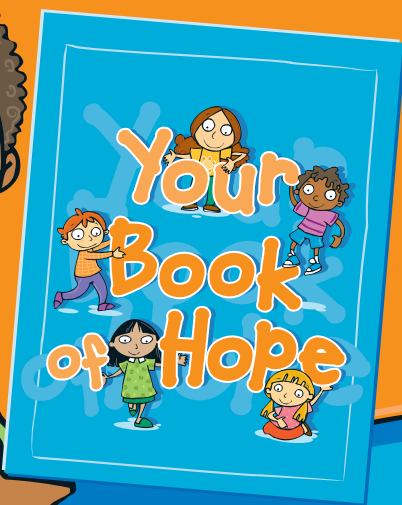
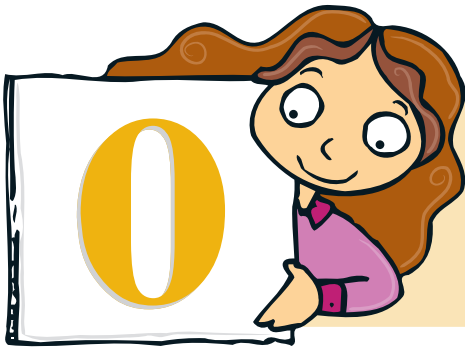




CHARACTER EDUCATION

Teacher's Manual





INTRODUCTION TO USERS



The children in your classroom have just received a very valuable book. It is called *Your Book of Hope*. This book is valuable because of the teachings that are contained in it. The book that you are now receiving will give you some ideas for using *Your Book of Hope* with the children under your guidance.

● **Instructional activities**

The instructional activities found in this booklet focus on the development of character traits. Character traits are sometimes called morals or virtues. Each trait has a positive expression in the lives of people and guides their behaviors and attitudes. Part of the education of children should include information that will encourage them to develop positive character traits.

● **Character traits**

While there are many positive character traits that could be emphasized, the following will be used as focal points for instruction:

● **Character education**

- Caring for the environment
- Obeying rules
- Showing respect and care for others
- Respecting yourself
- Solving problems peacefully
- Courage



HOW CAN YOU INCORPORATE THESE TRAITS IN YOUR TEACHING?



One way to incorporate *character trait education* in the curriculum is to identify a single trait to teach over a certain period of time. The classroom teacher will decide the order in which the traits are introduced to children. The teacher will also decide how long the class will focus on each trait. It may be for one week or for one month. Specific time is set aside during instructional time when the teacher will focus students' attention on the character trait under consideration. Materials will be developed or collected that will enable students to consider the trait and how to incorporate it into their thinking and behavior. Once the teacher selects the trait to teach, he/she can examine *Your Book of Hope* teacher's manual and determine to use the information included in this book as part of the materials used during instruction.

Some teachers prefer to incorporate character trait instruction as it comes up naturally in their overall instruction. This means that they incorporate it within the regular subject matter they are teaching. This could mean that within a week several traits would be emphasized. The subject being studied will determine the order in which the traits are introduced. If you follow this pattern of incorporating character education, you will need to become familiar with the suggestions included in *Your Book of Hope* teacher's manual. For instance, if in your science class you are emphasizing the importance of people taking care of their environment, there are several activities in the teacher's manual that you could select to reinforce the curriculum in *Your Book of Hope*. Or, if you are teaching about the importance of rules and following rules, you could include curriculum and activities from Lesson Two in this teacher's manual.

Other teachers may prefer to take a set of materials and proceed through them in a systematic manner as they explore the traits that are incorporated in the materials. The order in which the traits are introduced in the instruction is determined by the material used. In this booklet, the order in which character traits are taught has been determined by the order in which the traits are presented in *Your Book of Hope*. If you choose this model for *character trait education*, you can start at the beginning of *Your Book of Hope* and simply follow the development of the lessons as suggested in this manual.

In your teacher's manual you will notice that there are generally three classifications of activities: all students, younger students, and older students. However, as a teacher, you will need to decide which of the activities are appropriate for your students. If an activity in the section, "All students," is not appropriate for your students, just skip over it. That is true for the activities that are listed for younger students and older students. Only you can decide exactly which activities you should include.



CARING FOR THE ENVIRONMENT

● Lesson Objectives

1. Students will discuss the order of creation as it was in the beginning.
2. Students will suggest ways that they can take care of the earth and the things in their environment.

● Background Information

While there are many ideas of how our world was formed, those who accept the biblical account believe that God created the world. They accept that He created it in a prescribed order. The pictures on page 3 of *Your Book of Hope* illustrate the biblical account.

As you notice, God created humans last. He created a man and a woman. Their names were Adam and Eve. God gave Adam the responsibility for naming all the animals. He gave Adam and Eve the responsibility for caring for their environment, including the plants and animals. People today still have the responsibility of taking care of their environment.



Day	What was created?
1	Day and night
2	Sky and water separated
3	Land, ocean, and plants

● Learning Activities



ACTIVITY ONE

Premise: God created the things in our world in a particular sequence.

- Guide students as they look at page 3 in Your Book of Hope to learn the sequence of the creation account.
- Make a chart and fill in the information concerning what was created each day.

Younger students

- Secure pictures of the different things that were created (using drawings by the teacher or the students, or pictures found in magazines or other sources). Place pictures on a chart, as shown on page 5, in the correct order of creation. Or, students can make their own personal chart including their own drawings or pictures.

Older students

- Students can discuss the importance of the order of creation. (Land had to be formed before the animals that were going to live on the land. Water had to be formed before fish were created so that they had an environment appropriate for them.) Have students list reasons why God created the earth in that particular order. Discuss group findings with the class.



ACTIVITY TWO

Premise: God gave the people the responsibility for caring for the earth and the plants and animals found on its lands and in its waters. People still have this responsibility.

All students

- Discuss with students what it means to "take care of the environment." Ask: Why is this important? (Explain that there is no new environment or land being created and that people must take care of the land that is here.) Discuss the bad effects of "pollution" on the environment. This can include pollution of land, water, and/or air.

Younger students

- Decide ways that the students can make their environment better or more beautiful. Plan an activity for doing this (picking up trash and litter, planting flowers, etc.).

Older students

- Define "endangered" and "extinct." Have students conduct research to find out which plants and animals are now extinct and which plants and animals are on the endangered list. Have them decide if any of these are in their own country.
- Discuss ways that people are trying to save plants and animals from becoming extinct. Encourage students to decide ways that they can participate in one of these efforts.



 **ACTIVITY THREE**

Premise: God created many different kinds of animals.

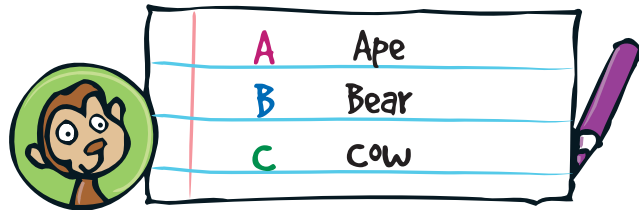
All students

- Make a web of animals found in your area.
- Make a chart of how animals are alike and how they are different.

How Animals Are Alike	How Animals Are Different
Animals have body coverings Animals can move	Coverings are different: fur, skin, feathers, scales, hide Movements are different: walk, fly, swim, crawl

Younger students

- Make an ABC book of animals.



Older students

- Animals move in water, on land, and through the air. Choose one or two animals from each category and describe how God created each animal in a special way so that it could move through its own environment.

 **ACTIVITY FOUR**

Premise: God created plants that produce seeds so that new plants can grow. Each seed has in itself the ability to reproduce another plant of its kind.

All students

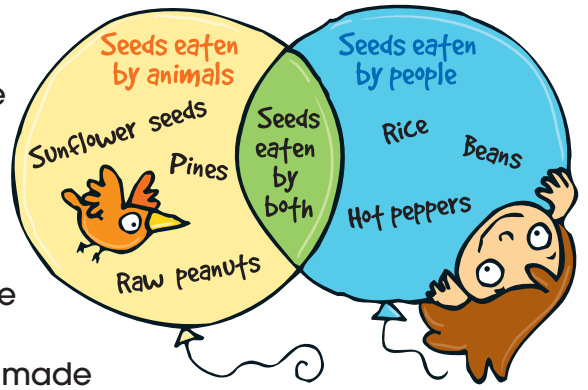
- Discuss the importance of seeds.
- Look at different fruits and plants to determine where seeds are located. (Some seeds are not visible because they are inside the plant or inside the fruit of the plant, while other seeds are more visible.)

Younger students

- Plant seeds and watch them grow. Discuss what the seeds need for growing (air, sunlight, water).
- Have students collect seeds and examine them to see how they are different.

Older students

- Discuss that some seeds are eaten by humans, some by animals, and some by humans and animals. Make a Venn diagram (a pictorial representation using circles and squares to represent the process) and fill in the data.
- Find out if there are plants that do not produce seeds. Discuss how they reproduce.
- State that one of the rules that God gave when He made the seeds of plants was this: Every seed will produce another plant like the plant that produced the seed. In other words, a tomato seed will always produce a plant that will grow tomatoes. A tomato seed will never get confused and grow a watermelon plant. Have students discuss why this is an important rule in nature.
- Encourage the students to name other rules in nature that God set in place at creation: every 24 hours there will be day and night; the sun, moon, and stars will give light in the sky; animals will produce after their own kind (a mother dog will always give birth to other dogs and never give birth to cats, etc.).



ACTIVITY FIVE

Premise: God expects humans to use wisely the things found in their environment.

All students

- Have students identify things in their world that have been made by humans (clothes are made by humans). Discuss that generally man-made items use ingredients originally found in nature (created by God). Cotton plants produce cotton used in making clothes. Trees produce wood used as timber from which lumber is made that is used by humans to make houses, cars, ships, and many other things.
- Have students make a list of items found around the school. Decide if each was originally created by God or by man.

Younger students

- Discuss with children the importance of using wisely the things found in the environment. Include in your discussion things that will disappear when they are used up. Also discuss things that can be "renewed" so that with careful planning they will not disappear. (We must take care not to cut down all the trees to make houses without planting new ones to take the place of those cut down.)
- Plan a "tree planting" activity at school or in a nearby park.

Older children

- Discuss the importance of "recycling." Determine if there are recycling centers in their community. Decide what items students can collect so they can be recycled. Ask students to name things that get recycled in their neighborhood or by their family.
- Think of ways they can actually recycle things. (Give clothes that they have outgrown to a younger child or to a store that sells used clothes; use empty cans for planting seeds; etc.)
- Plan an art activity in which children will use recycled items in their art (it can be art-on-paper or a sculpture).



OBEYING RULES



● Lesson Objectives



1. Students will define the word "rule."
2. Students will explain why it is important to have rules.
3. Students will learn that there are consequences for obeying and disobeying rules.

● Background Information

When God created the world, He pronounced that all He had made was good. This included Adam and Eve. God gave Adam and Eve one special rule to follow. They were not to eat of the tree of the knowledge of good and evil. He explained the consequences for not following this rule.

There was an enemy of God who did not want Adam and Eve to obey God and His rule. This person is called Satan or the devil. He came to Eve as a serpent (snake) to try to get her to disobey the rule that God had given them. He convinced her to disobey God by eating the fruit from the forbidden tree. She then convinced Adam to eat some of the fruit, thus disobeying God. This disobedience is called "sin." Because of their disobedience, they could no longer talk directly to God as they had in the past and their bodies would eventually die. Sin brought sadness, hurt, and loneliness to them.

Because of the disobedience of Adam and Eve, sin was now in the world and would affect everyone born into the world.

● Learning Activities



ACTIVITY ONE

Premise: God made the first rules. He made many rules in nature (each seed will produce after itself). He also made one special rule to protect Adam and Eve.

All students

- Select an historical figure that your students would know about who is no longer alive. Ask: What do you know about (name the person)? Have you ever seen this person? Have you ever met this person? Why not? How did you learn about this person? (Children will probably say such things as "I read a story about the person, saw a movie, studied him or her in school; someone told me about the person, etc.")

- Explain to the students that God is like the person they have been discussing. They have never seen Him or met Him, but they can know about Him from things they read about Him and things people say about Him. Have students read pages 3-6 in *Your Book of Hope*. Have them tell what they have read and learned about God. Make a chart or list of the information. Include such information as:

God created the world.
 God created the animals in the world.
 God made a rule for Adam and Eve to follow.



ACTIVITY TWO

Premise: When God created the world, He made many rules. Some of the rules have to do with things in nature and some with how people live. Rules still exist today. Most rules are made by people. They are important for many reasons. Man-made rules and laws can be changed when necessary, but rules made by God cannot be changed.

All students

- Tell students they will be studying about the importance of obeying rules. Ask: What is a rule? Can you name a rule that we have at our school? Why is that rule important?
- Play the *Thumbs up/Thumbs down game*. Explain to the students that you are going to read some rule statements. If they agree with the statement, they show *thumbs up*. If they disagree with the statement, they show *thumbs down*. You will not need to spend much time discussing the statements with which the majority of students either agree or disagree. But if there are one or more statements with which a number of students agree or a number of students disagree, take time to have each side make its points about the statement and why the students feel as they do. It is not important to convince either side to change its mind. This is merely intended to start a discussion about the importance of rules. Here are some sample statements that you can use for this activity:
 1. Everyone has rules to follow.
 2. It is all right to disobey a rule if you do not like it.
 3. Children can always make good rules.
 4. Only adults should make rules.
- Encourage students to share why they believe rules are important. Discuss what would happen if there were no rules for certain situations (rules for driving/walking/riding bicycles on streets and roads; rules for playing games or a sport; rules for letting your teacher know that you want to share something in class; and others that would be appropriate for the age of your students).

Younger students

- Encourage students to establish or review an already established list of classroom rules. Ask: Do these rules help us to have a better classroom? Why do you think that? Have them decide if each rule is "absolutely important" or "fairly important." This may lead students to the understanding that rules can vary in importance.

- Pair up children. Let each pair select one of the rules from the classroom list to illustrate in some way – draw a picture of people following the rule; role-play a person who follows the rule or one who does not; make up a poem or song about following one of the rules.

Older students

- Divide students into groups to establish or identify rules for certain places within the school environment: the classroom, the playground area, the halls, the assembly area, the food eating area (wherever food is eaten at school), and other places that you believe would be appropriate for your school. Give each group a large piece of paper. Instruct students to write no more than three rules for their area. Each group will share its set of rules with the entire class. As a class, discuss the importance of each rule, perhaps on occasion asking one group why it thought one of the rules was important to have. Finally, as a class, consider which of the rules the students would consider most important. Try to reduce the separate lists to one list of no more than 5 or 6 rules to use in the school. Explain that these 5 or 6 rules are considered by the students to be the most important rules. Ask: Do you think all of these rules are fair rules? Why/why not? Can you think of a rule that you must follow that is unfair? Why do you think it is unfair? Discuss appropriate actions to take if they feel that a rule is unfair. Ask: Do you just disobey a rule that you do not like or that you think is not fair? What would happen if everyone did this for the rules that he/she did not like or think fair? How could we go about changing rules that are unfair? Give examples of rules that have changed because people worked together to change them (voting rights of certain people, rules or laws that discriminated against certain people in terms of where they could live and places they could go, etc.).
- Explain that while man-made rules can be changed, God's rules cannot be changed. Review the rule that God made for Adam and Eve. God also made rules for nature. For instance, God made a rule that the sun would shine every day. Ask: Can people ever change that rule? Explain that in another lesson they will learn about rules God made to help people live together more peacefully.



ACTIVITY THREE

Premise: Satan encouraged Eve to disobey God's rule. Eve encouraged Adam to disobey God's rule. They were given the opportunity to choose whether they would obey or disobey the rule. Children must be cautious of anyone who encourages them to disobey a good rule.

All students

- Re-read the story about Satan encouraging Eve and Eve encouraging Adam to disobey God's rule (page 8 in *Your Book of Hope*). Have students decide who encouraged whom to disobey the rule set by God. Discuss that sometimes people who break rules try to get others to join them. Children can share examples of when this happened to them.
- Explain that both Eve and Adam had to choose whether they would obey or disobey

the rule given to them. Discuss with students that every day they also make choices about whether they will obey or disobey rules they have. Read page 13 in *Your Book of Hope* section "Did Satan ever bother Jesus?." Discuss that even Jesus had to choose to do right when Satan tried to tempt Him to do wrong.

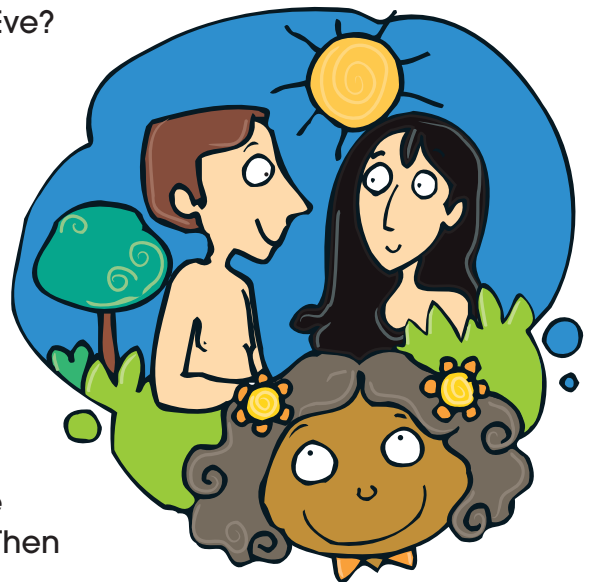
- Explain that some choices are more important than others. Each day they may choose what they will wear, what they will eat, whom they will help, if they will do their school work, if they will be kind to someone, if they will feed their pet without being reminded by their parents, if they will clean their room, etc. Explain that the consequences of some choices are more important than others. Ask: Does it really matter whether you wear clothes to school? Does it matter what color shirt or blouse you wear to school? Does it really matter if you feed your pet? Does it matter if you do your homework? Have students name one choice they made that day that was a very important choice and one choice that was not so important.

Younger students

- Discuss with the students why each person has to decide for himself/herself if he/she will obey or disobey a rule.
- Have children explore what they should do if someone tries to get them to break a family rule or a school rule or where they should go for help so they will not break the rule.

Older students

- Explain that in this story of Adam and Eve breaking God's rule, there is a part that is not told in their book. When God asked Adam about breaking the rule, Adam said that Eve made him do it. When God asked Eve about breaking the rule, she said that Satan made her break the rule. Each one tried to place the blame on someone else for his/her personal choice. Have children discuss times when someone broke a rule and tried to blame another person. Ask: Did someone ever blame you for causing him/her to disobey or break a rule? How did you feel? Have you ever blamed someone else for causing you to break a rule? What made you do this? Discuss with students that each person is responsible for his/her own behavior. Write the following statement so all the class can read it: ***Responsible behavior finds a way to do right! Irresponsible behavior finds an excuse for doing wrong.*** Ask: What do you think this statement is saying? Does this statement fit Adam and Eve? How? Is this "saying" an important one for you to remember? Why? (You might like to make a big sign with the statement on it to display for a few days in the classroom.)
- Role-play. Think of situations appropriate to your students in which they might have an opportunity to break a rule (take something that did not belong to them, go some place their parents forbade them to go, throw clothes on the floor instead of hanging them up, not putting toys away after playing with them, etc.). Have one group of students role-play breaking the rule. Then



have another group of students role-play the situation showing how they could keep from breaking the rule. After the role-playing scenarios, discuss the positive reasons for obeying the rules.



ACTIVITY FOUR

Premise: When God placed Adam and Eve in their Garden of Eden home, He gave them one important rule to follow. There are many rules today that people must follow. Most rules are made by adults, but children can also make rules for themselves. Rules made by governments are usually called laws.

All students

- Read page 7 in *Your Book of Hope* to find the rule that God gave Adam and Eve. Explain that God did not tell them why they must follow the rule. Ask: Have you ever been given a rule to follow that you really did not understand why you should follow it? Have students give examples. Explain that God gave Adam and Eve this rule because He loved them. He did not want them to know about evil or bad things. Explain also that people who make rules generally have a very good reason for the rule, even if they do not explain it to others.

Younger students

- Review some of the rules the students follow every day, at home and at school.
- Discuss who made the rules for them. Ask: Why do we need adults to make rules for us? Can we always make all the rules that we should follow? Why do you say that?
- Select one or two rules and discuss the importance of each.

Older students

- Review what was decided in Activity Two concerning the importance of having rules. Students will name several rules and tell whom they think made the rule. Ask: Do you think children should have to follow rules made by someone else? Why do you say that? Have you ever made a rule for yourself? Why did you make the rule? Do adults ever have to follow rules? Name a rule that adults must follow. Ask: Is there a difference between rules and laws? (Laws are generally established by governing bodies.) Have students name a law. Explain that people also have a choice about following laws.



ACTIVITY FIVE

Premise: When people break a rule or a law, they must pay the penalty and suffer the consequences. Usually there is a way to overcome the negative consequences of breaking the rule.

However, when you break one of God's rules you cannot overcome the bad consequences of breaking His rules by yourself. Breaking one of God's rules is called "sin." God had a plan to help Adam and Eve and every other person who disobeys His laws. If people will accept God's plan, the bad consequences of sin can be changed to good. Jesus, God's Son, came to earth to take the negative consequences of people's sin so that they would not have to carry them themselves.

All students

- Select a rule that children often disobey. Discuss the consequence for disobeying the rule. Explain that once the consequence is received and followed and the person has paid the penalty for breaking the rule, the person is forgiven for breaking the rule.
- Read page 7 in *Your Book of Hope* to find out what rule Adam and Eve disobeyed. Explain that when people break a rule of God, it is called "sinning." Read again the consequences of Adam and Eve's sin. Adam and Eve could not change the consequences for disobeying God's rule. Have students read pages 9, 10, 25, and 26 in *Your Book of Hope* to discover God's plan for fixing the bad consequences of sinning. **Ask:** Who is Jesus? Explain that many people around the world each year remember Him by celebrating His birth. Christmas, December 25, is the day set aside to remember and celebrate His birth. Read the story of His birth on page 11 in *Your Book of Hope*.



Younger students

- Remind students that sometimes when they disobey a rule, they can fix the problem of the consequence by saying, "I am sorry. Please forgive me," or by telling the person that they will not disobey again. That person can choose to give them another chance, like God wanted to give another chance to Adam and Eve, and to everyone who sins. Have them name a time when they were given another chance to not disobey a rule or were forgiven for breaking a rule once they paid the consequence.

Older students

- Discuss with students that when they disobey people-made rules, it is not called "sin." However, there are still consequences for disobeying. Have students offer suggestions of ways that they can "fix" the problem they caused by disobeying a rule made by people. (If they take something that is not theirs, they can return the object or purchase one to replace it. They can apologize to the person who was hurt by their disobedience. They can make a plan so that they will not disobey that rule again.)
- Explain that people by themselves cannot fix the bad consequences of disobeying God, of sinning. So, God sent His Son, Jesus, to take the bad consequence for people's sins. Those who accept the plan of God and His Son will not have to suffer the consequences of their sins. What did Jesus do to fix the sin problem? (Re-read pages 25-31 in *Your Book of Hope* to find the answer.)

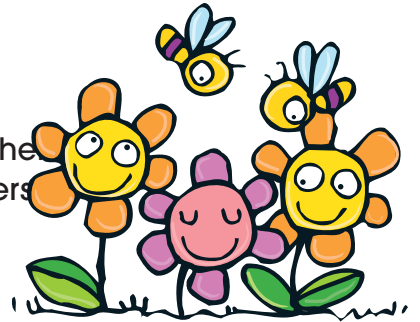


SHOWING RESPECT AND CARE FOR OTHERS



● Lesson Objectives

1. Students will explain what it means to show respect for others.
2. Students will explain the importance of showing respect for others.
3. Students will list ways they can show respect and care for others.



● Background Information

Jesus came to the world to live as a person so that He could take the bad consequences of sin for all people. Jesus, as an adult, spent three years traveling and telling others about God. He is considered by many to be one of the world's greatest teachers. He taught people many important rules to follow to live good and happy lives. He especially taught them how they should treat one another. He taught that they should show respect and care one for another.

● Learning Activities



ACTIVITY ONE

Premise: Jesus taught many ideas during His ministry. Many of His teachings were centered on how people should treat one another. He wanted people to treat others the way they would like to be treated. This is still an important teaching today.

All students

- Ask students why they think they need teachers. Explain that Jesus was a teacher and that His teachings are still important for people living today. (Read "What did Jesus teach?" on page 14 in *Your Book of Hope*.)
- Have students read, "What things did Jesus do while He was on the earth?" on page 15 in *Your Book of Hope*. Then have a student read the number 6 teaching statement, *Treat others the way you want them to treat you*. Encourage students to tell what they think this teaching statement means. In the discussion, mention the idea of "showing respect and care for others."
- Make a large bulletin board to which you will add information during the activities throughout this lesson. Put a title to the board: *Showing Respect and Care for Others*. Place the number 6 teaching statement in the center of the board – *Treat others the way you want them to treat you*. With each Learning Activity, add the list of character traits that reinforce this important teaching. (See ideas for bulletin board at the end of this lesson.)

For the teacher:

Before you start teaching the additional four activities, make "award" cards to give to students when they demonstrate one of the traits they are studying. Make enough cards so that each child will have a chance to "earn" at least one card during the study. Each day, give out cards to children who follow one of the teachings. The following are examples of sayings that can go on the award cards.



ACTIVITY TWO

Premise: Jesus taught and demonstrated kindness. We are also to be kind to one another. When we do this, we are showing respect to one another.

All students

- Have students read teaching statements number 3, "Be kind" and number 7, "When people are mean to you, pray for them and never try to get even with them" from page 16 in *Your Book of Hope*. Explain that when we follow these two teachings, we are being kind.
- Add the first cluster of character traits to the bulletin board: Be kind – loving, caring, forgiving, patient, understanding, and merciful. You may need to explain what "merciful" means.
- Take each word in the cluster and have children explain how that word reflects "being kind."
- Refer to page 4 in *Your Book of Hope*. It says that God is loving and kind. If we want to be like Him, we will also be loving and kind. Explain that one way we can show kindness is by saying kind things to each other. Make an "appreciation" circle with children. Each student in the circle will turn to the student on his/her left and tell that student what he/she appreciates or admires about the student. Remind students that only kind things can be said. The receiver of the compliment will respond with "thank you" and then give the student on his/her left a kind statement.
- If available, read Aesop's fable, *The Lion and the Mouse*. Summary of the story: Lion is asleep when Mouse runs across his paw. Lion awakens and starts to eat Mouse. Mouse pleads with Lion not to eat him saying, "Someday, I may be of use to you." So, Lion lets Mouse go. Sometime later, Lion falls into a net of ropes and cannot get free. Little Mouse comes along and gnaws the ropes to free Lion. Discuss who was being kind in the story and who was being merciful.

All students - Part Two

- Explain to students that not only do they show kindness by the words they speak but also by the things they do. What kindness did Lion show Mouse? What kindness did Mouse show Lion? You can refer to the stories of Jesus' acts of kindness (pages 20-21 in *Your Book of Hope*). Explain that many of these acts of kindness were called miracles. Discuss what a miracle is (read page 19 "*The amazing things that Jesus does!*" to find a definition of miracles).
- Explain to students that while they cannot perform miracles to help people, they can show many acts of kindness toward people. Two of Jesus' acts of kindness were for people who were disabled – one was lame and one was blind. Discuss kind things that students can do to help a person who is disabled.
- Explain that Jesus did acts of kindness for people who could not repay Him in any way. He did not expect them to do a kindness to Him. People who are really kind will do kind acts for others and say kind words to people who may not respond in like manner. In many communities, people are encouraged to perform "random acts of kindness" or "secret kindnesses." This means that people find a way to do some kind deed for someone without expecting that person to do something kind for them or for that person to even know who did the kindness. (Give some examples for them to consider.)
- Encourage students to attempt to perform an act of kindness or a secret kindness for someone. They might want to keep a journal of their acts of kindness. In their journal, they can record the reactions of people who received the kindness (if they know), how they felt when they performed the act of kindness, etc.
- Look at the pictures on page 10 in *Your Book of Hope*. See if there is a picture of someone showing kindness and/or someone not showing kindness. Have students explain why they think as they do.

Younger students

- **Ask:** Why is it important to be kind to others? **Ask:** Is it important for us to be kind if we want others to be kind to us? What should you do if someone is not kind to you? (Re-read teaching statement number 7 on page 16 in *Your Book of Hope*.)
- Encourage students to give examples of someone being kind/not being kind. Use as many of the trait words in the cluster as you can in your discussion.

Older students

- Have students re-read statement number 7 (page 16). Discuss why it is important to show kindness rather than trying to get revenge or get even. **Ask:** Are you aware of any situation in which someone showed kindness instead of getting even or getting revenge? Point out that they may someday need someone to be kind to them instead of getting revenge or getting even. **Ask:** Can you think of a time when someone was kind to you instead of trying to get revenge?
- Write the following statement by St. Basil so that all can read it: *He who plants kindness, gathers love.* **Ask:** What do you think St. Basil had in mind when he wrote this? Do you think that is true? Why?
- Compare the number 7 teaching statement (page 16) in *Your Book of Hope* with the sentence from Luke 11:4 (page 17). "Forgive our sins, as we forgive everyone who has done wrong to us." Explain that this was also a teaching of Jesus. (It is part of a prayer that Jesus taught His disciples to pray to God. Jesus is teaching that if we want God to for-

give us when we sin, we must forgive those who do bad things to us.) How is this teaching like statement number 7?



ACTIVITY THREE

Premise: Jesus taught the value of generosity. He was pleased when others were generous with what they had and with what they could do to help others. Generosity is an important character trait to have. Being generous is one way to show respect and care for others.

All students

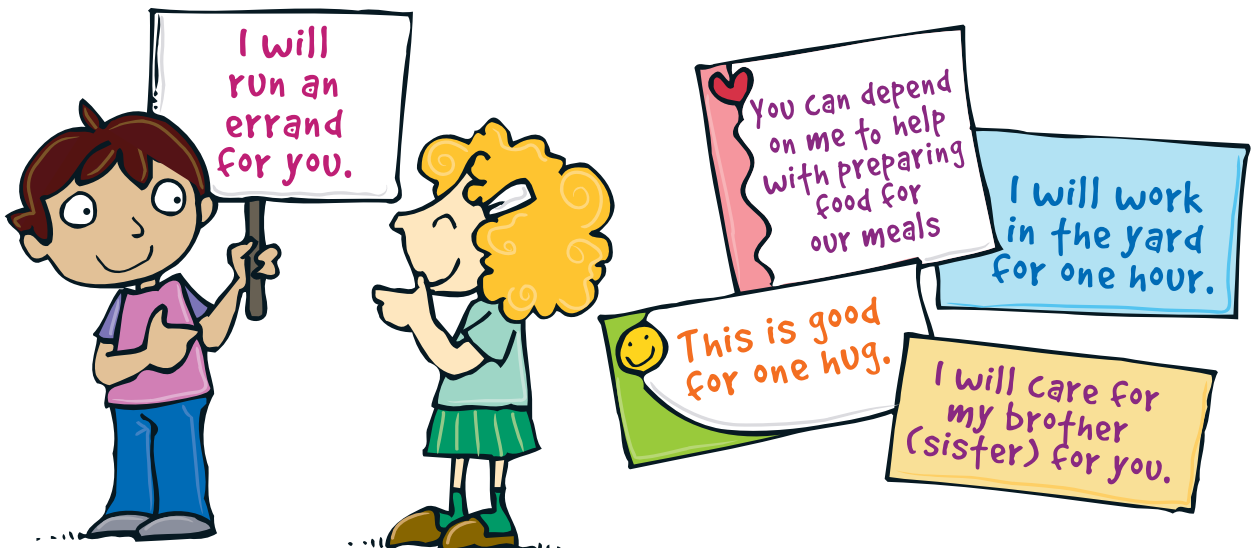
- Read teaching statement number 10 on page 16 in *Your Book of Hope* – “Be generous, share, and be helpful.” Discuss what it means to be generous. Add the "generous" character trait cluster to the bulletin board (generous: share, be unselfish, give, be helpful). Discuss the meaning of each of these words or phrases. Encourage children to describe ways they can demonstrate each of these traits.
- Read the story of the boy who shared his lunch (page 19 in *Your Book of Hope*). Have children explain why he would be considered a generous person. Explain that this is also another example of Jesus performing a miracle (He took the boy's lunch and fed thousands of people).
- Encourage children to think of ways they can be generous. Explain that many times people think that it takes a lot of money to be generous. Encourage students to think of ways they can be generous without it costing them money. What might they share with someone (ge-nerous with their things) or how could they be helpful (generous with their time).

Younger students

- Have students turn to page 10 in *Your Book of Hope*. Have them decide if there is a picture of someone being generous.

Older students

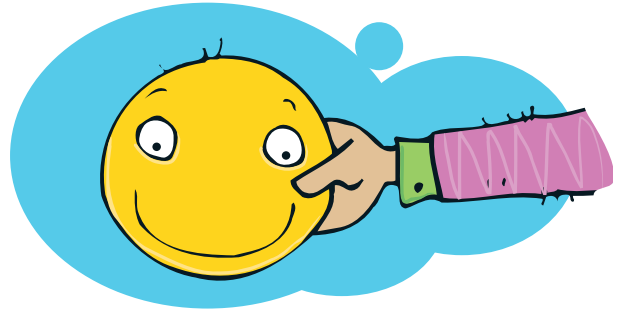
- Encourage students to design "time generosity" cards that they can give to others. Once given, the card receiver can ask the child to perform the act of generosity any time the receiver chooses. Some examples of such cards might be:





ACTIVITY FOUR

Premise: Jesus demonstrated that He was very considerate of others. Once, when thousands were following Him to hear His teachings, He was very concerned that they may be hungry. He found a way to feed them. When He saw sick people, sad people, or frightened people, He wanted to do something to assist them. Like Jesus, people can show respect and care for others when they are considerate of them.



All students

- Add the "considerate" character traits to the bulletin board (considerate – polite, thoughtful, courteous). Read the cluster of words with your students. Discuss the meaning of each word.
- Give each student a circle of paper. Have them draw a happy face on one side of the circle. On the other side of the circle have them draw a sad face.

Students will use their "circle faces" to reflect what they think about each statement. If they think the statement is about someone who is being considerate, courteous, polite, or thoughtful, they show the happy face. If not, they show the sad face.

1. Says "Please" when asking for something. (polite)
2. Helps an elderly person carry a package. (thoughtful)
3. Talks at the same time someone else is talking. (inconsiderate)
4. Says "Thank you." (polite)
5. Yells at someone who makes a mistake. (not polite)
6. Holds a door open so others can go through. (courteous)

Re-read each statement so students can label each action by the character trait demonstrated or not demonstrated.

Younger students

- Read the story on page 16 in *Your Book of Hope* in the section, "Jesus takes time for the children." **Ask:** Who was being considerate and thoughtful in this story? Who was not?
- Encourage students to share about a time when someone was considerate, courteous, polite, or thoughtful to them. **Ask:** How do you feel when someone treats you that way? Have them share examples when they personally demonstrated one of these good traits. **Ask:** How do you suppose the other person felt/how do you feel when you are considerate?

Older students

- Place this statement on a strip of paper: *He who sows courtesy, reaps friendship.* Have students discuss what they think the author of the statement had in mind when he wrote this. Discuss how this statement compares with the statement, "Treat others the way you want them to treat you."



ACTIVITY FIVE

Premise: Jesus taught the importance of being trustworthy and having a pure heart. When Jesus said that He was the Son of God, some of His hearers thought He was dishonest. A person who is honest, truthful, keeps a promise, and has a pure heart is considered trustworthy. These are important character traits.

All students

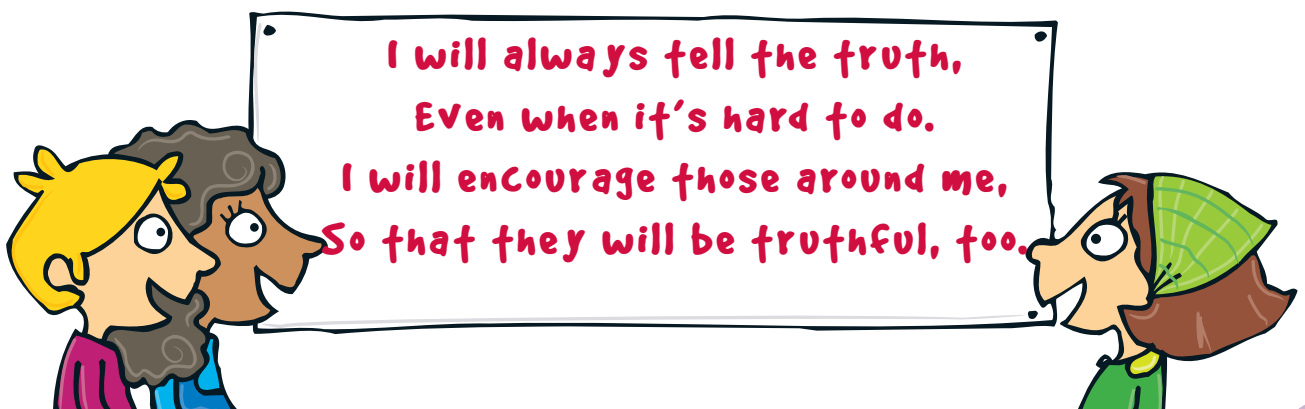
- Ask the students what it means to be trustworthy. Put the cluster of trustworthy character traits on the bulletin board (trustworthy – honest, truthful, has a pure heart, keeps promises). You may need to discuss what it means to "have a pure heart." A person who has a pure heart thinks and does only trustworthy things (the person is honest, truthful, and keeps his/her promises). Point out that two trustworthy traits are in the teachings of Jesus on page 16 in *Your Book of Hope*. Number 4 and number 9 include two traits of a trustworthy person.
- Write each of the following words on large cards: cheat, lie, steal. *Thumbs up/Thumbs down* activity – children will indicate by *thumbs up/thumbs down* whether someone who is trustworthy demonstrates any of these three traits. Read each trait.
- Direct students' attention to page 23 in *Your Book of Hope* to the section "What did people think of Jesus?" Read the information. Ask: How do you think Jesus felt when some people thought He was lying? Has anyone ever accused you of not telling the truth? How did you feel? What should you do? Read page 24 in *Your Book of Hope*. Ask: What did Jesus do when these people lied about Him? Why do you suppose He did not say anything? What would you do if it had been you (re-read Jesus' teaching statement number 7 on page 16)?

Younger students

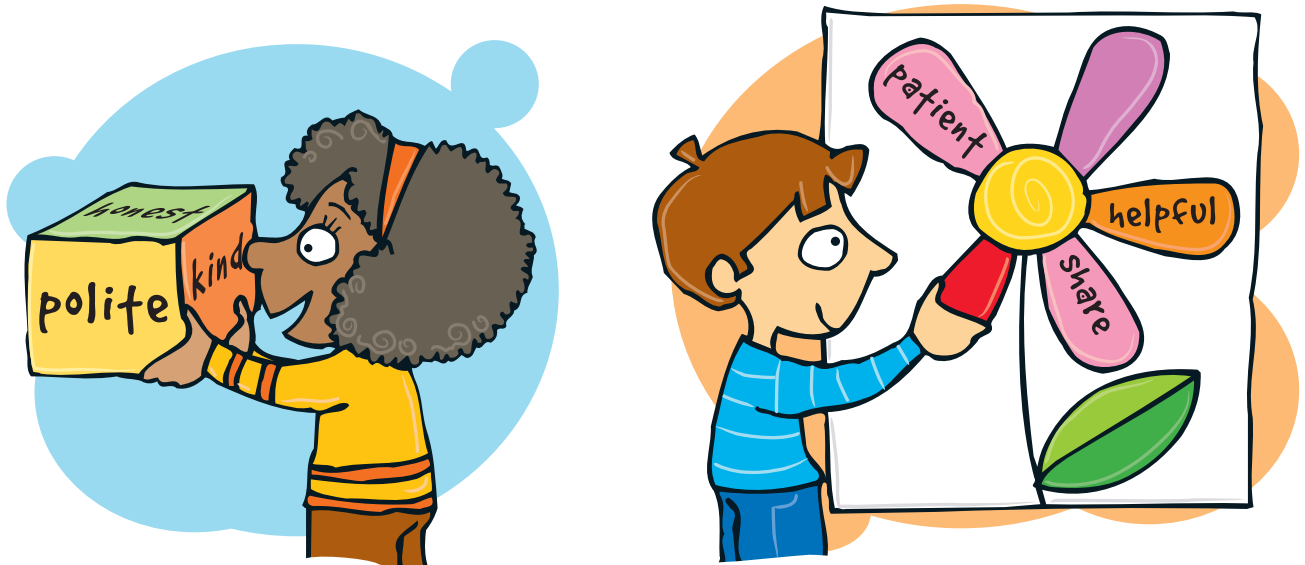
- Direct students' attention to the pictures on page 10 in *Your Book of Hope*. Ask: Which of the pictures is not an example of someone being honest and trustworthy?
- Explain that one way to be considered trustworthy is "to keep a promise." Ask what that means. Discuss why it is important to keep a promise. Will people trust you if you never keep a promise that you made?

Older students

- An American president (George Washington) made this statement: *Honesty is always the best policy*. Do you agree with this statement? Why or why not?



- Make a poster of the following poem and read it together as a group:
An activity for all students that will culminate the study of "Showing Respect and Care for Others":
- Younger children can make a "character trait" flower. Write on each petal a character trait that they think they can demonstrate. They can include as many petals as they wish.
- Older children can make a cube from a piece of paper. On each of the six sides write one of the "showing respect and care for others" character traits that have been studied in this lesson. (Students can select any of the traits that they choose from the ones on the bulletin board.) Gather the students in groups of 2 or 4. Each student will roll his/her cube. That student will share a time when he/she or someone else demonstrated the trait that shows on the top of the cube.



Bulletin Board Ideas



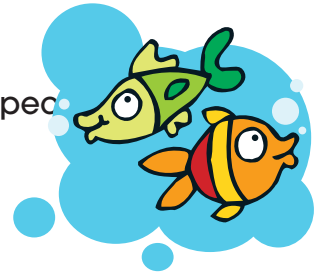


RESPECTING YOURSELF



● Lesson Objectives

1. Students will explain why it is important that they demonstrate self-respect.
2. Students will name ways in which they can demonstrate self-respect.



● Background Information

Not only is it important for people to show respect to others, but it is also important for people to live their lives in such a way that they respect themselves. Jesus knew from a young age that He was a special person. He knew that He had been sent by God to the earth to do something special for all people. He was careful to live His life so that He always did good things. He wanted to feel good about Himself and what He did. People today should live their lives so that they are happy about who they are.

● Learning Activities



ACTIVITY ONE

Premise: Jesus made wise choices. When you respect yourself, you will try to make wise choices. You will try not to make choices that will eventually make you feel sad about yourself or that will cause other people to feel sad about you.

All students

- Explain that the students have already learned that they make many choices every day. Explain also that those students who show respect for themselves make wise/good choices. They should think carefully before they make decisions.
- Making wise choices will cause your parents and other people to be proud of you. Read page 12 in *Your Book of Hope*, "What did Jesus do when He grew up?" to find out what God thought about Jesus. In the paragraph, "What was Jesus like as child?" students can read that Jesus was smart and "wise". He made wise choices. He chose not to listen to Satan but to obey God (page 13), He chose to help people (pages 19-21), and He chose to pray often (page 17 "Jesus teaches His disciples to talk to God").
- Introduce the concept of "peer pressure." Explain that when friends/peers or other people try to get you to do something, good or bad, we say that they are putting pressure on you. Sometimes the peer pressure is to do good things and sometimes the pressure is to do bad things. Emphasize that they have the final say and make the final choice.

Younger students

- Encourage students to share a time when they made a wise choice. Ask: How did you feel after you made that choice? Did anyone else feel happy or proud of your choice? Has anyone ever made a choice that made you or others feel sad?

Older students

- **Ask:** Is it always easy to make wise choices? If you are having difficulty making a choice, to whom can you go to receive advice?
- Explain that many people believe it is important to pray about making choices so that they can make good/wise choices.



ACTIVITY TWO

Premise: People who demonstrate positive character traits show respect for themselves. Those who demonstrate negative character traits will lose respect for themselves. Demonstration of positive character traits will also cause people to have respect for you, whereas demonstration of negative character traits will cause others to lose respect for you.

All students

- On a large chart have students name the positive character traits they have learned since the beginning of this study (those mentioned in caring for the environment, obeying rules, showing respect and care for others). Select one or two for emphasis. For instance, if you select the character trait of obeying rules, have students discuss how they feel about themselves when they obey rules and how they feel about themselves when they disobey rules. **Ask:** If you continually disobey rules, what will others think about you?
- Or, if you select the character trait of honesty, have students discuss how they feel about themselves when they are being honest or being dishonest. **Ask:** What will people think about you if they believe you are always honest or often dishonest?



ACTIVITY THREE

Premise: In addition to feeling good about themselves for demonstrating positive character traits, people can also be pleased with their accomplishments. They know what they can do well. They also recognize that there may be some things that they cannot do so well. However, people who respect themselves believe that they can continue to accomplish achievements. They continually set new goals for themselves.

All students

- Have students name skills that they already possess. Have them stand up if the statement is true about them. Explain that they will not be able to stand up with every statement, but that is not bad. Explain that all of us have things that we can do well. We know that we can do them well. It is all right to be pleased with our accomplishments. People who show respect and care for others will never make fun of a person who is not as skilled as they are. (Please see the following illustration.)
- To encourage children to see their positive traits and skills, select one child per day to

honor. On a large sheet of paper, make an outline of the child's body. The child being honored can add hair and eye colors. He/she can lightly draw clothing on the outline if he/she chooses. As a class, encourage individual students to make positive comments about each student being honored.

- Comments can include academic achievements, physical accomplishments, skills mastered, or personality comments (...is very good in math, can kick a ball very far, says kind words to other people, helped me fix my shoe one day, etc.). As the teacher, write the children's comments all over the "body." At the end of the day, permit the child to take home the affirmation sheet, or if there is plenty of wall space in the halls, display the "bodies."



Younger students

- Have each student fold a piece of paper into three sections. Label the first section: When I was a baby, I could not... Label the second section: This year, I learned to... Label the third section: I am learning how to....
- Have children make a drawing in each of the sections that tells about themselves. In small groups, have children share what they have said about themselves. This encourages children to understand that they are continually mastering new skills. It also encourages them to set goals for themselves.

Older students

- As a teacher, share with your students something you learned or a skill that you developed as an adult. Encourage students to interview adults about things they learned or skills they developed as adults. Have them ask the adult: "How did you feel when you learned that information or learned that skill?" Share their findings with the entire class. This will encourage children in their thinking that they can continue to make progress throughout their lives.
- In another interview setting, have children interview other children or adults concerning something that they plan to achieve in the future, such as some information they want to learn or a skill they want to master. Share their plans with the entire class.
- Encourage students to set one or two goals for themselves. Write down the goal(s) on a sheet of paper. Write the day they set the goal. Once the goal is achieved, write the day of its accomplishment.



SOLVING PROBLEMS PEACEFULLY



● Lesson Objectives



1. Students can name some problems that children face.
2. Students will understand that sometimes people must work together to solve problems.
3. Students can explain why it is important to solve problems peacefully.
4. Students can give examples when they worked to peacefully solve a problem.

● Background Information

Everyone, everywhere, faces problems of different kinds. Some of these problems center around relationships with others. It is important that when these kinds of problems arise, people work together to solve them without conflict.

● Learning Activities



ACTIVITY ONE

Premise: It is important to try to remain calm during times when people disagree or are angry with one another. That is not easy to do. Yet it is one of the teachings of Jesus.

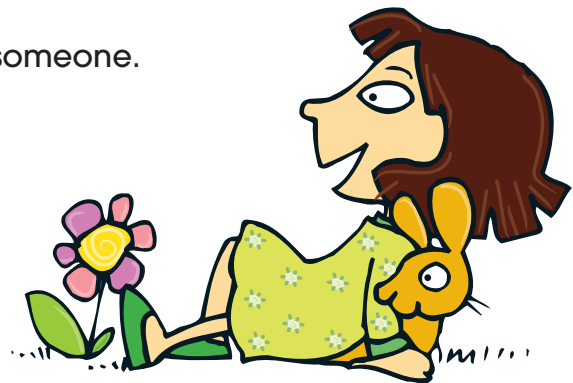
All students

- Read the second sentence in teaching statement number 5 on page 16, *Be calm when people are upset*. It teaches that people need to remain calm when they are angry. **Ask:** What do you suppose this means? Is it easy to do? Why/why not? Why do you suppose Jesus thought that this was important to do?
- Create scenarios of situations that cause children to become angry. Have them role-play children becoming angry or remaining calm in the situation. Then role-play a way for children to remain calm while they express their anger or unhappiness. Here are possible situations:
 1. You are playing with a toy or game, and someone takes it without asking if you have finished playing with it.
 2. Your friend shares a piece of candy with another person and does not give you any.
 3. You are playing a game, and one of the team members does not follow the rules.
 4. You have been unjustly accused by someone of taking a book.

Older students

- Explore with the students things they can do to remain calm in a situation. Here are some suggestions:

1. Count slowly from 1-10 before you respond to someone.
2. Listen for the sound of your heartbeat.
3. Take 5 deep breaths.
4. Put your head on your desk and count to 10.
5. Go to a quiet place for a few minutes.
6. Quietly sing a song to yourself.



ACTIVITY TWO

Premise: Jesus taught that when people have problems, they should work together to solve them peacefully. Fighting is not a good way to solve problems.

All students

- State a problem that is common to your students (perhaps use some included in the previous activities). Have students tell why it is important for them to try to work out misunderstandings/disagreements/conflicts without fighting.

Younger students

- Ask students for examples of things they might fight about with their friends, brothers, or sisters. Ask: Are some disagreements more serious than others? Is it hard to make up or forgive sometimes? Why is it important for you to do so?

Older students

- Explore the idea that small fights often can turn into major fights that can lead to wars. Discuss the terrible things that can happen in wars. Ask: When people get angry enough to fight, do they generally remain calm?
- Have students give some suggestions of ways they can avoid a fight (discuss the disagreement and walk away, change the subject, go somewhere else away from the disagreement until both people are calm, etc.). Also, discuss the concept of "self-control."
- **Thumbs up/Thumbs down.** In response to these reaction statements, have students decide if the person is demonstrating self-control.

When I have a disagreement with someone and things don't go my way:

- I start to argue.
- I listen to the other person and try to find out why he/she thinks the way he/she does.
- I take time to figure out what the disagreement is about.
- I call the person names and start a verbal battle.
- I calmly tell the person why I think as I do.





ACTIVITY THREE

Premise: There are times when people are unkind and very hard on others. They sometimes talk badly about them. When this happens, people often become angry and sometimes want to fight.

All students

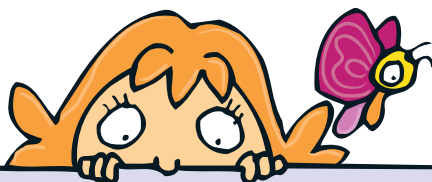
- Have students read Jesus' teaching statement number 13, "Don't be hard on other people and don't talk badly about them," on page 16 in *Your Book of Hope*. Discuss how following this teaching might help promote peace.

Younger students

- Have students re-read the second part of teaching statement number 13 on page 16 in *Your Book of Hope*. Ask: What does "Don't talk badly about people" mean? Has anyone ever talked badly about you? How did you feel? Have you ever said an unkind thing about someone? How do you suppose that person felt? Explain that when these things happen, people can become very angry and sometimes want to fight. Remind students of how they feel when students say good and kind things about them. Ask: Which makes you feel better, having people say kind things about you or unkind things about you? Which makes you feel better, saying kind things or unkind things about others? Remind students of the character teaching they studied: "Treat others the way you want them to treat you."

Older students

- Explain to students that if people can see the situation from the viewpoint of the other person, they may not be so hard on them or speak badly about them. If they can understand how the other person thinks or feels, it sometimes prevents problems from arising. Try this activity with students. Give two students a problem situation. Have students write how the "victim" in each situation feels.
 - When (state problem as seen by victim)
 - I feel (state how you think the victim must feel)
 - I would (state what the victim thinks can be done to solve the problem)



Sample situations:

- John always wants his team to win when playing games. He tells his group not to let Philip (the victim) on the team because he is not a good player. Using the three steps listed above, write how Philip (the victim) feels.

When the activity is completed, ask: How would you help John to change his attitude and not be so hard on others?

- Jean has new shoes. When she wears them to school, she makes fun of Susan's (the victim) old shoes. Using the three steps on page 26, write how Susan feels about Jean's comments about her shoes.

When the activity is completed ask: How would you help Jean to understand how she hurts others when she talks badly/unkindly about them?

- The teacher asks Mark for the answer to a math problem. Mark does not answer. Thomas says to a student sitting near him, "Anyone with half a brain would know that answer." Using the three steps again, write how Mark (the victim) felt about Thomas' comment.

When the activity is completed, ask: How would you help Thomas to understand how he hurt Mark when he made his statement?



ACTIVITY FOUR

Premise: Peace was always connected with Jesus. Even at His birth, angels sang, "Peace on earth to everyone who pleases God." Unfortunately, in our world, this is not a time of peace in many places. For peace to be maintained, it must start with individuals working toward peace. Then, larger groups can work together to solve disagreements so there can be peace. This often requires that people are tolerant of the differences among them.

All students

- Look at teaching statement number 5 on page 16, "*Make peace... Help fix problems without fighting.*" Encourage children to explain what it means to "make peace." Encourage children to tell if they think this is a good teaching. Why/why not? Have them name some ways that they can make peace.
- Discuss what happens when people do not make peace. You might want to include the concepts of "fighting," "arguing," and "war" in the discussion.
- Select an item (food, game, school subject, etc.) that you know some children will like and others will not like. **Ask:** How many of you like...? How many of you do not like...? Ask the group who liked the item: What would happen if you fought with those who did not like ...? If you have available Dr. Seuss's, *Butter Battle Book*, read it. It is a story about two communities planning for war because one community ate its bread with the buttered side down and the other ate its bread with the buttered side up. **Ask:** Do you think that sometimes people fight and make war over things that are not very important? Can students identify times when children/adults fought over something that was not very important?

Younger students

- Give each student six strips of paper. They can all be white, or each student can have a set of a specific color. Children are to decorate each of their strips in any way they choose. Put 2 to 5 children together to glue their strips into a chain. Discuss the diversity in the chains. **Ask:** Do all the chains look alike? Is one chain better than the others? Which do you think would be best – all the chains that look exactly alike or the chains that are different? Are you going to become angry because another group's chain is not like the chain that your group made? Are you going to fight the other group because its chain is not like yours? Why/why not? Discuss the importance of people having the opportunity of being different without fearing that others will get angry or start a fight with them.

Older students

- Look at news around the world. **Ask:** Is there peace everywhere? What causes the lack of peace? Make a list of things that cause people to fight and get involved in war (political conflicts, religious misunderstandings, economic differences, tribal/cultural group disagreements, greed, etc.).
- Discuss that there may be times when people can never agree on a particular topic/issue. Can students identify such an issue or topic? **Ask** if there is a way that these people can live peacefully together without totally agreeing. Discuss what "tolerance" means. Have students give examples when they had to be tolerant of what others thought, what others believed, or what others did if they were going to live peacefully together.





● Lesson Objective

1. Students will define the concept of "courage."
2. Students will identify situations in which they can demonstrate courage.

● Background Information

Courage is more often demonstrated by actions than by speech. However, there will be times when people demonstrate their courage by speaking up. Jesus demonstrated great courage when He willingly took the punishment for the sins of all people.

● Lesson Activities



ACTIVITY ONE

Premise: It takes courage to do something for others without thinking of yourself. It also takes courage to make decisions that are right even when others put pressure on you to make a different decision.

All students

- Read the story on page 19 in *Your Book of Hope* about the little boy who gave his lunch to Jesus. Ask: What do you suppose the little boy thought when he gave his lunch? Was he selfish, thinking only of himself? How do you think he thought he would get something to eat? Do you think it took courage for him to give away his lunch?
- Read the story on pages 24 and 25 about the death of Jesus. Ask: Do you think Jesus was courageous when He died for the bad things that others did? Why do you think He did this?
- Read the story on page 27, "Where was Jesus buried?" Joseph knew that many people were very angry at Jesus. Most of Jesus's friends had run away because they were afraid that the crowd would also want to kill them. But that is not true of Jesus' friend, Joseph. How did Joseph show he had courage? What did the American writer, Mark Twain, mean when he wrote: *Courage is resistance to fear, not absence of fear?*
- Share examples of people in your country who showed courage by what they did or said.

Older students

- In the story of Jesus' death, there was a leader by the name of Pilate (page 25 in *Your Book of Hope*). Originally, Pilate did not think that Jesus had done anything wrong or that Jesus should be put to death. But he was afraid of the people, so he had Jesus put to death. Ask: Was Pilate courageous? Discuss that it takes courage to stand up for what you believe is right, no matter what others think.
- Discuss this saying: *Some people boast of mighty deeds of courage, but their courage fails when they are asked to forgive someone who has wronged them.*



ACTIVITY TWO

Premise: At times, we do things that are not right. It often takes courage to admit that we have done wrong. It also takes courage to continue doing what is right.

All students

- Read the story about Zacchaeus on page 14 in *Your Book of Hope*. Zacchaeus was a tax collector. Discuss what a tax collector does. Explain that in the time of this story, the tax collector collected taxes from everyone for the government. He could charge people much more than they actually owed. He would then keep the extra money for himself. When Jesus met him, Zacchaeus admitted that he had cheated people and had done wrong. He was sorry about the things he had done. Jesus forgave him because he was sorry for cheating people. Do you suppose Zacchaeus continued to cheat people of their money?
- Discuss that it still takes courage for people to admit when they have done wrong. At times they must tell others about the wrong they have done and ask for forgiveness.
- Jesus taught that people must confess to God when they have not kept God's rules (they have sinned). This sometimes takes courage. But when they do this, God forgives their sins. (Read 1 John 1:9 on page 31 in *Your Book of Hope*.)



ACTIVITY THREE

Premise: It takes courage to say "no" when you are being tempted to do wrong. Adam and Eve did not have the courage to say "no" when they were tempted to do wrong, but Jesus did.

All students

- Have students re-read the story of Adam and Eve to decide if they demonstrated the courage to say "no" when they were tempted to do wrong (page 8 in *Your Book of Hope*). Then ask them to re-read page 13 in *Your Book of Hope* to find out if Jesus had the courage to say "no" when Satan tried to get Him to disobey.
- Discuss with students why it may take courage to say "no" when someone tries to get them to disobey a rule that they know they should follow, to do something that they know is wrong, or to tell a lie. Encourage them to give examples of times when they should say "no."

Older students

- Encourage students to discuss what they should do when they say "no" but keep getting pressure to do wrong.



ACTIVITY FOUR

Premise: It often takes great courage to speak the truth.

All students

- If you have available Hans Christian Andersen's *The Emperor's New Clothes* read the story to the children. Summary of the story: The emperor, who loved new clothes, ordered a new set from two men who convinced everyone that they were weavers. Everyone who went to look at the new clothes as they were being made could see nothing, but they were afraid to say so for fear of being made fun of. When the two impostors pretended to dress the emperor in the new clothes, he said nothing for fear he would appear stupid, even though he could not see any clothes. So the emperor paraded through the town in his "new" clothes. No one said anything about the emperor having no royal robes on except for one little boy who cried out, "He has nothing on!" Then the people who were watching the emperor in the parade whispered to one another, "It's true; the emperor has no clothes on." The emperor, though he suspected that they were right, continued his march down the street. Discuss who in the story had courage.
- Share stories with students about people in their own country who had great courage to speak the truth about an event, an issue, etc.

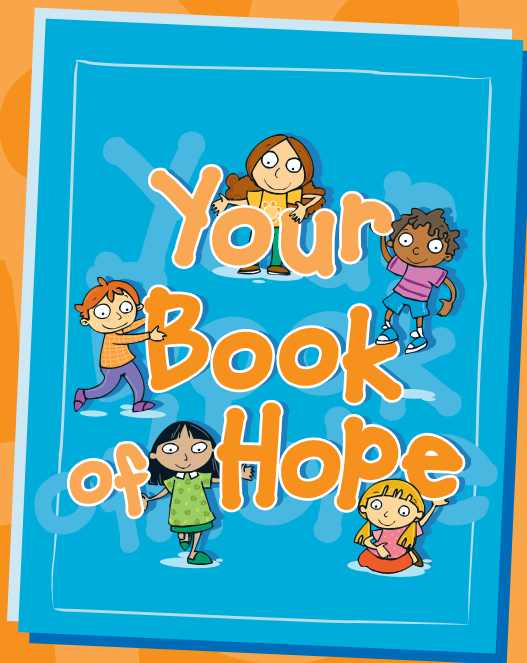
Culminating activity for entire character trait study:

Have students draw a pattern of both feet on paper. They can decorate the foot pattern as they wish. Then have each student select two character traits that they think are their strongest traits. Write each trait on a footprint. Collect all the "footprints." Display them on the walls of your classroom with the caption: Walk this good path!





Teacher's Manual



Your Book of Hope