songs: Words, music and audio are found on this website.

Let's Honour with Manners – music and words found at <http://www.hymnal.net/en/hymn.php/c/14>

Friends – (how to behave with friends) <http://www.hymnal.net/en/hymn.php/c/70>

This is the day – that the Lord has made – we will rejoice and be glad in it....

<http://www.hymnal.net/en/hymn.php/c/4>

- Find stories in the Bible about people who cared about others: Nehemiah, David, Moses, Jesus, Paul

xvi Lesson # 15 Compassion

Memorize: John 3:16 & 17 - ¹⁶For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life. ¹⁷For God did not send His Son into the world to condemn the world, but that the world through Him might be saved.

- Teach the students about God's compassion on us when Jesus died on the cross for our sins (John 3:16 & 17 - ¹⁶For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life. ¹⁷For God did not send His Son into the world to condemn the world, but that the world through Him might be saved.)
- Read the scripture about the Good Samaritan again. Remind students about seeing the DVD "The Story of Jesus and ask them to tell you what they remember about the movie clip. Then ask one student to read the story. At the end of the discussion ask students to **describe the various traits of compassion** and write them in the back of their scribbler.

xvii Lesson #16 Being a Contributing Citizen

John 13:34 A new commandment I give to you, that you **love one another**; as I have **loved** you, that you also **love one another**.

John 13:35 - By this all will know that you are My disciples, if you have **love for one another**."

Romans 12:10 - *Be* kindly affectionate to **one another** with brotherly **love**, in honor giving preference to **one another**;

Romans 13:8 - [*Love Your Neighbor*] Owe no **one** anything except to **love one another**, for he who **loves another** has fulfilled the law.

Ephesians 4:2 - with all lowliness and gentleness, with longsuffering, bearing with **one another in love**,

Spiritual Fruit Ministries School Program

Helen M Wall PhD

1 Thessalonians 3:12 - And may the Lord make you increase and abound in **love** to **one another** and to all, just as we *do* to you,

1 Thessalonians 4:9 [*A Brotherly and Orderly Life*] But concerning brotherly **love** you have no need that I should write to you, for you yourselves are taught by God to **love one another**;

Hebrews 10:24 And let us consider **one another** in order to stir up **love** and good works,

1 Peter 1:22 - [*The Enduring Word*] Since you have purified your souls in obeying the truth through the Spirit in sincere **love** of the brethren, **love one another** fervently with a pure heart,

1 Peter 3:8 - [*Called to Blessing*] Finally, all of you be of **one** mind, having compassion for **one another**; **love** as brothers, *be* tender-hearted, *be* courteous;

1 Peter 4:8 And above all things have fervent **love** for **one another**, for “**love** will cover a multitude of sins.”

1 Peter 5:14 - Greet **one another** with a kiss of **love**. Peace to you all who are in Christ Jesus. Amen.

1 John 3:23 - And this is His commandment: that we should believe on the name of His Son Jesus Christ and **love one another**, as He gave us this commandment.

1 John 4:7 - [*Knowing God Through Love*] Beloved, let us **love one another**, for **love** is of God; and everyone who **loves** is born of God and knows God.

1 John 4:11 - Beloved, if God so **loved** us, we also ought to **love one another**.

1 John 4:12 [*Seeing God Through Love*] No **one** has seen God at any time. If we **love one another**, God abides in us, and His **love** has been perfected in us.

2 John 1:5 - And now I plead with you, lady, not as though I wrote a new commandment to you, but that which we have had from the beginning: that we **love one another**.

Philippians 2:3 - *Let* nothing *be done* through selfish ambition or conceit, but in lowliness of mind let each esteem **others** better than himself.

Philippians 2:4 - Let each of you look out not only for his own interests, but also for the interests of **others**

- Love one another means caring about and for each other.
- How do we feel when someone cares about us?
- How do we feel when someone cares for us?

xviii **Lesson #17 Courage - Additional Scripture:**

Deuteronomy 31:6 - Be strong and of good **courage**, do not fear nor be afraid of them; for the Lord your God, He *is* the One who goes with you. He will not leave you nor forsake you.”

Psalms 27:14 - Wait on the Lord; Be of good **courage**, And He shall strengthen your heart; Wait, I say, on the Lord!

Joshua 1:7 - Only be strong and very **courageous**, that you may observe to do according to all the law which Moses My servant commanded you; do not turn from it to the right hand or to the left, that you may prosper wherever you go.

Joshua 1:9 - Have I not commanded you? Be strong and of good **courage**; do not be afraid, nor be dismayed, for the Lord your God *is* with you wherever you go.”

Joshua 23:6 - Therefore be very **courageous** to keep and to do all that is written in the Book of the Law of Moses, lest you turn aside from it to the right hand or to the left,

Mark 15:43 - Joseph of Arimathea, a prominent council member, who was himself waiting for the kingdom of God, coming and taking **courage**, went in to Pilate and asked for the body of Jesus.

xix **Lesson # 18 Forgiveness**

"This is my blood of the covenant, which is poured out for many for the forgiveness of sins." Matthew 26:28; "Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." Ephesians 4:32 ... God's forgiveness heals our soul....

How do you feel when someone forgives you when you have hurt, been mean or said something bad about someone? How does it feel to have your sins forgiven? (Describe your emotions.) Why do you feel this way?

- ✓ How does it feel when you ask someone to forgive you? ... Identify your emotions.
- ✓ What does the Bible say about forgiving others?
- ✓ What does the Bible say about forgiving ourselves?

- Read the story about Joseph, when his brothers ask him for forgiveness after they put him into a well and then sold him to Egyptians. Genesis 50: 15 – 21 **Joseph Reassures His Brothers**

¹⁵ When Joseph's brothers saw that their father was dead, they said, "Perhaps Joseph will hate us, and may actually repay us for all the evil which we did to him." ¹⁶ So they sent *messengers* to Joseph, saying, "Before your father died he commanded, saying, ¹⁷ 'Thus you shall say to Joseph: "I beg you, please forgive the trespass of your brothers and their sin; for they did evil to you.'" Now, please, forgive the trespass of the servants of the God of your father." And Joseph wept when they spoke to him.

¹⁸ Then his brothers also went and fell down before his face, and they said, "Behold, we *are* your servants." ¹⁹ Joseph said to them, "Do not be afraid, for *am* I in the place of God? ²⁰ But as for you, you meant evil against me; *but* God meant it for good, in order to bring it about as *it is* this day, to save many people alive. ²¹ Now therefore, do not be afraid; I will provide for you and your little ones." And he comforted them and spoke kindly to them.

The Lord's Prayer speaks about forgiveness: And **forgive** us our debts, As we **forgive** our debtors. Matthew 6:8-13

"For if you **forgive** men their trespasses, your heavenly Father will also **forgive** you.

The Lord's Prayer... ⁸ "Therefore do not be like them. For your Father knows the things you have need of before you ask Him. ⁹ In this manner, therefore, pray:

Matthew 6:14 & 15 ¹⁴ "For if you forgive men their trespasses, your heavenly Father will also forgive you. ¹⁵ But if you do not forgive men their trespasses, neither will your Father forgive your trespasses.

xx Lesson #18 Forgiveness – What does the Bible say about forgiveness?

Matthew 18:21 – 35 [*The Parable of the Unforgiving Servant*] Then Peter came to Him and said, "Lord, how often shall my brother sin against me, and I **forgive** him? Up to seven times?"

Matthew 18:35 "So My heavenly Father also will do to you if each of you, from his heart, does not **forgive** his brother his trespasses."

Jesus heals sinners: Then behold, they brought to Him a paralytic lying on a bed. When Jesus saw their faith, He said to the paralytic, "Son, be of good cheer; your sins are **forgiven** you."

Matthew 9:1-3 But that you may know that the Son of Man has power on earth to **forgive** sins"—then He said to the paralytic, "Arise, take up your bed, and go to your house."

Hebrews 10:17 *then He [Jesus] adds,* "Their **sins** and their lawless deeds I will remember **no more**."

Luke 15:7 I say to you that likewise there will be **more** joy in heaven over one **sinner** who repents than over ninety-nine just persons who need **no** repentance.

John 5:14 Afterward Jesus found him in the temple, and said to him, "See, you have been made well. **Sin no more**, lest a worse thing come upon you."

John 8:11 She said, "**No** one, Lord." And Jesus said to her, "Neither do I condemn you; go and **sin no more**."

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**Select a verse for the students to hide in their heart.**

**Psalm 86:5** - For You, Lord, *are* good, and ready to **forgive**, And abundant in mercy to all those who call upon You.

**Psalm 103:3** – [God] Who **forgives** all your iniquities, Who heals all your diseases,

**Psalm 106:1** - Praise the Lord! Oh, give thanks to the Lord, for *He is* good! For His mercy *endures* forever.

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1 John 1:9 - If we confess our sins, He is faithful and just to **forgive** us *our* sins and to cleanse us from all unrighteousness.

Matthew 9:2 - Then behold, they brought to Him a paralytic lying on a bed. When Jesus saw their faith, He said to the paralytic, “Son, be of good cheer; your sins are **forgiven** you.

Matthew 12:31 - [*The Unpardonable Sin*] “Therefore I say to you, every sin and blasphemy will be **forgiven** men, but the blasphemy *against* the Spirit will not be **forgiven** men. **Matthew 12:32** Anyone who speaks a word against the Son of Man, it will be **forgiven** him; but whoever speaks against the Holy Spirit, it will not be **forgiven** him, either in this age or in the *age* to come.

Mark 11:25 & 26 [*Forgiveness and Prayer*] “And whenever you stand praying, if you have anything against anyone, **forgive** him, that your Father in heaven may also **forgive** you your trespasses. But if you do not **forgive**, neither will your Father in heaven **forgive** your trespasses.”

Luke 6:37 - [*Do Not Judge*] “Judge not, and you shall not be judged. Condemn not, and you shall not be condemned. **Forgive**, and you will be **forgiven**.

Acts 26:18 - to open their eyes, *in order* to turn *them* from darkness to light, and *from* the power of Satan to God, that they may receive **forgiveness** of sins and an inheritance among those who are sanctified by faith in Me.’

Romans 4:7 - “Blessed *are those* whose lawless deeds are **forgiven**, And whose sins are covered. . .

2 Corinthians 2:7 - so that, on the contrary, you *ought* rather to **forgive** and comfort *him*, lest perhaps such a one be swallowed up with too much sorrow.

2 Corinthians 2:10 - Now whom you **forgive** anything, I also *forgive*. For if indeed I have **forgiven** anything, I have **forgiven** that one for your sakes in the presence of Christ,

Ephesians 1:7 - In Him we have redemption through His blood, the **forgiveness** of sins, according to the riches of His grace

xxi

Lesson #19 Being a Friend, Friendships – What does the Bible say?

Exodus 33:11 - The Lord would speak to Moses face to face, as one speaks to a **friend**. Then Moses would return to the camp, but his young aide Joshua son of Nun did not leave the tent.

Job 6:14 - “Anyone who withholds kindness from a **friend** forsakes the fear of the Almighty.

Psalm 119:63 - I am a **friend** to all who fear you, to all who follow your precepts.

Proverbs 17:17 - A **friend** loves at all times, and a brother is born for a time of adversity.

Proverbs 18:24 - One who has unreliable **friends** soon comes to ruin, but there is a **friend** who sticks closer than a brother.

Proverbs 22:11 - One who loves a pure heart and who speaks with grace will have the king for a **friend**.

Proverbs 27:6 - Wounds from a **friend** can be trusted, but an enemy multiplies kisses.

Proverbs 27:9 - Perfume and incense bring joy to the heart, and the pleasantness of a **friend** springs from their heartfelt advice.

James 2:23 - And the scripture was fulfilled that says, “Abraham believed God, and it was credited to him as righteousness,” and he was called God’s **friend**.

James 4:4 - You adulterous people, don’t you know that **friendship** with the world means enmity against God? Therefore, anyone who chooses to be a **friend** of the world becomes an enemy of God.

3 John 1:1 - The elder, To my dear **friend** Gaius, whom I love in the truth.

3 John 1:2 - Dear **friend**, I pray that you may enjoy good health and that all may go well with you, even as your soul is getting along well.

3 John 1:5 - Dear **friend**, you are faithful in what you are doing for the brothers and sisters, even though they are strangers to you.

3 John 1:11 - Dear **friend**, do not imitate what is evil but what is good. Anyone who does what is good is from God. Anyone who does what is evil has not seen God.

SCRIPTURE VERSES: A new commandment I give you, that you love one another; as I have loved you, that you also love one another. John 13:34

SONG TO SING: **What a Friend We Have in Jesus**

xxii **Lesson #19 Friendliness** When students have accepted Jesus into their heart frustration and anger are not as prevalent in their life. They are happier and more content and treat others with more love and kindness. Jesus does a special work in the hearts of students and teachers.

xxiii **Lesson #20 Good Sense – What does the Bible have to say?**

Matthew 5:16 Let your light so shine before men, that they may see your **good** works and glorify your Father in heaven.

Matthew 6:22 “The lamp of the body is the eye. If therefore your eye is **good**, your whole body will be full of light.

Luke 6:38 Give, and it will be given to you: **good** measure, pressed down, shaken together, and running over will be put into your bosom. For with the same measure that you use, it will be measured back to you.”

Luke 6:43 “For a **good** tree does not bear bad fruit, nor does a bad tree bear **good** fruit.

Luke 6:45 A **good** man out of the **good** treasure of his heart brings forth **good**; and an evil man out of the evil treasure of his heart brings forth evil. For out of the abundance of the heart his mouth speaks.

xxiv **Lesson # 21 Honesty** John 8:31-36 And you shall know the truth, and the truth shall make you free.”

³¹ Then Jesus said to those Jews who believed Him, “If you abide in My word, you are My disciples indeed. ³² And you shall know the truth, and the truth shall make you free.”.... ³⁴ Jesus answered them, “Most assuredly, I say to you, whoever commits sin is a slave of sin. ³⁵ And a slave does not abide in the house forever, *but* a son abides forever. ³⁶ Therefore if the Son makes you free, you shall be free indeed.

xxv **Songs To Sing**

- Zacchaeus Was a Wee Little Man;
- This Little Light of Mine;
- I Have Decided to Follow Jesus;
- Give Me Oil in My Lamp; I’m in the Lord’s Army.

xxvi **Lesson #22 Humility, Being Humble – What does the Bible have to say about Humility?**

Matthew 5:5 – 9. Blessed **are** the meek, For **they** shall inherit the earth. Blessed **are** those who hunger and thirst for righteousness, For **they** shall be filled. Blessed **are** the merciful, For **they** shall obtain mercy. Blessed **are** the pure in heart, For **they** shall see God. Blessed **are** the peacemakers, For **they** shall be called sons of God.

Revelation 22:14 - Blessed **are** those who do His commandments, that **they** may have the right to the tree of life, and may enter through the gates into the city.

Psalms 10:17 Lord, You have heard the desire of the **humble**; You will prepare their heart; You will cause Your ear to hear,

Proverbs 11:2 - When pride comes, then comes shame; But with the **humble** is wisdom.

Proverbs 16:19 - Better *to be* of a **humble** spirit with the lowly, than to divide the spoil with the proud.

Proverbs 29:23 - A man's pride will bring him low, But the **humble** in spirit will retain honor.

Matthew 18:4 - Therefore whoever **humbles** himself as this little child is the greatest in the kingdom of heaven.

Matthew 23:12 - And whoever exalts himself will be **humbled**, and he who **humbles** himself will be exalted.

Luke 14:11 - For whoever exalts himself will be **humbled**, and he who **humbles** himself will be exalted.”

Romans 12:16 - Be of the same mind toward one another. Do not set your mind on high things, but associate with the **humble**. Do not be wise in your own opinion.

Philippians 2:8 - And being found in appearance as a man, He [Jesus] **humbled** Himself and became obedient to *the point of* death, even the death of the cross.

James 4:6 - But He gives more grace. Therefore He says: “God resists the proud, But gives grace to the **humble**.”

James 4:10 - Humble yourselves in the sight of the Lord, and He will lift you up.

1 Peter 5:5 - Likewise you younger people, submit yourselves to *your* elders. Yes, all of *you* be submissive to one another, and be clothed with humility, for “God resists the proud, But gives grace to the **humble**.”

1 Peter 5:6 - Therefore **humble** yourselves under the mighty hand of God, that He may exalt you in due time,

xxvii

Lesson #22 Part II Humility, Being Humble

Psalms 69:32 The **humble** shall see *this and* be glad; And you who seek God, your hearts shall live.

xxviii

Lesson #23 Listening Some say that listening happens on three levels. And we see all of these three in the Bible. This is the third and deepest level of listening. You hear the word and you act.

Matthew 7:25 – 27, At the end of the Sermon on the Mount, after all of his teaching Jesus said, “Everyone who hears these words of mine and acts on them, or puts them into practice is like a wise man who built his house on the rock. ²⁵ The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. ²⁶ But everyone who hears these words of mine and does not act on them or put them into practice is like a foolish man who built his house on sand. ²⁷ The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash.” The one key factor that is often overlooked is WHY we are listening to God speak to us through the Bible. When we know WHY, we will know how to act when we hear God speak to us. But we must be attentive and listening to hear him speak to us.

xxix

Lesson # 23 - Read the story about Samuel listening to God and responding to Him: 1 Samuel 3:4 – 21

God's promise to Solomon. 1 Kings 3:9 “God, give your servant a ‘hearing’ heart.”

1Kings 3:9 - 15 So give your servant a discerning heart to govern your people and to distinguish between right and wrong. For who is able to govern this great people of yours?” ¹⁰ The Lord was pleased that Solomon had asked for this. ¹¹ So God said to him, “Since you have asked for this and not for long life or wealth for yourself, nor have asked for the death of your enemies but for discernment in administering justice, ¹² I will do what you have asked. I will give you a wise and discerning heart, so that there will never have been anyone like you, nor will there ever be. ¹³ Moreover, I will give you what you have not asked for—both wealth and honor—so that in your lifetime you will have no equal among kings. ¹⁴ And if you walk in obedience to me and keep my decrees and commands as David your father did, I will give you a long life.” ¹⁵ Then Solomon awoke — and he realized it had been a dream.

SCRIPTURE MEMORY: James 1:19 – My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry.

xxx **Lesson #24 – Reasonableness** Look up the word reasonable in the Bible. One verse was found in the King James Version. Various versions of the Bible were identified. Discuss what the word reasonable means according to Romans.

1. Romans 12:1 [*Living Sacrifices to God*] I beseech you therefore, brethren, by the mercies of God, that you present your bodies a living sacrifice, holy, acceptable to God, *which is* your reasonable service.
2. In the Message version of the Bible Romans 12:1 & 2 reads: ¹⁻² So here’s what I want you to do, God helping you: Take your everyday, ordinary life—your sleeping, eating, going-to-work, and walking-around life—and place it before God as an offering. Embracing what God does for you is the best thing you can do for him. Don’t become so well-adjusted to your culture that you fit into it without even thinking. Instead, fix your attention on God. You’ll be changed from the inside out. Readily recognize what he wants from you, and quickly respond to it. Unlike the culture around you, always dragging you down to its level of immaturity, God brings the best out of you, develops well-formed maturity in you.
3. In the Phillips version of the Bible it reads: ¹⁻² With eyes wide open to the mercies of God, I beg you, my brothers, as an act of intelligent worship, to give him your bodies, as a living sacrifice, consecrated to him and acceptable by him. Don’t let the world around you squeeze you into its own mould, but let God re-mould your minds from within, so that you may prove in practice that the plan of God for you is good, meets all his demands and moves towards the goal of true maturity.

xxxii **Lesson #25 Self-Respect** Read the following verses to the students to help them to realize how much God values us. We were created by God and he saw that it was good.

- Matthew 10:31 - “Do not fear therefore; you are of more value than many sparrows.”
- Luke 12:6 - “Are not five sparrows sold for two copper coins? And not one of them is forgotten before God.
- Luke 12:7 - “But the very hairs of your head are all numbered. Do not fear therefore; you are of more value than many sparrows.

xxxii **Lesson #26 Respect for Others:** A Wise Man built His house upon the Rock (This is also a song) Matthew 7:24 - 28 “But everyone who hears these sayings of Mine, and does not do them, will be like a foolish **man** who built his house on the sand: ²⁴ “Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock: ²⁵ and the rain descended, the floods came, and the winds blew and beat on that house; and it did not fall, for it was founded on the rock. ²⁶ “But everyone who hears these sayings of Mine, and does not do them, will be like a foolish man who built his house on the sand: ²⁷ and the rain descended, the floods came, and the winds blew and beat on that house; and it fell. And great was its fall.” ²⁸ And so it was, when Jesus had ended these sayings, that the people were astonished at His teaching, ²⁹ for He taught them as one having authority, and not as the scribes.

Closing Question: How will you build your self-respect? Why do you want to do this? (to have a better life, to receive the promises that God made to us when we obey His Word.) Choose wisely and build a sense of value and worth for yourself by making positive choices in your life. Begin making positive choices today. God will bless you as you make positive choices for yourself and for Him. **TO DO:** Read the Bible often as a reminder for you to stay strong in God. God has promised He will bless you if you

honour Him. Write down these verses to remind yourself of your worth in God's eyes. God has many promises for us in the Bible and we can know them only by reading the Bible to find them.

xxxiii

Lesson 26 – Respecting others

- **Matthew 7:15 – 20** ¹⁵ “Beware of false prophets [those who try to mislead you], who come to you in sheep’s clothing, but inwardly they are ravenous wolves. ¹⁶ You will know them by their fruits. Do men gather grapes from thorn bushes or figs from thistles? ¹⁷ Even so, every good tree bears good fruit, but a bad tree bears bad fruit. ¹⁸ A good tree cannot bear bad fruit, nor *can* a bad tree bear good fruit. ¹⁹ Every tree that does not bear good fruit is cut down and thrown into the fire. ²⁰ Therefore by their fruits you will know them.
- **1Peter 3:13 – 17** ¹³ And who *is* he who will harm you if you become followers of what is good? ¹⁴ But even if you should suffer for righteousness’ sake, *you are* blessed. “And do not be afraid of their threats, nor be troubled.” ¹⁵ But sanctify the Lord God in your hearts, and always *be* ready to *give* a defense to everyone who asks you a reason for the hope that is in you, with meekness and fear; ¹⁶ having a good conscience, that when they defame you as evildoers, those who revile your good conduct in Christ may be ashamed. ¹⁷ For *it is* better, if it is the will of God, to suffer for doing good than for doing evil.

xxxiv

Lesson #26 – Respecting Others - What does the Bible say about wisdom and how we behave towards others? about making decisions and the consequences of each decision:

Proverbs 14:7 - Go from the presence of a foolish man, When you do not perceive *in him* the lips of knowledge.

Proverbs 14:17 - A quick-tempered *man* acts foolishly, And a man of wicked intentions is hated.

Proverbs 15:20 - A wise son makes a father glad, But a foolish man despises his mother.

Proverbs 19:3 - The foolishness of a man twists his way, And his heart frets against the Lord.

Proverbs 21:20 - *There is* desirable treasure, And oil in the dwelling of the wise, But a foolish man squanders it.

Proverbs 29:9 - *If* a wise man contends with a foolish man, Whether *the fool* rages or laughs, *there is* no peace.

SONGS TO SING: Rejoice in the Lord always

xxxv

Lesson #27 Respecting God's Creation -----Psalm 19 - To the Chief Musician. A Psalm of David.

¹The heavens declare the glory of God; And the firmament shows His handiwork. ² Day unto day utters speech, And night unto night reveals knowledge. ³ *There is* no speech nor language *Where* their voice is not heard. ⁴ Their line has gone out through all the earth, And their words to the end of the world. In them He has set a tabernacle for the sun, ⁵ Which *is* like a bridegroom coming out of his chamber, *And* rejoices like a strong man to run its race. ⁶ Its rising *is* from one end of heaven, And its circuit to the other end; And there is nothing hidden from its heat. ⁷ The law of the LORD *is* perfect, converting the soul; The testimony of the LORD *is* sure, making wise the simple; ⁸ The statutes of the LORD *are* right, rejoicing the heart; The commandment of the LORD *is* pure, enlightening the eyes; ⁹ The fear of the LORD *is* clean, enduring forever; The judgments of the LORD *are* true *and* righteous altogether. ¹⁰ More to be desired *are they* than gold, Yea, than much fine gold; Sweeter also than honey and the honeycomb. ¹¹ Moreover by them Your servant is warned, *And* in keeping them *there is* great reward. ¹² Who can understand *his* errors? Cleanse me from secret *faults*. ¹⁴ Let the words of my mouth and the meditation of my heart. Be acceptable in Your sight, O LORD, my strength and my Redeemer.

Romans 1:20 For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that people are without excuse.

Scripture Verses to hide in your heart:

Hebrews 4:13 - Nothing in all **creation** is hidden from God’s sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account.

Ephesians 2:10 For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.

xxxvi

Lesson #28 Respecting Property from these stories in Matthew, Mark and Luke all speak about the same thing. What can you learn about respect from these stories?

- **Matthew 21:37** Then last of all he sent his son to them, saying, ‘They will **respect** my son.’ **Mark 12:6** Therefore still having one son, his beloved, he also sent him to them last, saying, ‘They will **respect** my son.’ **Luke 20:13** “Then the owner of the vineyard said, ‘What shall I do? I will send my beloved son. Probably they will **respect** *him* when they see him.’
- **Acts 5:34** Then one in the council stood up, a Pharisee named Gamaliel, a teacher of the law held in **respect** by all the people, and commanded them to put the apostles outside for a little while.
- **Hebrews 12:9** Furthermore, we have had human fathers who corrected *us*, and we paid *them* **respect**. Shall we not much more readily be in subjection to the Father of spirits and live?

xxxvii

Lesson #29 Responsibility

- Small group prayer. Children pray in small groups.
- Read the story about Joseph and how he was given many responsibilities by Pharaoh when Joseph was found to be honest and faithful. Do you want to be like Joseph in your behaviour, to be obedient and faithful?

Joseph’s Rise to Power - Genesis 41: 37 - 57

³⁷ So the advice was good in the eyes of Pharaoh and in the eyes of all his servants. ³⁸ And Pharaoh said to his servants, “Can we find *such a one* as this, a man in whom *is* the Spirit of God?” ³⁹ Then Pharaoh said to Joseph, “Inasmuch as God has shown you all this, *there is* no one as discerning and wise as you. ⁴⁰ You shall be over my house, and all my people shall be ruled according to your word; only in regard to the throne will I be greater than you.” ⁴¹ And Pharaoh said to Joseph, “See, I have set you over all the land of Egypt.” ⁴² Then Pharaoh took his signet ring off his hand and put it on Joseph’s hand; and he clothed him in garments of fine linen and put a gold chain around his neck. ⁴³ And he had him ride in the second chariot which he had; and they cried out before him, “Bow the knee!” So he set him over all the land of Egypt. ⁴⁴ Pharaoh also said to Joseph, “I *am* Pharaoh, and without your consent no man may lift his hand or foot in all the land of Egypt.” ⁴⁵ And Pharaoh called Joseph’s name Zaphnath-Paaneah. And he gave him as a wife Asenath, the daughter of Poti-Pherah priest of On. So Joseph went out over *all* the land of Egypt. ⁴⁶ Joseph was thirty years old when he stood before Pharaoh king of Egypt. And Joseph went out from the presence of Pharaoh, and went throughout all the land of Egypt. ⁴⁷ Now in the seven plentiful years the ground brought forth abundantly. ⁴⁸ So he gathered up all the food of the seven years which were in the land of Egypt, and laid up the food in the cities; he laid up in every city the food of the fields which surrounded them. ⁴⁹ Joseph gathered very much grain, as the sand of the sea, until he stopped counting, for *it was* immeasurable. ⁵⁰ And to Joseph were born two sons before the years of famine came, whom Asenath, the daughter of Poti-Pherah priest of On, bore to him. ⁵¹ Joseph called the name of the firstborn Manasseh: “For God has made me forget all my toil and all my father’s house.” ⁵² And the name of the second he called Ephraim: “For God has caused me to be fruitful in the land of

my affliction.”⁵³ Then the seven years of plenty which were in the land of Egypt ended,⁵⁴ and the seven years of famine began to come, as Joseph had said. The famine was in all lands, but in all the land of Egypt there was bread.⁵⁵ So when all the land of Egypt was famished, the people cried to Pharaoh for bread. Then Pharaoh said to all the Egyptians, “Go to Joseph; whatever he says to you, do.”⁵⁶ The famine was over all the face of the earth, and Joseph opened all the storehouses^[cl] and sold to the Egyptians. And the famine became severe in the land of Egypt.⁵⁷ So all countries came to Joseph in Egypt to buy *grain*, because the famine was severe in all lands.

- **Read the story about Daniel** and how he was given many responsibilities by King Nebuchadnezzar king of Babylon. Daniel 2: 46 - 49

Then King Nebuchadnezzar fell on his face, prostrate before Daniel, and commanded that they should present an offering and incense to him.⁴⁷ The king answered Daniel, and said, “Truly your God *is* the God of gods, the Lord of kings, and a revealer of secrets, since you could reveal this secret.”⁴⁸ Then the king promoted Daniel and gave him many great gifts; and he made him ruler over the whole province of Babylon, and chief administrator over all the wise *men* of Babylon.⁴⁹ Also Daniel petitioned the king, and he set Shadrach, Meshach, and Abed-Nego over the affairs of the province of Babylon; but Daniel *sat* in the gate of the king.

xxxviii

Lesson #29 Responsible Communication:

If possible watch the DVD “The Story of Jesus” again and discuss: How did Jesus speak to or speak with others? How did Jesus communicate? (with love, with compassion, he was personable, he noticed others in a crowd and singled them out). Why was Jesus so angry in the temple market scene? People had made the Temple or House of God into a marketplace with buying and selling. (Jesus was very angry because there was chaos in a place where there should have been worship and respect in His house of prayer).

SONGS TO SING: Tell me the Story of Jesus.... I love to hear... stories of Jesus down by the sea..

Read the story of Zacchaeus and discuss the conversation that they had. Luke 19:1-10

Discuss the story of Jesus raising Jarius’ daughter. Jesus spoke quietly, was patient and said only what needed to be said. Luke 8:41-56

xxxix

Lesson #29 What does the Bible say about unity and responsible communication. How is unity linked to wisdom when accomplishing things?

Lesson #29 Memorize: Philippians 2:1-4: Therefore if *there is* any consolation in Christ, if any comfort of love, if any fellowship of the Spirit, if any affection and mercy,² fulfill my joy by being like-minded, having the same love, *being* of one accord, of one mind.³ *Let* nothing *be done* through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself.⁴ Let each of you look out not only for his own interests, but also for the interests of others. (New King James Version)

OR

(New International Version) Philippians 2:1-4: - Therefore if you have any encouragement from being united with Christ, if any comfort from his love, if any common sharing in the Spirit, if any tenderness and compassion,² then make my joy complete by being like-minded, having the same love, being one in spirit and of one mind.³ Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves,⁴ not looking to your own interests but each of you to the interests of the others.

What does the Bible say about unity and responsible communication. How is unity linked to wisdom and accomplishing things?

Psalm 133:1 - Behold, how good and how pleasant *it is* For brethren to dwell together in **unity!**

1 Corinthians 12:1 [*Spiritual Gifts: Unity in Diversity*] Now concerning spiritual *gifts*, brethren, I do not want you to be ignorant:

1 Corinthians 12:12 [*Unity and Diversity in One Body*] For as the body is one and has many members, but all the members of that one body, being many, are one body, so also *is* Christ.

Ephesians 4:1 - [*Walk in Unity*] I ... beseech you to walk worthy of the calling with which you were called, **Ephesians 4:3** - endeavoring to keep the **unity** of the Spirit in the bond of peace.

Ephesians 4:13 - till we all come to the **unity** of the faith and of the knowledge of the Son of God, to a perfect man, to the measure of the stature of the fullness of Christ¹⁵ but, speaking the truth in love, may grow up in all things into Him who is the head—Christ—¹⁶ from whom the whole body, joined and knit together by what every joint supplies, according to the effective working by which every part does its share, causes growth of the body for the edifying of itself in love.



found on the Internet.

Numbers 6:24 – 26

²⁴ *“The LORD bless you and keep you;*

²⁵ *The LORD make His face shine upon you,
And be gracious to you;*

²⁶ *The LORD lift up His countenance upon you,
And give you peace.*