

Lesson

LESSON 1 LIFE IS A JOURNEY

The focus of this lesson is that children know:

- That life is like a journey
- That as a Christian we want to travel our journey in a way that pleases the Lord.
- That traveling the journey to please the Lord involves a certain lifestyle.

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Psalm 25:4-5, "Show me your ways, O Lord, teach me your paths; guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long."

- Sport
- Game
- Welcome and Songs
- Lesson
- **Activity/Game:** - Road game if time permits
- Songs/Prayer/Close

LOOKING INTO OUR LESSON MATERIAL

This lesson is the same for both age groups. Familiarize yourself with the concept of a journey and adapt the lesson for your group. Use any visual aids you think may be useful.

LIFE IS LIKE A JOURNEY:

Life is like a journey. First we were in our mother's tummies, then we were born. After that we were little children and we grew up and went to school.

We experience many different things, we do many different things, and we learn lots of new things each day on our journey,

One day you will go to secondary school, then you get your first job.

Then you may get married and have children of your own.

Eventually you will even have your own grandchildren.

This exciting journey of your life will only end when you die.

Who's been on a journey?

- Where did you go?
- How did you get there?
- Who did you go with?
- What did you take with you?
- Why did you go on your journey?
- Did you have problems on the way?
- What were some of the good parts of your journey?

A journey can be great fun, but we all know that there can be some difficult times on a journey as well, e.g. maybe the bus breaks down, or you lose some luggage. In order to have a good journey, we need to make some good plans and make good decisions along the way.

MAKING WISE CHOICES:

Our life's journey is also like this. We can make this journey happy and exciting by making wise choices along the way.

When you were little, people like your mommy and daddy made choices for you, but now that you are getting older, you will need to start making your own choices about your life journey. Another word for choices is decisions. We want you to be prepared to make good and wise choices so that your journey will be happy and rewarding.

(Make sure the children are following this comparison of life being like a journey)

Wise choices will help you to avoid some of the breakdowns and accidents along the way. When you come to a cross-road or a Y in the road, you will be able to make a good choice and not lose your way or waste time going in the wrong direction. You will be on the lookout for deep potholes, flooding rivers and washed-out bridges that may cause a disaster in your life.

Not all of life's journey is dangerous. Sometimes you will see wonderful views, and the people you meet along the way can bring great happiness and joy into your life.

Some people have a very long journey and others a very short one. The important thing is not how long or short our journey is, but what we do along the way.

WHAT DOES THE GUIDEBOOK SAY?:

As Christians, we want to travel along this life journey in a way that is pleasing to God. Our Shepherd, the Lord Jesus, has a map or plan for each of us. The guidebook that we follow is the Bible (*hold up a Bible*), and the best news is that the guide who wrote the book will come along with us on our journey (Joshua 1:9, Psalm 23, Hebrews 13:5). This guidebook explains how to make the most of life's journey.

Psalm 25:4-5 teaches us that Jesus will show us the way to go along our journey, He will guide us. Our desire should be to walk in His ways.

**"Show me your ways, O Lord,
Teach me your paths;
Guide me in your truth and teach me,
For you are God my Saviour,
And my hope is in you all day long."**

HOW TO HAVE A GOOD JOURNEY?

At the end of our journey, we want the Lord Jesus to be pleased with us.

- Wouldn't we love to hear Him say to us, "Well done, good and faithful servant!"
- Who wants to hear Jesus say that to them one day?

1 Corinthians 9:24b tells us to “**Run in such a way as to get the prize**”

Get the children to repeat the words after you.

Make sure the children understand that this race is the same as the journey we are talking about, and that the prize is for Jesus to be pleased with us (as we discussed above) and for us to live with Him in heaven one day.

To help teach these concepts either:

- 1. Get the children to run a short race, and then go on to discuss running, training, what does it take to win?*
- 2. OR using a visual aid e.g. Takkies, a watch (to illustrate the time and effort one needs to put in) etc., get the children thinking about, imagining and discussing what it takes for a runner to be a winner.*

Relate running a race to our lives, like our journey.

- If we want to win that prize (1 Corinthians 9:24b), how do we need to live our lives?*

LETS ACT:

We are going to act out some examples of how we can run the race well in our everyday lives.

Divide the children into small groups and tell them to come up with a short drama in which they act out some of the day-to-day situations they may find themselves in, where they can make a choice:

- Either to behave in way that is pleasing to the Lord*
- Or to behave in way that is sinful and displeasing to the Lord*

For example: being loving and kind, not swearing or using bad language, helping others, obeying their parents, loving their brothers and sisters, sharing with others and not being selfish etc.

LOOKING INTO THE WORD:

The Bible is full of verses that teach us about the kind of lives we should be living if we want to run this race well.

If you have a few Bibles, ask a few children, who think they know their Bible fairly well, to come up and play a game to help you teach the lesson. Tell the children that you will read out the Bible reference and then it is a race to see who can find the verse first. Then the child who finds the verse first can read the verse out to the group – make sure that everyone can hear, otherwise read it out aloud again yourself

If you only have one Bible, ask different children to come up and read the verses.

Scriptures references:

Galatians 5:22, Ephesians 4:29, Ephesians 4:32, Matthew 5:16, Colossians 3:12-13, James 1:19, Romans 12:1-2, Romans 10:10.

Take time to discuss the verses and make sure the children understand the meaning and how it relates to the lesson.

Use the simpler verses for the younger children

LET'S PRAY:

Let us ask the Lord to help us live our lives and travel our journeys in a way that pleases Him.

Please note: Create a game to illustrate the lesson

LESSON 2
DREAMS FOR MY FUTURE

Less

The focus of this lesson is that children:

- Are encouraged to think of their lives as a journey
- Are encouraged to have dreams for their lives (their journey)
- Learn about what the Bible has to say about their life-journey
- Are encouraged to allow the Lord to be their guide in the dreams they have and in the decisions they make along their life-journey.

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Proverbs 3:6: “In all your ways acknowledge Him, and He shall direct your paths.” (New King James Version)

Jeremiah 29:11: ““For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

This lesson is appropriate for both age groups; adapt the material appropriately.

In our last lesson we learned that life is like a journey. All of us have desires for our life-journey: things we want to do, places we want to see and goals we hope to accomplish. These are some of the dreams we have for our journey.

LET’S TALK:

Divide the children into groups and give them the opportunity to discuss the following questions:

- Where would you like to go on a journey?

- Why would you like to go to that place? Is it about what you might see there, or what you can do there, or who you might visit there?

Now ask the children to think of the journey of their lives:

- What would you like to include in your journey? What are some of the things that are important to you when you think of your life-journey?
- Why?

MY FUTURE DREAMS QUESTIONAIRE:

*Here is a questionnaire to help children focus on their future dreams. You can give it to them to fill in or you could do it as a group by reading out the questions. The children must circle the answer, or say **yes** or **no**.*

1. I have dreams for my future.
YES / NO
2. I want to complete my primary school education.
YES / NO
3. I want to complete my secondary school education.
YES / NO
4. I want to complete my O-levels.
YES / NO
5. I want to complete my A-levels.
YES / NO
6. I want to have good, supportive friends.
YES / NO
7. I want to study at university or college.
YES / NO
8. I want to get married one day.
YES / NO
9. I want to have my own family one day.
YES / NO
10. I want to have a job one day that provides what I need to feed and support my family.
YES / NO
11. I want to be healthy
YES/NO
12. I want to enjoy life
YES/NO

In their groups ask them to discuss the following question:

- What things might prevent me from accomplishing these goals and dreams?

ENCOURAGEMENT FROM THE BIBLE:

We have learned that the Bible is the guidebook for our journey. The Bible contains many verses which help us as we reach for the dreams which we have for our life-journey. We will need to make some good decisions and follow God's way for our lives if we want to accomplish these dreams. Here are some verses to look at:

You could play "Draw your Swords" as you go through these verses, or get different children to read the verses. For the younger children, choose one of these verses that is easy to understand and relate to the lesson.

After reading each verse, first ask the children the following question:

3. What do you think this verse tells us about our life-journey?

Allow a couple of children to respond and then teach what is given below each verse.

Proverbs 3:6: “In all your ways acknowledge Him, and He shall direct your paths.” (New King James Version)

If we are mindful of God in all that we do, and if we desire to serve Him and honour Him, then he will guide us and help us to achieve our goals.

Psalm 23:3: “He guides me along right paths, bringing honor to his name.” (New Living Translation)

If we look to the Lord to guide and direct us as we live our lives and make decisions, then He will guide us and show us the right and best way to live our lives. When we live like this, we will bring honour and glory to His name.

Proverbs 4:11: “I guide you in the way of wisdom and lead you along straight paths.”

If we look to the Lord as our guide, then He will lead us in the way that is wise and right.

Matthew 7:13-14 says, “Enter through the narrow gate. For wide is the gate and broad is the road that leads to destruction, and many enter through it. But small is the gate and narrow the road that leads to life, and only a few find it.”

This verse tells us that if we want to choose life, and eternal life with Christ, then we need to walk in God’s ways (the narrow road.) God’s way is not always easy and is not always the way we would choose, but it is the way to life. If we choose to walk in our own ways or in the ways of the world (the broad road), this will ultimately lead to destruction and eternal separation from God.

Jeremiah 29:11: ““For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

As we think about our life-journey we need to believe that God does indeed have good plans for us, and that in Him we do have hope and a future that is worth living for and working towards.

The Bible encourages us to allow Jesus to be our guide as we travel along our life-journey. As we think about the dreams we have for our lives, let us ask the Lord to direct our thinking and guide us as we work to achieve our dreams and goals. When we look to the Lord to guide us, He will direct us in the right and best way for our lives.

LET’S DRAW and WRITE:

Ask each child to draw a picture or write a story on the dreams and hopes they have for their life-journey.

If there is time, allow the children to share in their small groups or ask a few children to share their dreams and hopes with the group.

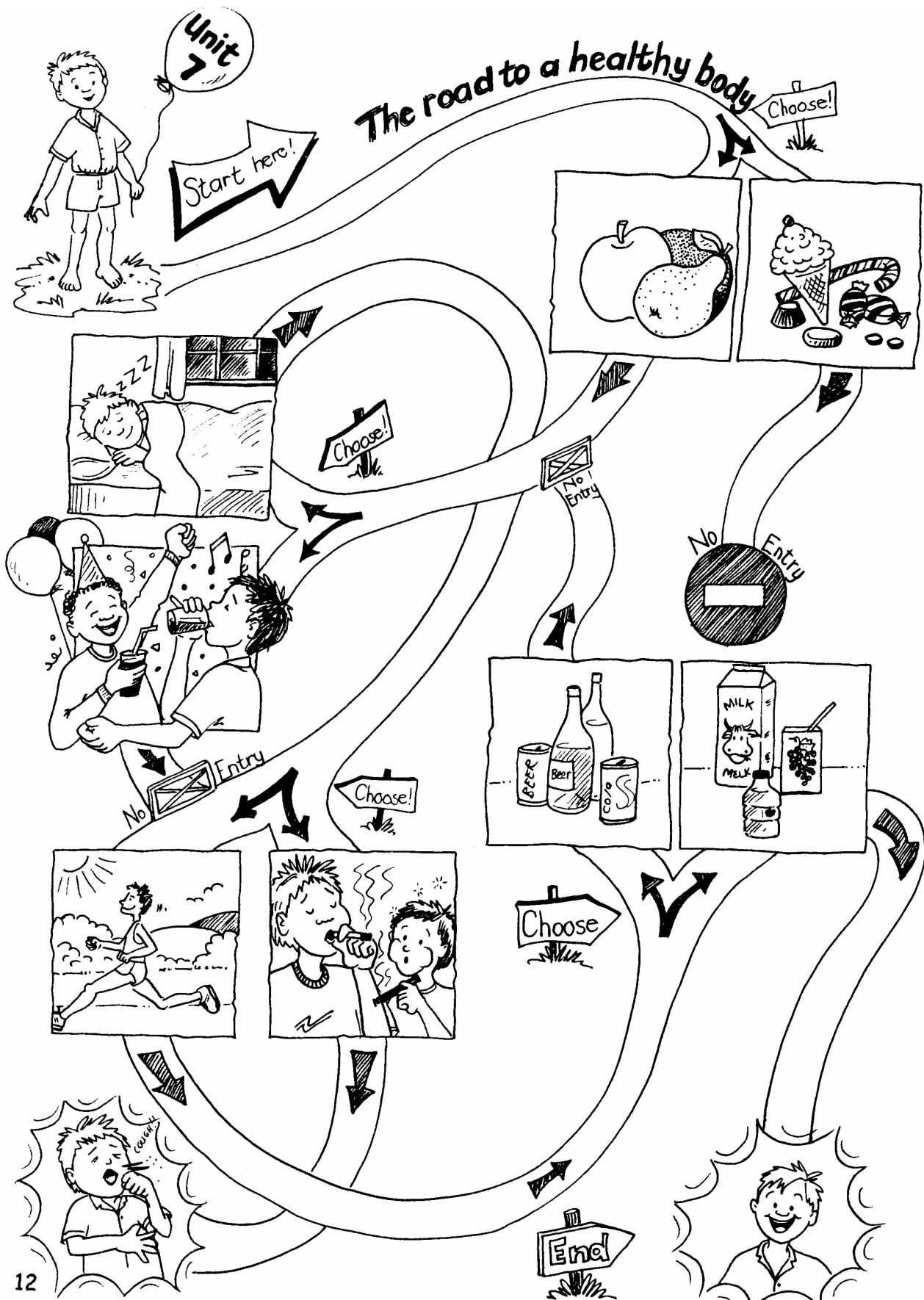
LET’S PRAY:

Thank the Lord for the lives He has given us and that we can have dreams for our lives..

Thank the Lord that He has good plans for us and that He gives us hope for the future. Ask the Lord to help us to allow Him to be our guide as we go along our life-journey. Thank the Lord that the Bible tells us that when we allow Him to be our guide, He guides and directs our lives in ways that are wise and right.

ACTIVITY SHEET

Attached are a few ideas for games/activities that involve decision-making. To accomplish our dreams we will have many decisions to make. Adapt any of these, or any other game to fit into this lesson of having dreams and fulfilling them.



Unit 14

Home Sweet Home

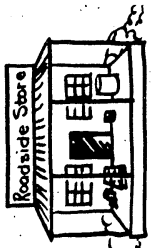
John's father scolds him because he got home late and his parents became very worried.

John can't do his homework!

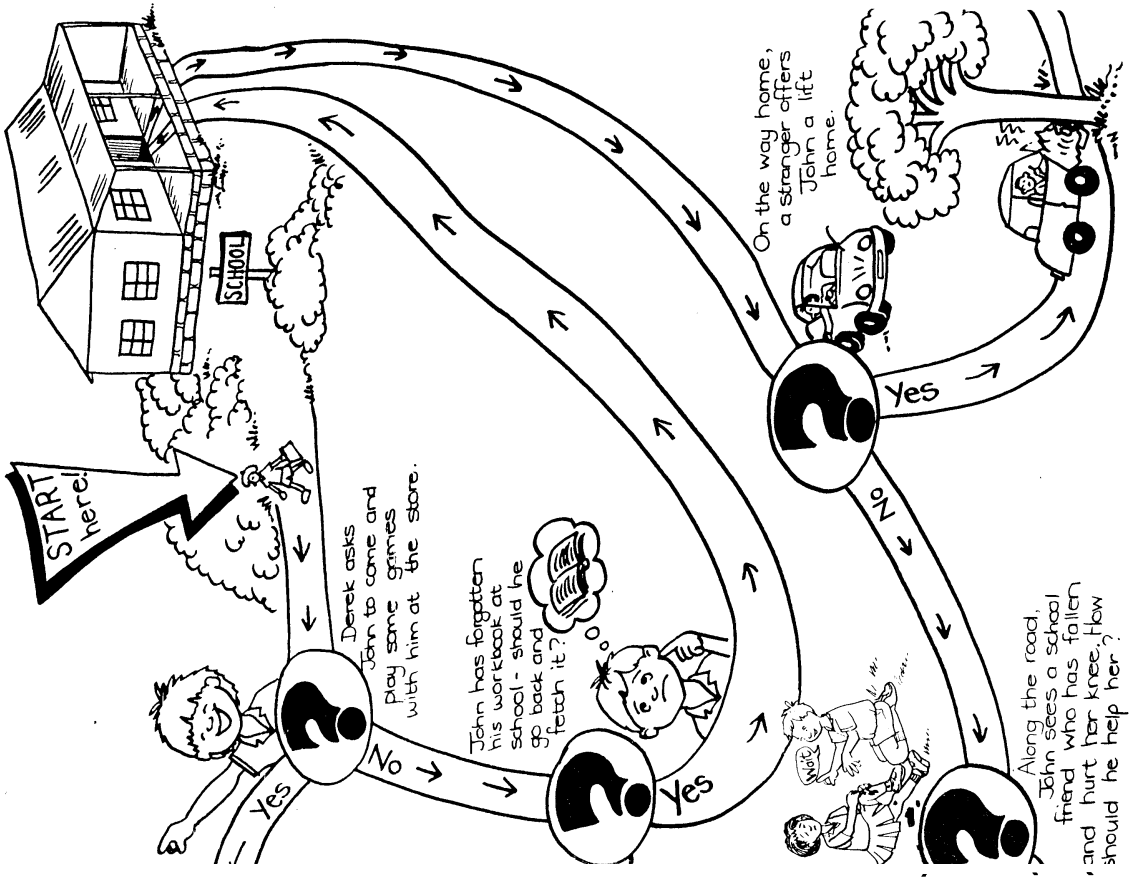
John does his homework!

John knows there is no possibility that he could get a contagious disease, because he called an adult to help.

On his way home from school, John has to make some decisions. Help John decide by asking the four questions you learned about in this unit; every time John comes to a decision.



START here!



Derek asks John to come and play some games with him at the store.

John has forgotten his workbook at school - should he go back and fetch it?

Along the road, John sees a school friend who has fallen and hurt her knee. How should he help her?

On the way home, a stranger offers John a lift home.

LESSON 3

PLANNING FOR MY JOURNEY

Less

The focus of this lesson is that the children:

- Realise that they need to make plans if they want to achieve their dreams for the future
- Think of practical examples of making plans and taking action in order to achieve their goals
- Understand that planning includes making decisions
- Are encouraged to ask the Lord to help them as they make these decisions and plans

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Proverbs 3:6: “In all your ways acknowledge Him, and He shall direct your paths.” (New King James Version)

Isaiah 48:17: I am the Lord your God, who teaches you what is best for you, who directs you in the way you should go.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

This lesson is appropriate for both age groups; adapt the material appropriately.

In the last lesson we spoke about our dreams for our journey. Today we are going to talk about making plans to reach those dreams.

LET’S TALK:

Ask a few of the children to share one of their dreams for the future.

Write some of these dreams on the blackboard.

Now go through some of these dreams and ask the group:

- What kinds of plans would we need to start making if we wanted to achieve this dream?
Ideas: if someone wants to be a famous soccer player they will need to practise often, keep fit, learn the game well, learn about the game by watching soccer matches, etc.

Other dreams may require them to finish school, study, get a job, get married, and live a life that is pleasing to the Lord...

Discuss a few examples to help the children to get the idea of what we mean by making plans that will help us to achieve our goals.

In order for them to accomplish some of the things they have spoken about, they need to start working towards some of those things now.

LET'S PLAN AND ACT:

Divide the children into groups and ask them to think of one of their goals for the future.

Let them share their ideas in the group.

Then each group must choose one of the goals for the future to use for a short drama. The drama must show some of the plans that person would make and some of the things they would do to work towards achieving their goal.

Some of their plans may include:

- Going to school every day
- Learning hard at school
- Practising hard at sport
- Being helpful at home
- Making good friends
- Making good decisions

Then allow each group to perform their drama.

Remind them of the importance of planning and doing things in order to achieve our goals.

Goals without planning and effort are unlikely to be achieved! Achieving our goals takes effort and planning.

MAKING DECISIONS:

As we make plans for our journey, there will be decisions that we have to make. Some of these decisions will be small decisions that we make every day, and others will be big and important decisions. Some of the decisions we make can change the course of our life completely.

- What are some of the things that influence the decisions we make?
Ideas:
 - Our friends and what they think
 - Our family
 - What our parents or teachers expect from us
 - Our religion
 - Our own dreams, goals and desires
- Who thinks decisions are easy to make?
- Who thinks decisions can be difficult to make?

Sometimes it is quite difficult to know what the right decision is. Other times we know what the right decision is, but we don't know if we have the courage to make it.

A wonderful question that we should always ask when we are making decisions is: **"What would Jesus do?"**

When we take the time to think about what Jesus would do, it will be easier to make the right decision.

But how can we know what Jesus would do in these different situations?

LOOKING INTO THE WORD:

Well, what does our guide book have to tell us? The Bible is our guidebook and it gives us some good tips on how to make good decisions.

Go through some of these verses – you can play, "Draw your Swords"; you can get different children to read different verses, or you can choose one verse to learn.

**Proverbs 3:6: “In all your ways acknowledge Him, and He shall direct your paths.”
(New King James Version)**

We discussed this verse last week – when we are mindful of the Lord and we desire to serve and honour Him, then He will direct us and help us to make good decisions.

Isaiah 48:17: I am the Lord your God, who teaches you what is best for you, who directs you in the way you should go.”

When we don't know what to do or what decision to make – remember that the Lord is our teacher. He wants the best for us, and when we ask Him He will help us and show us what we should do.

Joshua 1:9: Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go.”

When decisions seem difficult to make or when we are afraid to do what we know we have to do, then we must remember the words of this wonderful verse.

Isaiah 41:13: “I am holding you by your right hand – I, the Lord your God. And I say to you, ‘Do not be afraid, I am here to help you.’” (New Living Translation)

This verse reminds us that the Lord is always with us – there to help us and to give us courage when we feel weak or afraid.

Ephesians 5:15: “Be very careful, then, how you live – not as unwise but as wise, making the most of every opportunity...”

This verse reminds us to be careful in the way that we live and to be careful when making decisions. We can ask the Lord to help us to make wise decisions.

Philippians 2:13: “For it is God who works in you to will and to act according to his good purpose.”

When we allow Jesus to be our guide, He works in our hearts and lives so that we live in a way that is pleasing to Him.

As we think about the goals we have for our lives and as we make plans to achieve them, let's remember the Lord Jesus. It is quite clear that Jesus is always there for us to help us to make wise decisions and to give us the courage we may need.

LET'S LEARN:

**Proverbs 3:6: “In all your ways acknowledge Him, and He shall direct your paths.”
(New King James Version)**

This is a wonderful verse to remember whenever we think of our life-journey and the dreams and goals that we have for the future. It is a verse we should memorise and live by.

Spend some time helping the children to memorise this verse. Think of some actions to go with the words or a tune to sing it to, to make it fun and easy to remember. Repeat it a few times with the children.

LET'S PRAY:

Ask the children to think quietly about their dreams for the future.

Then ask them to pray with you and commit their dreams to the Lord and ask Him for His help as they make plans and decisions to work towards achieving their goals and dreams.

LESSON 4

DIFFERENT PEOPLE

Less

The focus of this lesson is that children know:

1 Corinthians 12:14, "Now the body is not made up of one part but of many."
1 John 3:11, "We should love one another."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

We have been thinking a lot about our life-journey over the last few weeks. As we all travel along our journeys we will come into contact with many different people. People play an important part in our lives. Today we are going to talk a bit about these people.

PEOPLE ARE ALL DIFFERENT:

Today we are going to look at how all people are different, even though they have some things in common.

Introduce this topic by starting a discussion with the children using the following questions:

- What are some of the things everyone has in common? (all live on earth, breathe air, need food and water, etc.)
- What types of things make people different? (country they are from, school they go to, town they live in, height, name, etc.)
- What would the world be like if we were all the same – the same age and had the same appearance, the same talents and abilities?
- Should we be nice to people who are different from us?
- Why are differences a good thing?

ALL PEOPLE HAVE DIFFERENT STRENGTHS AND WEAKNESSES:

- What are strengths and weaknesses? A
strength is something we can do well, something we are good at, and a weakness is something we cannot do well, something we are not good at.

All of us have different strengths and weaknesses.

Ask a few of the children to stand up and tell you one of their strengths or something they are good at.

Then ask a few children to stand up and tell you one of their weaknesses. Remind them that all of us have weaknesses. You could encourage some of the volunteers to share a weakness or something they were not good at when they were a child.

In life, everyone is a teacher and everyone is a learner. We all have our strengths and weaknesses. We can be teachers by helping someone improve a weakness through sharing our strength.

- Who can tell us about something they have taught someone else or helped someone with?
Ideas: reading, playing a game, etc.

We can all be learners when we allow someone to teach us something or help us with something we are not good at. In this way we allow them to use their strengths to help us with our weaknesses.

- Who can tell us about something they were taught by someone else?

LET'S DRAW:

Give each child a piece of paper and tell them to divide it in half. Get the children to draw a picture of themselves teaching someone else to do something on the one side. On the other side they must draw a picture of someone else helping them or teaching them to do something. They can write if they don't want to draw.

CIRCLE GAME

Ask the children to look around the room at their classmates and think about how many names and faces they already know and how many are new. Explain that in a short time they will know something about everyone in the class as they play the game called, "Do you like what I like?"

Have the children sit on chairs in a circle. Set the pattern for the activity by taking the first turn. Stand in the centre of the circle and remove one chair. Name something you like or like to do. For example, you may say, "I like cream buns". Tell the children that those who like cream buns should get up and change seats. Those who don't like cream buns should stay seated. You will try to sit in the seat of someone who gets up. The person who ends up without a seat takes the next turn in the centre.

Optional: Instead of chairs, you can use pieces of paper or a stone placed on the floor indicating where each child should sit.

Continue for as long as time allows. To help the children get to know more about each other, encourage them to name their hobbies, their favourite sport or game, their favourite TV show, their favourite subject at school, etc.

When the game is finished, ask the learners to name some things they have learned about the other children in the group.

We are all different. None of us likes exactly the same things as someone else – some people may be similar to us in some ways but we are all different.

LET'S TALK IN TWO'S

Have the children get into pairs and go through the following questions as in an interview:

1. What is your favourite colour?
2. What do you enjoy doing the most?
3. What talents do you have?
4. What is your favourite food and drink?

5. What is your favourite sport?
6. Find three differences between you and your partner.

WHAT DOES THE BIBLE TEACH US ABOUT OUR DIFFERENCES?

In 1 Corinthians 12 the Bible teaches us that each person has different abilities and gifts. The Bible talks about Christians being part of one body. Just as our body is made up of different parts, so the Christian community is made up of all sorts of different people, all forming part of the same body. When Christians use their strengths and gifts for the Lord, then they strengthen the body and help it to grow. We can enjoy our differences and thank the Lord for the way He has made us. Let each one of us try to use our strengths to help and encourage one another, and let us allow for other people's differences.

- What does it mean to allow for other people's differences?
Ideas: When people are very different it can be hard to understand them and it can be hard to like them. We need to accept people who are different from us and treat them in a way that is loving and kind.

1 John 3:11 says that, **“We should love one another.”**

No matter what our differences are the Bible says that we should love one another. This is not always easy but we can ask the Lord Jesus to help us to love those we find it difficult to love.

LET'S PRAY:

Thank the Lord that He has made us all different. Thank the Lord that He has given each one of us strengths that we can use to help one another. Ask the Lord to help us to use our strengths to please Him and to love and accept people who are different to us.

LESSON 5
DIFFERENT RELATIONSHIPS

Less

The focus of this lesson is that children:

- Understand what a relationship is
- Appreciate the different relationships they have with different people
- Understand the difference between good and bad/difficult relationships
- Learn about the qualities that should characterize good relationships
- Are encouraged to develop good relationships with others

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1 John 3:11, “We should love one another.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

People are an important part of our life-journey and last week we spoke about the fact that we are all different. Today we are going to talk about some of the different relationships we have with different people.

DIFFERENT RELATIONSHIPS:

- What is a relationship?
Let the children come up with ideas first and write some key words on the blackboard.
The dictionary talks about a relationship as being the way in which people are connected, or the way in which people regard or behave towards each other.

- What different relationships do we have?
Ideas: family, friends - friends at school, friends at school and friends from other places; adults at school, people in the community, God, etc.
Isn't it wonderful that God has blessed our lives with so many different relationships?

Ask the children to imagine that they could only have one relationship in their whole life. Tell them that you are going to list a few relationships and that as you mention each one, they must try and imagine what their life would be like if that was the only person they had a relationship with.

Tell them close their eyes and imagine that that one relationship was with:

- Their mother
- Their father
- one friend
- a brother or sister
- a teacher
- God

LET'S DRAW:

Get the children to fill in "My relationships chart"

6-9 YEARS:

- See example on activity sheet
- After the children have completed their charts, if there is time, you can play, "Pretend to be" Call out a person on their chart and tell the children to pretend to be that person.

10-12 YEARS:

- See example on activity sheet
- The children must look at the chart once it is complete and explain how they relate to the people on their chart, i.e. Parent/child relationship, brother/sister, friend, best friend, teacher/pupil, community leaders, business people, doctors, shop assistants/owners, pastors, taxi/bus driver, etc.
- The children can act out some of these relationships out if there is time.

Encourage the children to appreciate the different relationships they enjoy in life.

LET'S TALK:

We have thought about the different relationships we have in our lives and now we are going to talk about what makes those relationships good or bad.

- What are some of the characteristics or things that make a relationship good? *Write key words on one side of the board under the heading, 'Good relationships'*
Ideas: loyalty, honesty, love, helpful, kind, approachable.
- What are some of the things that make relationships bad or difficult? Ideas: dishonesty, selfish, self-centered, unhelpful, unapproachable, hurtful behaviour.
- Which of these two types of relationships make you happy?
- What sort of relationships do you think God wants us to have?

Ask the children to think of someone with whom they have a strong and good relationship, and then ask:

- Why do you think you have a good relationship with that person?

Ask the children to think of a relationship that is difficult and needs working on, and then ask:

- Why do you think you have a difficult relationship with that person?
- What sort of things can we do to improve a relationship that is difficult?

LOOKING INTO THE WORD:

We are going to see what the Bible has to tell us about good relationships.

Write a heading on the blackboard, 'Good relationships' and then write key words on the board as you go through the verses.

If we want to develop good relationships in life, there is one main thing we need to remember:
"We should love one another." 1 John 3:11
All that we do and say should be characterized by love.

Let's look at a few verses that help us to understand what our relationships should look like if they are characterized by love:

Colossians 3:12-13 tells us to **"clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another."**

Ephesians 4:29 says, **"Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen."**

And **Ephesians 4:32** says that we should, **"Be kind and compassionate to one another, forgiving each other, just as Christ forgave you."**

Love is the key to good relationships, and we can ask the Lord to help us to grow in our love for others.

LET'S THINK:

*Get the children to think again about a relationship that they find difficult.
Then tell them to look at the list of things the Bible tells us should characterize our relationships – you could read the key words out aloud to the children.
Ask them to think about what they can do to improve that relationship.*

Get a few children to share with the others what they are going to try and do, and encourage them to make an effort over the next few weeks. Remind the children that they can ask Jesus to help them in this task.

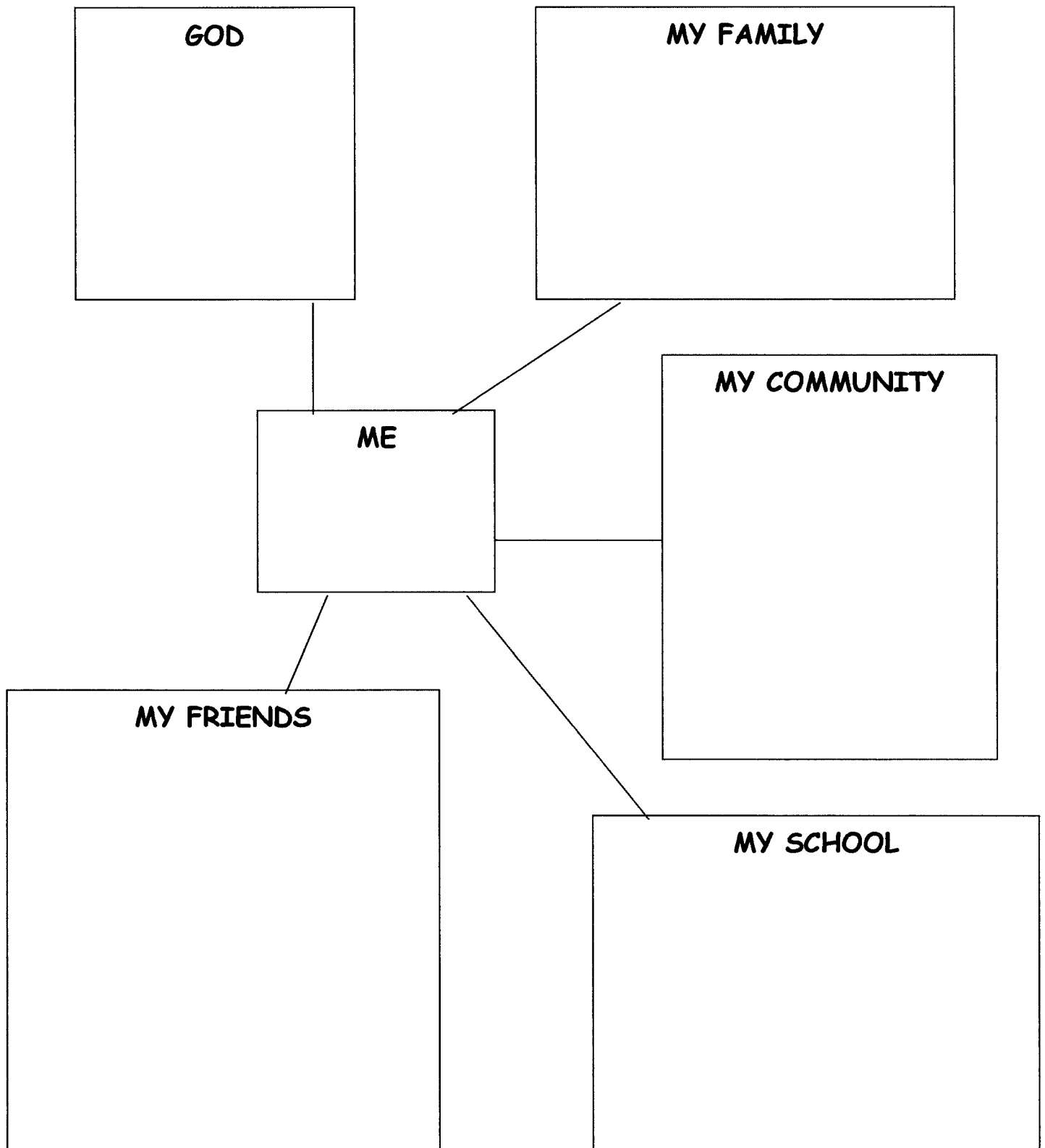
Relationships are a gift from God and we should try to make every effort to develop good relationships with others.

LET'S PRAY:

Thank the Lord for the many different relationships we enjoy in life. Ask the Lord to help us to see how we can improve in our relationships and how we can develop the qualities that should characterize good relationships. Encourage the children to commit to working on relationships that are difficult in their lives.

RELATIONSHIP CHART

Draw a symbol or picture in each box that reminds you of...



LESSON 6

DIFFERENT WAYS OF WORKING TOGETHER – TEAM WORK

Less

The focus of this lesson is that children understand:

1 Corinthians 12:14-27, “Now the body is not made up of one part but of many ... But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be. As it is, there are many parts, but one body... Now you are the body of Christ, and each one of you is a part of it.”

y work

in a team.

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

Over the last few weeks we have been talking about different people and the different relationships that we have with different people. Today we are going to talk about how we can work together with people in different ways. Working together with others is called team work.

LET'S TALK TEAMS:

- What is a team?
Ideas: a team is a group of people who are working together towards a common goal.
- What types of teams do you get? *Ideas: sports teams, leadership teams, work teams, business teams, family teams, etc. Try to have pictures of different teams or groups, e.g. soccer, business, family, etc. Write the names of different teams on the blackboard.*
- What sort of things do these different teams do together? What do they work towards?

Ask a few children to stand up and tell the others about a team or group they belong to. Then ask them the following questions:

- How does it feel to be part of a team?
- Does your team have rules?
- Could you do on your own what you can do as a member of your team?

We can see that team work is important. As a group working together, we can often achieve more than when we do things on our own. The results of working together as a team can be quite exciting. Most teams seem to have some rules to follow.

- Do you think that rules are important for team work?

- Why do you think rules are important?
Without rules and guidelines people often become focused on themselves and do things the way they want to do them, without always thinking of the good of the team. Without rules, people will often start to disagree and argue about what should be done. Sometimes the rules are very obvious and other times they are not.

WORKING AS A TEAM:

Divide the children into smaller groups/teams, using numbers, tallest to shortest, animal noises, or the game Klompies (groups.)

Team Tasks:

- *Each team must think of a name and explain to the rest of the group why that name was chosen. Write the team names down on the board.*
- *The teams must spend some time getting to know the members of their team. e.g. Ask names, surnames, where they live, which school they go to, favourite sport, favourite colour, favourite food, etc.*
- *Tell the children that they will work in these teams next week and that they must choose someone in the group to be their team leader (try to choose someone who is likely to come again the following week.) Write the name of the team leader next to their team name on the board – keep the list of team names and team leaders for next week's lesson.*

Tip: as new children join the group, try to place them fairly in the different teams, or make new teams.

LET'S THINK AND ACT:

We are going to think about a few different kinds of teams. As you discuss each type of team, go through the questions below.

Types of teams: Soccer team, a family, business team, school project group, etc.

Questions:

- What is the purpose of this team?
- How do you become a member of this team?
- What are some of the rules that this team have to obey if they want to do well?
- Can you do by yourself what you could do as a member of this team?

In their teams, the children are going to create a short drama about one the types of teams that we have discussed.

Ask half of the teams to choose one of the types of teams and create a drama that demonstrates good team work – working together, all members of the team taking part, obeying the rules, sharing a common goal, etc.

Ask the other half of the teams to choose one of the types of teams and create a drama that demonstrates poor team work – each member wanting to do their own thing, not all members taking part in the team work, arguing, lack of focus, etc.

We can see from these dramas that in order for a team to work well, the members of the team have to think about the other members of their team and not only about themselves.

TEAM TASKS:

In their groups ask the children to think of a list of helpful things that the various teams can do to help with the group e.g. tidy up the venue - inside and outside, help teacher set up, help carry things, pick up litter, etc. Keep tasks simple and small. Assign a task to each team, for which they will be responsible every week.

TEAMS NEED RULES:

We have spoken about the importance of rules. When rules are kept, everyone is happy. When rules are broken it causes some people to be unhappy.

- Do you think that we need rules in our club?
- Why?

In their groups ask the children to come up with rules for the club. Then get each team to share one of their rules with the others. Write these down on the board and use them to come up with a few helpful rules for the club. Try to write these rules on a big piece of paper that can be displayed each week.

Already today we have seen how many different things we can do together as a team - we have created dramas in teams, we have come up with ideas for helping at our meetings and we will do them together, we have thought of rules for our club. There are so many different ways in which we work together as teams and it is important that we learn to be able to work well in a team.

WHAT DOES THE BIBLE SAY ABOUT TEAMS AND RULES?

In 1 Corinthians 12:14-26 the Bible talks about team work. This passage talks about Christians as being members of one body – the church. This one body has many different parts. In order for the body to function well, each part has to play its role. If the different members of the team don't play their part, the body cannot function well. It is the same in a team – if each member does their best and plays their part, then the team can function well. If we want to work well in a team, we need to stop thinking about our own good but rather think about the good of the team.

LET'S PRAY:

Lord, thank you for teams and what we can achieve together when we work as a team. Help us to play our part and do our best in the different teams we find ourselves in. As we work together with others, help us to treat the other members of our team with love and respect.

LESSON 7
TEAMS IN ACTION

Less

The focus of this lesson is that children:

- Work together in their teams
- Know how to obey the rules in their teams
- Try to be good team players

—

1 Corinthians 10:31, “So whether you eat or drink or whatever you do, do it all for the glory of God.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

In our last lesson we spent time talking about teams and about the importance of working together as team. Today we are going to be: TEAMS IN ACTION

TEAMS IN ACTION:

In the last lesson, we divided you into teams. Each team had a name and a leader. In your teams you came up with helpful tasks that you could perform for the ‘Nhasi zveMangwana’ club and you came up with rules for the club. Today we are going to carry on having fun in our teams.

Tell the children to get back into the teams they were in last week. Try to distribute new children into the teams fairly. Tell them that these are the teams they must stay in for the activities today.

Remind the children of what they learned last week about team work – that we need to do our best and play our part as a member of a team. We need to treat the other members of our

team with love and respect. Good team work means working together with the other members of our team to achieve something.

1 Corinthians 10:31, “So whether you eat or drink or whatever you do, do it all for the glory of God.”

Even as we have fun today in teams, let's be team players that are pleasing to the Lord.

1. TEAM CREATIONS:

In their teams, get the children to make a picture about “Life is a Journey”, and all that they would like to accomplish in their journeys. Each child in the team is to draw with only one colour, and all the team members will draw on the same piece of paper. In this way, they will make a “Team Creation”. Give each team points according to effort and team work. Keep a point system on the board as you go through the programme.

2. TEAM GAMES:

In their teams, get all the children to play the following games together. Give points to the winning team after each game. You may choose to give certain points to the winning team, and then some points to the team that came second. You may also want to reward teams who work together particularly well and show a good team spirit.

Encourage the children to develop good team spirit – to cheer for their team members and congratulate them. Encourage them to work well together as a team by each doing their best and by obeying the rules carefully.

SACK RELAY:

In teams, have the children jump across an agreed distance whilst standing in a sack or packet. The child can jump across the agreed distance in the sack and then either run back or jump back again to give the sack to the next member of the team. Tell all the children to sit down once their team is finished. The first team to have completed the distance is the winning team.

LEAP FROG:

Agree on a certain distance that each team will have to cover in order to finish this race. The first team member runs four paces and bends over for the next member to jump over his back.

The second team member runs and jumps over the first team member's back, then runs four paces and bends over.

Team members continue in this way.

Once the last team member has gone, the first team member starts again, and so they continue until the team has covered the agreed distance.

The first team to cover the agreed distance is the winner.

THE SHOE GAME:

Have all the children take off their shoes and place them in the middle of an agreed area.

Once all their shoes are off and in a big pile, mix the pile up well!! Try to make sure that no shoes that are the same are next to each other.

Once all the shoes are mixed together, tell the children that when you give the signal, they must rush to the pile, find their shoes, put them on and get back into their teams. The first team to have their shoes on, i.e. laced up, buckles fastened, etc. is the winning team.

SPOON AND POTATO RELAY:

In their team, have the children run across an agreed area whilst balancing a potato on a spoon. If the potato falls off the spoon, the team member has to start again. The first team to complete the race wins.

RUNNING, JUMPING OR HOPPING RACES:

There are all sorts of different teams games you can play in which the child has to get across a certain distance and then back to their team. They can run – backwards or forwards, hop, jump, skip, sideways walk, etc.

RUN ROUND THE CHAIR OR BROOMSTICK

The first child runs a designated distance to a chair or broomstick – they then have to run round it a certain number of times (enough to make them a bit dizzy) and then run back to their team. All the members of the team get to have a turn.

OBSTACLE RACE:

Have a basic obstacle course ready, e.g. the children have to run around a chair or tree, to a building or around a building, etc. The team members need to make a line and join hands. When it is time to start they need to travel along the obstacle course without any team member letting another team member's hand go. Once a team breaks contact they must go back to the beginning. The first team to finish with all team members still holding hands is the winner.

Play any other teams games that you think of.

LET'S CLOSE:

Gather the children together in a group and ask:

- Who enjoyed playing team games?
- Who did not enjoy playing team games and being part of a team?

There will be times in life when we enjoy being part of a team and there will be times when we don't. Whether we enjoy it or not, there are many times when we will have to work as part of a team and we need to learn to be good team players.

LET'S PRAY:

Close in prayer thanking the Lord for the fun that we could have playing together in teams. Sometimes members of our team can let us down or frustrate us, but we need to keep doing our best and playing our part, treating the other members of our team with love and respect. We can ask the Lord to help us to be good team players.

LESSON 8
I AM SPECIAL

Less

The focus of this lesson is that children know:

- That all people are special in their own way
- That they are special and unique
- That God made them wonderfully and perfectly

--

Psalm 139:13-14a, "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Games
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

Introduce our topic using the following: the children can learn it as a song or a poem.

There is no one else like you, there is no one else like me.
Each of us is special to God, that's the way it's meant to be.
I'm special, you're special, we're special don't you see.
There is no one else like you, there is no one else like me.

There is no one else like you, there is no one else like me.
Black or white, short or tall, good or bad, God loves us all.
Loud or quiet, fat or thin, each of us is special to Him.
There is no one else like you, there is no one else like me.

There is no one else like you, there is no one else like me.
Each of us is special to God, that's the way it's meant to be.
I'm special, you're special, we're special don't you see.
There is no one else like you, there is no one else like me.

MY BADGE ABOUT ME:

Have the children make a badge about themselves, explaining something that is unique about themselves e.g. a character trait, favourite colour, favourite food, interests they have, etc. Have them decorate these badges with colour and drawings. The badges can be made on little circles of card and tied to their buttons using a piece of string or wool.

OR

DRAW A CARTOON OR MAKE A LIST:

Have the children draw a cartoon or make a list of things that make them special and unique e.g. a character trait, favourite colour, favourite food, interests they may have, etc.

LET'S TALK IN TWO'S

Have the children get into pairs and in interview-style go through the following questions, as well as any they think of:

1. What is your favourite colour?
2. What do you enjoy doing the most?
3. What talents do you have?
4. What is your favourite food and drink?
5. What is your favourite sport?

CIRCLE GAME

Ask the children to look around the room at their classmates and think about how many names and faces they already know and how many are new. Explain that in a short time they will know something about everyone in the class as they play the game called, "Do you like what I like?"

Have the children sit on chairs in a circle. Set the pattern for the activity by taking the first turn. Stand in the centre of the circle and remove one chair. Name something you like or like to do. For example, you may say, "I like cream buns". Tell the children that those who like cream buns should get up and change seats. Those who don't like cream buns should stay seated. You will try to sit in the seat of someone who gets up. The person who ends up without a seat takes the next turn in the centre.

Optional: Instead of chairs, you can use pieces of paper or a stone placed on the floor indicating where each child should sit.

Continue for as long as time allows. To help the children get to know more about each other, encourage them to name their hobbies, their favourite sport or game, their favourite TV show, etc.

When the game is finished, ask the learners to name some things they have learned about the other children in the group.

THE BODY QUIZZ:

Let the children raise their hand or stand up when they know the answer, but finish reading the clues before you let them answer.

1. 10-12 years: I can pump 6 000 litres every day. My average life span is about 70 years without stopping for repairs or maintenance. I am a muscle. What am I?
6-9 years: I pump red fluid around your body. If I stop beating, your body will die. What am I?

Answer: Your heart

2. 10-12 years: I clean dust and bacteria from the air you breathe. I keep the air temperature at 37 degrees Centigrade. I add moisture to the air that you breathe. I am a smoke detector and can tell you when dinner is ready. What am I?

6-9 years: I clean dust and bacteria for the air you breathe. I keep the air warm and I add moisture to the air that you breathe. I can tell you when dinner is ready and if I get itchy, then I sneeze. What am I?

Answer: Your nose

3. 10-12 years: I am 60 metres long. I digest your food so that it can enter the blood vessels and feed your body. What am I?

6-9 years: I am 60 metres long. I digest your food so that it can feed your body. What am I?

Answer: Your intestine

4. 10-12 years: I have 206 moving parts which never need oiling. I weigh about 9 kg's, but can support up to 10 times that weight. I protect the heart, lungs, brain and other vital parts. I protect you from infections by making the white blood cells that fight bacteria. What am I?

6-9 years: I have 206 moving parts which never need oiling. I support the weight of your whole body. I protect the heart, lungs, brain and other vital parts. I can be seen on X-ray. What am I?

Answer: Your bones or skeleton

5. 10-12 years: I am made of bone and cartilage and nerves. I can warn you of danger. I can help you learn about the world around you. You have two of me which work together to help you sense direction and to keep your balance. What am I?

6-9 years: I am made of bone and cartilage and nerves. I can warn you of danger. I can help you learn about the world around you. You have two of me which work together to help you sense direction and to keep your balance. What am I?

Answer: Your ears

6. 10-12 years and 6-9 years: You have 10 of me. Each one is different. Yours are not the same as anyone else's in the whole world. Although I belong to you, you leave me behind wherever you go. What am I?

Answer: Your fingerprints

WHAT DOES THE BIBLE TEACH US ABOUT HOW SPECIAL WE ARE?

The Bible teaches us that we are very special and unique and that God has made each of us wonderfully and perfectly.

Psalms 139:13-14a, "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made."

Once we have realized how special we are to God and how special each person is to God, we need to realize that we, too, need to see all people as special to God.

I AM SPECIAL – MY PERSONAL MAP:

See Activity Sheet at the back for "MY PERSONAL MAP"

Get the children to fill in a "personal map" sheets:

Tell the children to keep it in a special place as a reminder of how special they are.

OBJECT LESSON:

Bring two objects to class: a special one – a special cup or ornament, and a common one – a garden spade....

- Ask the children how we treat the special object and why. Focus on how special it is.
- Ask the children how we treat the common one and why. Focus on its common uses.

- *Tell the children that because people are special, we also need to treat them as we treat special things, and how we can do this, e.g. care, help, share, etc.*

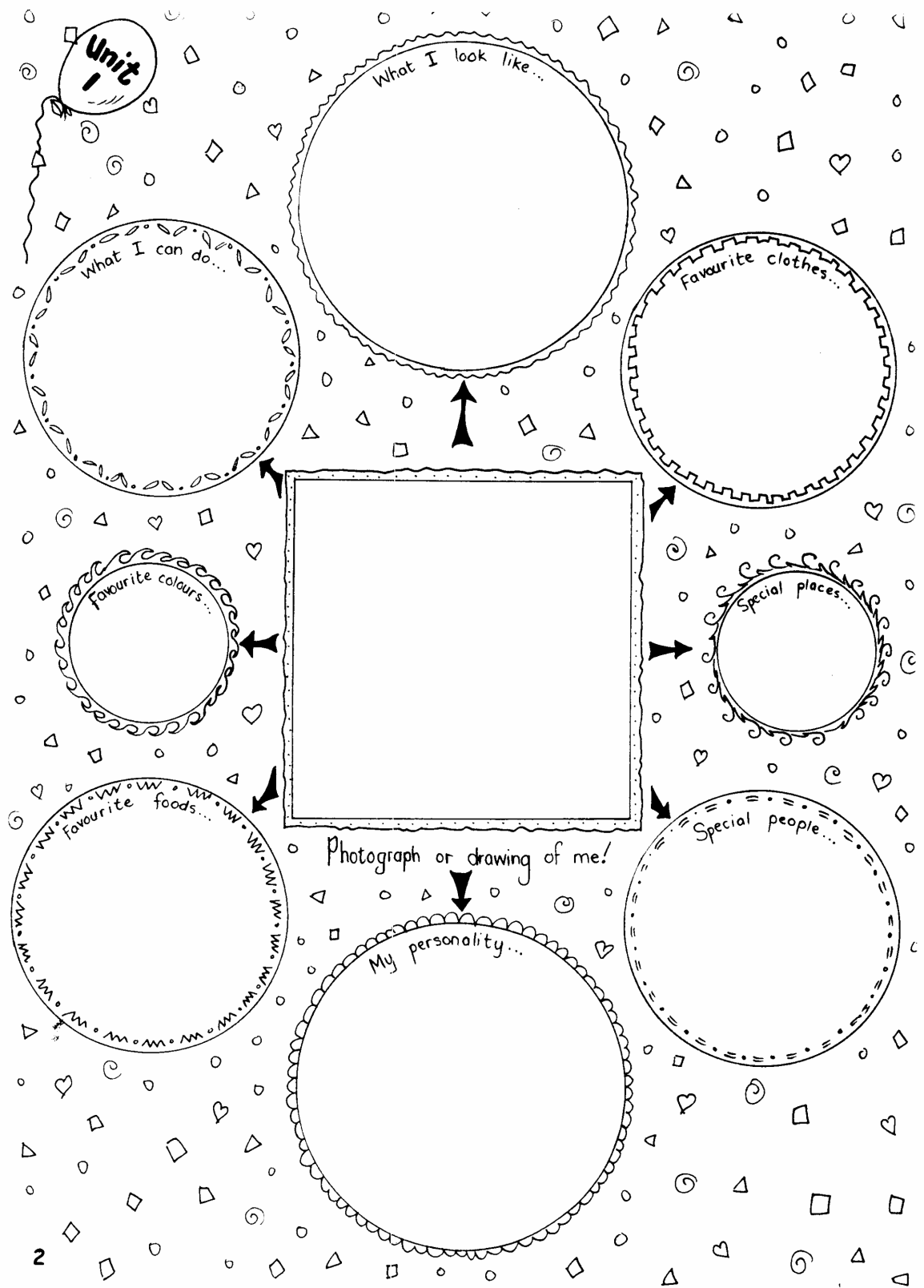
LET'S TALK

- Is there someone we know who people are nasty to because of how they look or what they do?
- How can we, knowing now how special they are to God, treat them?

LET'S PRAY:

Let us thank the Lord for making us so perfectly and uniquely in His eyes. Let us ask the Lord to help us to remember that all of His creation is wonderfully made and that everyone is special in their own way.

MY PERSONAL MAP



LESSON 9
I ACCEPT MYSELF

Less

The focus of this lesson is that children know:

Psalm 139:13-14. "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well."
Jeremiah 31:3, "I have loved you with an everlasting love."

themselves

- That God can give them the courage to try and change the things they can change

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

In our last lesson we looked at the fact that all of us are special and unique. Even though we have some similarities, we are all different; as special and as valuable as each other.

Each of us has things about ourselves that we like and accept, as well as things about ourselves that we dislike and find hard to accept. Some of the things we dislike about ourselves may be possible to change while other things are not. We all need to accept ourselves completely and this is what we will talk about today.

ACCEPTANCE AND CHANGE:

There are many different things about ourselves that we need to accept, some of these things are good, some are bad; some of these things can be changed while others can't be changed.

Get the children to look at the following group of words and decide what can be changed and what can't be changed. Get the children to add some of their own words – of things that can be changed and things that can't.

Word List: (write these words on the blackboard):

Skills	Parents
Beliefs	Swearing
Foot size	Smoking

Morals	Culture
Abilities	Height
Siblings	Manners

LET'S LISTEN:

Tell the children to listen to the following story about Jacob and then decide what he could change and what he could not change, but would need to accept.

Jacob is a ten year old boy who is very clever. His fellow class-mates often tease him because he is tall and thin, and his ears stick out. Jacob's parents are divorced and he stays with his father and his father's girlfriend. He hasn't seen his mother for a long time. He has a twin sister who is not as clever as him but has many friends. Jacob often does things alone because he feels he is always teased when he is with others.

- What do you think are some of the things that Jacob wishes were different about himself?
- What are some of the things that Jacob can change?
- What are some of the things Jacob cannot change?

LET'S DRAW/WRITE:

10-12 YEARS:

- Write down or draw 4 things about yourself that you like and would never change.
- Write down or draw 4 things about yourself that you can change and would like to change.
- Write down or draw 2 things about yourself that you cannot change and need to accept, or have already accepted.

6-9 YEARS:

The younger children may need some prompting. You may choose to do this section as a discussion instead of drawing/writing.

- Write down or draw 1 thing about yourself that you like and would never change.
- Write down or draw 1 thing about yourself that you can change and would like to change.
- Write down or draw 1 thing about yourself that you cannot change and need to accept, or have already accepted.

HELP FROM THE WORD:

Some of us will have difficulty accepting ourselves, while for others this is not a problem. We need to try and be loving and understanding towards those who battle to accept themselves. We need to try and treat other people in a way that will help them to love and accept themselves, rather than remind them of some of the things they find hard to accept.

We need to accept ourselves, because the Bible says that each of us has been "wonderfully made." **Psalm 139:13-14. "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well."**

We have been created by God. He has made us just the way we are.

Jeremiah 31:4 says, **"I have loved you with an everlasting love."**

If Jesus loves and accepts us then we should do the same.

A SPECIAL PRAYER:

The following is a famous prayer called the "Serenity Prayer".

***God grant me the serenity
to accept the things I cannot change,
The courage to change the things I can,
And the wisdom to know the difference.***

If you use this prayer, make sure the children understand what it is saying. You can change the words a bit if you want to. It could read, "God give me the peace to accept the things I cannot change; the courage to change the things I can change, and the wisdom to know the difference between what I can and cannot change."

You can use this as a guide to leading the children in a prayer, asking God to help them to accept themselves completely. The children can:

- thank the Lord for the things they like about themselves*
- they can ask the Lord to help them to change the things they don't like about themselves that they can change. It is not always easy to change but we can ask the Lord to help us and to give us the courage to try and change*
- and they can ask the Lord to help them to accept the things they can't change.*

Remind the children that they are special. God has made each of them special and unique, He made them just the way they are, and He loves them very much.

LESSON 10

I UNDERSTAND MYSELF

Less

The focus of this lesson is that children:

1. Understand that they have feelings

James 1:19, "Everyone should be quick to listen, slow to speak and slow to become angry..."

Ephesians 4:26-27, "In your anger do not sin: Do not let the sun go down while you are still angry, and do not give the devil a foothold."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

In our last lesson we spoke about how we all need to accept ourselves completely. It is also important that we understand ourselves. We can do this by understanding that our feelings are a part of us and they affect the way we do things, what we say and what we think.

LET'S LISTEN:

See story on Activity Sheet.

Tell the children to listen to the following story and then discuss as follows:

- Identify all the feelings that the person in the story felt (you could write all the 'feeling' words on the blackboard)
- Why do you think she felt like that?

LET'S THINK:

To be able to identify and understand our feelings we need to learn to think about feelings. We are going to spend a few moments thinking about the feelings we have had today. Ask them to think about the following questions:

- How did you feel this morning?
- Why do you think you felt that way?

Ask a few children to stand up and share their answers with the group.

When we understand why we feel or felt a certain way, it helps us to understand ourselves better.

TEAM DRAWING:

In teams, get the children to make a poster with many different faces on it – each face must show a different feeling. Under each face, get the children to write the feeling that it shows and reasons why the face is happy, sad, excited, etc.

OUR FEELINGS AFFECT OUR BEHAVIOUR:

It is important for us to understand that the way we feel affects the way we behave. *Using the drawings they have just made, ask them questions like:*

- Do you behave in the same way all the time?
- Do you behave in the same way when you are feeling sad and when you are happy?
- Do you behave in the same way when you are feeling angry and when you are happy?

Our feelings do affect the way we behave and the way that we think and so it is important to identify and understand our feelings.

LET'S TALK ABOUT FEELINGS - ANGER:

Explain to the children that we are going to use anger as an example of how our feelings influence the way we behave.

- *Ask the children to tell you about some of the things that make them feel angry. Note them down on the blackboard.*
- *How do we behave when we are angry?*
- *Ask the children to mention the kinds of things they **should not do** when they are angry, e.g. harm or hurt themselves or others. Note them down on the blackboard.*
- *Ask the children to think of things that they **should do** when they are angry.*
- *Give the children a list of things they could do when they are angry to deal with their anger.*

Ideas:

- Count to 10
- punch a pillow
- Sing a song
- Think about what Jesus would do
- Think of something you enjoy doing
- Tell the person you will talk to them later, then turn and walk away
- Write down why you are so angry
- *Let the children add appropriate things to the list*

To encourage the children to apply some of these ideas, ask some of them to share which of these methods they think would help them. Children can share ideas about how they cope with anger (in a positive way.)

LET'S ACT:

Get the children into small groups (2-3 per group) and ask them to think of something that makes them angry, and then to mime (i.e. act without any words) how they can deal with that anger, based on the list above.

THE BIBLE IS OUR GUIDE:

Remember how we have learned that for our life-journey, the Bible is our guide and handbook. We don't want our feelings to guide our behaviour, rather we want the Bible to be our guide.

So, what does the Bible have to tell us about anger?

The Bible says that we should be slow to anger:

James 1:19, "Everyone should be quick to listen, slow to speak and slow to become angry..."

The Bible also gives us some guidelines about what we should do when we do feel angry.

Ephesians 4:26-27, “In your anger do not sin: Do not let the sun go down while you are angry, and do not give the devil a foothold.”

Firstly, the verse says that we should not sin when we are angry.

- In what ways can we sin when we are angry? Ideas: say things we don't mean, say unkind or hurtful things, hurt others or ourselves, make bad decisions, etc.

It is not a sin to be angry, Jesus had times when He felt angry, but we must try not to let our anger make us sin.

Secondly, the verse tells us that we should not **“let the sun go down while you are angry.”**

This means that we should try not to let our anger last longer than a day. We need to make an effort to deal with our anger – this may mean talking to the person who has made us angry, it may mean talking to someone who can help you deal with your anger, you might need to spend some time thinking and praying.

Thirdly, the verse tells us not to, **“give the devil a foothold.”** This means that we must not allow the devil to use our anger to bring about greater evil like causing divisions among Christians, families or friends.

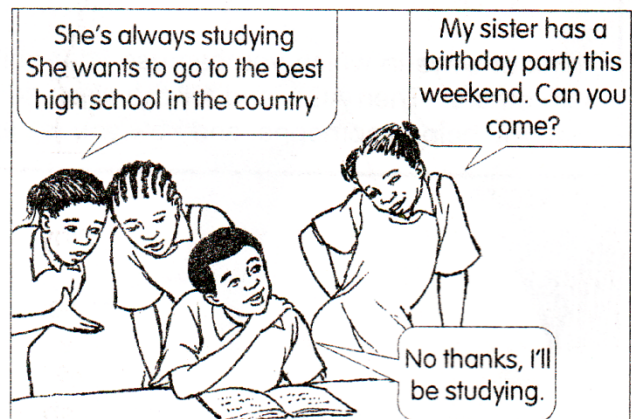
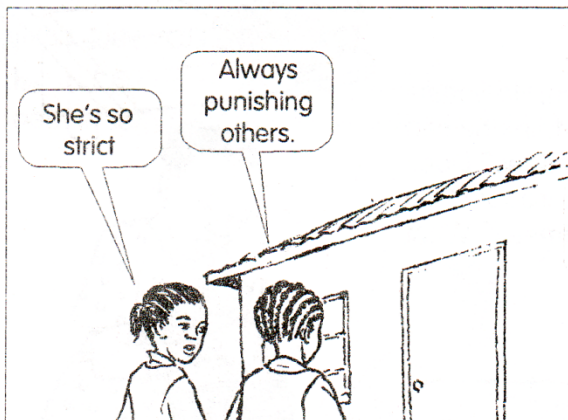
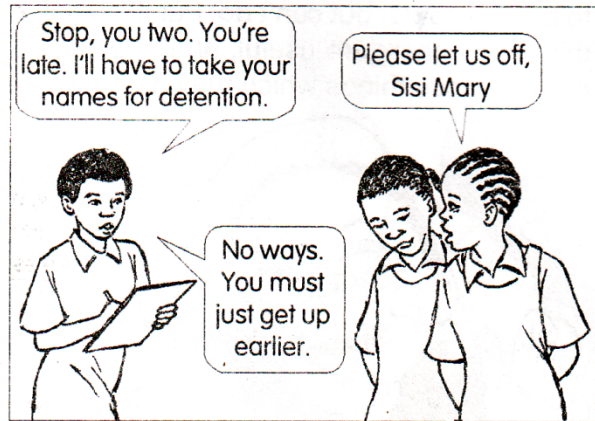
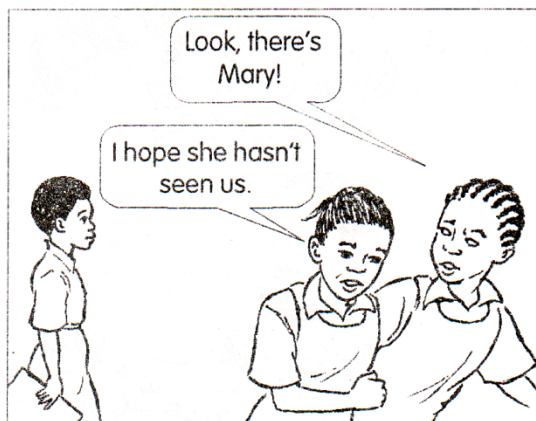
We have talked specifically about anger, but there are many other different feelings that we experience. The more we understand our feelings and the reason we feel that way, the better we will understand ourselves. The Bible is full of verses that guide us and help us to deal with our different feelings. Remember that we can always ask Jesus to help us as we try to understand and deal with our feelings better.

LET'S PRAY:

Thank the Lord for what we have learned about our feelings. Ask the Lord to help us to identify and understand our feelings better so that we can understand ourselves better. Thank the Lord for His Word and all the help and guidance that it gives us. Ask the Lord to help us to live according to His Word and not just our feelings.

5 No one is perfect

Too good to be true!





LET'S TALK

Do you think Mary was a good prefect? Why?
 What mistakes did Mary make?
 Did the headmistress treat her fairly after her mistake/s?
 What could Mary do to make herself a nicer person?
 What was the worst mistake you ever made? What did you learn from the mistake? Tell your friend/s about it.

ACT IT OUT!

If you have time, act out Mary's story in groups. Have fun!

LESSON 11
I SET GOALS FOR MYSELF

Less

The focus of this lesson is that children:

Proverbs 3:6, “In all your ways acknowledge Him and He shall direct your paths.” (New King James Version)
Philippians 3:13-14, “Forgetting what is behind and straining towards what is ahead, I press on towards the goal to win the prize for which God has called me heavenwards in Christ Jesus.”

sing to

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

We have been talking about accepting and understanding ourselves over the last few weeks, and today we are going to talk about setting goals for ourselves.

LETS' TALK:

In a big group, talk about the concept of goals. Use the following questions as a guideline:

- What is a goal?
Ideas: A goal is something we aim towards or a result we hope, for e.g. getting into the soccer team, doing well in a test, making friends with a particular person.
- Why are goals important in life?
Ideas: Goals help us to stay focused in life, they help to motivate us to do certain things, e.g. if our goal is that we want to do well in a test, then this goal will motivate us to study hard and prepare well; if our goal is to get on to the soccer team, then this will motivate us to practise hard and listen carefully to our coach.

Imagine a soccer player who didn't bother to think about the goals.

- Do you think he would play a good game of soccer?
- Do you think he would be popular with his team-mates?
- Do you think he would do well as a soccer player?

In the same way, if we don't have goals for our life, we will just pass our days without thinking about what we are trying to achieve in life and we are unlikely to make very much of our lives. If we want to do something with our lives, if we want to achieve things and do well, then we need to have goals and we need to be working towards them.

- How long can it take to achieve a goal? Ideas: some goals are quite easy to achieve and don't take very long, while other goals may be more difficult to achieve and may take time.

LET'S DISCUSS:

10-12 YEARS:

Discuss in two's the following questions with each other, in an interview fashion:

- What is a recent goal you have achieved?
- How long did it take you to achieve it?
- Have you ever won a prize for something you have done?
- What would you like to do when you grow up?
- Think of a goal you want to achieve

6-9 YEARS:

Draw a picture of one of the following:

- A prize you have won
- A goal you have achieved
- Something you have done that you were proud of
- What you want to be when you grow up
- A goal you want to achieve

LET'S MAKE:

Have the children create a certificate for themselves of a task they have accomplished, e.g. learning to swim, walking alone to the shop, getting good marks at school, getting chosen for a sport's team, etc. (*Adapt these for the different age groups*).

Assist the younger children with the wording of their certificates.

Example of certificate:

<p><i>This certificate is given specially to</i></p> <p>_____</p> <p><i>because he has achieved</i></p> <p>_____</p> <p>_____</p> <p><i>Date</i></p> <p>_____</p> <p><i>Signed</i></p> <p>_____</p>

Once all the children have completed their certificates, have a special handing- out ceremony.

LET'S PLAY:

Play a game with the children that involves a goal, for example:

- *Have a bucket and a ball. Place the bucket at a certain distance and have the children line up behind a certain point. Each child has to try and throw the ball into the bucket from*

a certain point. (don't make it too difficult)

If possible have a few buckets and balls, or just get some of the children to come up and try

- *Then you could ask a few children to come and do it with their eyes closed.*

Other ideas: they could aim the ball at a certain tree or rock, they could throw or kick the ball, they could aim to throw the ball through a netball hoop, etc.

Use this game to remind them that we need to have a clear idea of our goals – we need to be able to see and imagine them. Then just as we took the ball and aimed at the bucket in the hope that we would get it into the bucket, so we need to make an effort towards achieving our goals.

LOOKING INTO THE WORD:

Read **Proverbs 3:6**, “**In all your ways acknowledge Him and He will direct your paths.**”

Sometimes we may not be sure of our goals – things we want to do or the kind of person we want to be. It is important to remember that if we desire to honour and obey the Lord, then He will show us the way ahead that is best for us. We are all different; we will all do and achieve different things. It is exciting to know that the Lord has plans for each one of us.

- Who can tell us what they think the MOST important goal in life is?

The apostle Paul tells us about this goal in **Philippians 3:13-14**, “**Forgetting what is behind and straining towards what is ahead, I press on towards the goal to win the prize for which God has called me heavenward in Christ Jesus.**”

- What goal do you think he is talking about?
The goal of living a life of faith and obedience to the Lord Jesus, a life that is pleasing and honouring to Him.
- What is the prize he is talking about?
The prize is the life that we have in Christ - a meaningful life both now and in eternity because of our hope in Him.

There are two things that Paul teaches us about reaching his goal:

Firstly, even when we fail in our Christian life and do things we wish we hadn't done, we can confess our sins and receive the Lord's forgiveness and then we can continue to move forwards towards our goal.

Secondly, Paul talks about **straining towards** what is ahead and **pressing on towards** the goal. These are words that tell us that he had to put lots of energy and effort into achieving his goal, and it is the same for us. Goals are not always easy to achieve, but we should put in the effort and go for it.

LET'S PRAY:

Ask the children to spend a moment thinking quietly about their goals and the things they want to achieve in their lives.

Ask them to think about the goals they think are really important.

Encourage the children to spend a few moments in prayer asking the Lord to help them to take steps to work towards achieving their goals, and to help them to achieve their goals.

Before closing in prayer, ask the children if any of them would like to say a short prayer along these lines.

LESSON 12
I HAVE RIGHTS

Less

The focus of this lesson is that children understand:

Joshua 1:9, 'Have I not commanded you? Be strong and courageous. Do not be terrified, do not be discouraged, for the Lord your God will be with you wherever you go.'

s
d to

be able to do this

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

We have been learning a lot about ourselves over these last few weeks – we have learned about accepting ourselves, about understanding ourselves better and about setting goals. Today we are going to talk about our rights. We all have rights.

We hear a lot about human rights these days.

- Does anyone know what it means to have 'rights?'
Rights are something that we are entitled to because we are human beings and because we are all special and valuable, as we have discussed over the last few weeks. Our rights are there to protect us from being mistreated or misled by other people. For example, it is my right to say "No" to something I don't want to do when someone is trying to force me to do that thing.
- What are some of our basic human rights as children?
Ideas: A child has the right to: affection and love, adequate nutrition and medical care, education, opportunity for play, a name, special care if disabled, be a useful member of society and to develop as an individual, being treated with respect, a right to enjoy these rights regardless of their whether they are black or white, boy or girl, rich or poor etc.

Today we are going to talk about standing up for our rights and for ourselves when people are trying to influence us to do things we don't want to do or things that we know are wrong. We have the right to say "No," and no-one should force us to do things we don't want to do. In the same way, we should not do this to others.

LET'S TALK:

Divide the children into two groups – 6-9 year olds and 10-12 year olds – have a volunteer lead the discussion for each group.

Have an open discussion with the children using the following as a guide. Encourage the children to open up and share their ideas.

- Should we do everything that others tell us to do? Why/Why not?
- Has anyone ever made you to do something you didn't want to do? What?
- Should we tell someone if we are being mistreated?
- Should we report if we know of someone who is being mistreated?
- When someone dares you to do something, is it usually something safe or unsafe?
- If someone wanted to make you do something bad that you didn't want to do, did you stand up for your rights?
- Is it harder to say "No" to a friend, family member or a stranger? Why?

Sometimes people abuse our rights by making us to do things that we should not have to do or by treating us in way that abuses our rights.

Here is an example of a girl who's rights were being abused:

"Life became difficult for Sibongile after her parents died because she was treated like a slave. She woke up early to do the household chores while her aunt's children were sleeping. She did not have time to study."

(p. 17; *Investing in Our Future, Psychosocial Support for Children Affected by HIV/AIDS*; S. Fox; Joint United Nations Programme on HIV/AIDS (UNAIDS); Switzerland; 2001)

Sometimes it can be very difficult to stand up for our rights and there are times when we may need to ask for help to do this.

LET'S ACT:

To be able to stand up for ourselves and our rights, we need to be aware of situations in which people may try and influence us to do something we don't want to do or should not have to do. When our friends are trying to influence us to do something we don't want to do, we need to be bold and say "No." When adults try to make us to do things we don't want to do or that we know are wrong, it can be more difficult to stand up for ourselves and say "No." We need to stand up for what we know is right.

Divide the children into small groups and give each group one of these scenarios to act out. Tell them that they are going to create short dramas that show how they can stand up for themselves and their rights or for the rights of others in different situations.

Scenarios:

- Your friends are planning to steal from a shop and ask you to come along.
- Someone in your class asks you if they can copy your test.
- Your group of friends pick on a group of younger children and start bullying them.
- Your friends think it is funny to be rude and cheeky to the teacher.
- Your friends tell you that the school rules are there to be broken.
- Two of your relatives have been orphaned – one is a 10 year old girl. They come to live with you and you notice that your mother expects this girl to do all of the housework.
- A child in your school is disabled and is always getting into trouble for not finishing their work on time.
- A child from another country joins your class. You notice that this child is not being treated fairly just because they are different.

Use these with discretion based on age group and context:

- A teacher asks you to stay behind after class and you don't feel comfortable to be alone with that teacher.
- A family member is behaving in a way that makes you feel uncomfortable.
- A stranger is behaving in a way that is making you feel uneasy.

Come up with your own scenarios that are appropriate for your group.

Use the volunteers to help the children with their dramas.

I DON'T ALWAYS SAY "YES" WORKSHEET:

*Get the children to fill in the worksheet, or make a similar worksheet on a flipchart or blackboard for the whole group to share.
See activity sheet.*

LET'S DRAW:

If you have time, get the children to draw a picture of a time when they recently stood up for their rights. Encourage them to think about why they stood up for their rights, and how they felt afterwards.

HELP FROM OUR GUIDE-BOOK:

Often situations in which we need to stand up for ourselves or for others require us to be bold and brave.

In **Joshua 1:9** the Lord says, **'Have I not commanded you? Be strong and courageous. Do not be terrified, do not be discouraged, for the Lord your God will be with you wherever you go.'**

When we feel fearful, or when we doubt whether we are brave enough to stand up for ourselves or others, remember this verse. The secret to being bold and courageous is knowing that the Lord is with us, and He is the One who can help us.

Jesus does not want us to do things we don't want to do or that we know are wrong, where people are putting pressure on us. He loves us and cares for us and wants the best for us. In situations like this we can ask for His help and rely on Him to make us bold and courageous.

LET'S PRAY:

Thank the Lord that he is there to help us to stand up for ourselves and for others. Thank the Lord that we have the right to say "No," and that with His help we can have the boldness and the courage to do so. Ask the Lord to help us when we find ourselves in difficult situations when we need to stand up for ourselves and say "No."

ACTIVITY SHEET

I DON'T ALWAYS SAY YES WORKSHEET:

As you get older, people will ask you to do all kinds of things. Some of these things will be good. Some of these things might be bad. If someone tells you to do something that could hurt you or anyone else, it's your job to say No!!!!

YES

NO

Your mom tells you to wash your hands.

A stranger asks you to get in his car.

Your Dad asks you to clean up your room.

Your teacher tells you to read a book.

Your older sister tells you to go to bed.

Your friend tells you to smoke a cigarette.

A group of kids dare you to steal something.

Your bus driver asks you to sit down.

Your classmate asks you for help on a lesson.

Your sitter tells you to lie to your parents.

LESSON 13: OUR FAMILIES

Lesson Focus

The focus of this lesson is that children know:

Ephesians 6:1-2 says, "Children obey your parents in the Lord, for this is right. Honor your father and mother..."

Ephesians 5:1-2, "Be imitators of Christ, therefore, as dearly loved children, and live a life of love, just as Christ loved us and gave himself up for us..."

Philippians 4:13, "I can do everything through Him who gives me strength."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game:
- Songs/Prayer/Close:

LOOKING INTO OUR LESSON

INTRODUCTION:

We have been learning about our life journey. We have talked about the journey, we have talked about some of the friends we will make along our journey. Today we are going to learn more about our families. Along our journey, we all have families, even though they may be very different.

To introduce this, have something that you can use as a microphone (the children can help you). Pretend to be on some TV programme and randomly choose children to answer the following questions. Get them to speak into the 'microphone.'

- What is a family?
- Are all families the same?
- Do you think that families are a good idea? Why/Why not?
- What do you like about your family?
- Are there any people who do not have families?

OUR FAMILIES IN ACTION:

Get the children to write down the names of the people in their family (or the people they live with) who do the following things:

- Who keeps your room clean?
- Who answers the door?
- Who turns the lights off?
- Who takes the rubbish out?
- Who cleans the outside of the house?

- Who feeds the pets, if you have any?
- Who prepares your meals?
- Who does the shopping?
- Who washes the dishes?
- Who washes the clothes?
- Who helps you with your homework?
- Who pays the bills?

From this we can see that different members of the family have different roles to play. We need to play our role in the family as well as we can and we need to appreciate the things that the other members of the family do.

It is very important in this lesson to be sensitive to children who may have very dysfunctional families and to children who have lost their parents.

LET'S ACT:

Ask a few children to come to the front and act out something that one of their family members does.

The other children must guess who it is and what they are doing.

LET'S IMAGINE:

Ask the children to think of one family member. Now ask them to imagine what would happen if that person stopped playing their role in the family.

Get some feedback from some of the children.

When we imagine this we can see how important it is that each member of the family fulfills their role and that we appreciate the things they do for the family.

LET'S MAKE:

Get the children to write a little note to a member of their family (or a person they live with) to say how much they appreciate them. The younger children can draw a little picture or decorate the paper as a thank you note for that member of their family.

LET'S THINK ABOUT OUR ROLE:

Ask the children to draw a picture or write a few sentences about their role in their family - how they care for their families or what they do for their families.

OR

You can divide the children into small groups and ask them to discuss their role in their families – what they do for their families and how they care for the members of their family.

LET'S IMAGINE:

We have imagined what it would be like if one of the members in our family stopped playing their role. Now let's imagine what would happen if we stopped doing our part in our families

Each member of the family has a role to play, however small it may seem. It is important for each of us to play our part as a member of our family or the family we may live with.

- What do you think is the role of a child in the family?
- What should you be doing and how should you be behaving if you are playing our part in our family life?

Ideas: as children your most important role is to respect and obey your parents; you should also be a co-operative member of the family, do your chores with a good attitude and act in love towards ALL the members of your family.

If there are children who have not identified their role in their family, challenge them to see what they can do for their family when they get home.

Encourage the children to ask the Lord Jesus to show them what they should be doing or how they should be behaving in their family life.

LOOKING INTO THE WORD:

The Bible is quite clear in its instructions for children:

Ephesians 6:1-2 says, "Children obey your parents in the Lord, for this is right. Honor your father and mother..."

- Give some examples of what it means to obey your parents?
Ideas: doing tasks or chores that our parents ask us to do, obeying rules in our families etc
- What does it mean to honor your father and your mother?
Ideas: to respect them, to speak to them in a respectful way, to show appreciation for what they do for you and for what they provide for you, to obey them, be polite to them etc.

It is all very well for us to do these things but Jesus is not only interested in what we do but in the attitude of our hearts. Jesus wants us to have an attitude of love in all that we do.

Ephesians 5:1-2," Be imitators of Christ, therefore, as dearly loved children, and live a life of love, just as Christ loved us and gave himself up for us..."

If we have an attitude of love towards the members of our family this will affect how we do things and the relationships we have with the different members of our family.

Sometimes it can be difficult to obey and honour our parents and there are times when it is difficult to live a life of love. It is at these times that we must remember that Jesus is there to help us and we only have to ask Him.

Philippians 4:13 says, "I can do everything through Him who gives me strength."

Even when it is tough, we can do things in His strength.

LET'S PRAY:

Encourage the children to ask the Lord to help them to appreciate their families and to show their appreciation. Ask the Lord to help each one of us to play our part in our families.

LESSON 14

DIFFERENT FAMILIES

Lesson

Focus

The focus of this lesson is that children know:

Romans 8:28, “And we know that in all things God works for the good of those who love Him and have been called according to His purpose.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game:
- Songs/Prayer/Close:

LOOKING INTO OUR LESSON

INTRODUCTION:

In the last lesson we focused on the family and the importance of fulfilling our roles within the family. Today we will focus on God's plan for the family, and we will see what the Bible, our guidebook, has to say about this important unit. We will also explore different types of families.

GOD'S PLAN FOR THE FAMILY

LET'S LISTEN:

Do you know that God was the one who created families?

In God's Word, the Bible, we can read about the very first family. We can read about this in Genesis 2. After Adam was created, there was no-one to be his companion or friend. None of the animals were suitable to be Adam's companion. Therefore, God created Eve to be Adam's partner and companion (Genesis 2:20-21)

In verse 24 we read that the first marriage there ever was, was between Adam and Eve. The Bible says that the husband and wife join together and form a new family unit. Adam and Eve were the first family ever!

The Bible says that the two individuals would become one flesh. To become one flesh means that the husband and wife form a very strong union, they are bound together for as long as they live. Sex is an expression of this union. God created sex as a wonderful and special bond between two married people. Husbands and wives express their sincere lifetime love and companionship for each other through their sexual relationship. Sex is also the way a husband and wife have children to add to their family. When children are born and grow up in a family they need the security, love, care and support that comes from their parents – this is God's ultimate plan for the family.

The Bible says that as God has joined together, no man should separate. Therefore, when two people get married they become joined together and nothing should separate them as long as they live.

DIFFERENT KINDS OF FAMILIES

Unfortunately, we live in a sinful world and families do not always function as they should or how God wants them to.

LET'S THINK:

- What are some of the things that make some families different from God's plan?
Write their responses on the board.

Ideas:

- divorce or separation
- abuse
- alcohol abuse
- children being orphaned
- sick parents
- extra members being joined to the family e.g. extended family taking in an orphan
- one or both parents having to work away from home

LET'S ACT:

Divide the children into groups of about 4, with 1 leader per group.

Each group must act out a different family scenario of families that don't work together easily. Keep the drama's short.

The aim of these dramas is to help the children to understand better the reality of these different family scenarios. Some children are very sheltered from these realities.

LET'S TALK:

- Do you think it is easy to belong to families like this?
- How should we feel about children or friends who are members of families like this?
- What can we do to help?

Ideas:

care for them, love them, pray for them, pray with them, make them feel special, encourage them, help them to get help if they need it

- What can you do if you are a member of a family like this?

Ideas:

Ask Jesus to help you when you feel sad, angry, alone, unwanted, unloved, abused
Remember that whatever happens to us, Jesus will never leave us
Report abuse

LET'S THINK:

Get the children to suggest good and bad consequences that are possible for the children of the following home situations:

- Rich parents
- Poor parents
- No parents
- Parents who are too strict]
- Parents who don't discipline their children
- Loving parents who give time to their children

It is important for the children to realize that good and bad consequences can result from almost any situation. E.g. rich families are not always happy families

LOOKING INTO THE WORD:

There are many children who are living in very difficult family circumstances. The Bible has something very encouraging to say those who are in difficult circumstances:

Romans 8:28 says, “And we know that in all things God works for the good of those who love Him and have been called according to His purpose.”

God is able to work in any family situation for our good. We need to trust Him to do this. God may use us to improve the family situation we find ourselves in.

DIAMONDS IN THE ROUGH:

For those of you whose family life is difficult, you can compare yourselves to diamonds in the rough.

- Who knows what a diamond is? A diamond is a precious stone that is clear and colourless, it sparkles and shines in the light as is very valuable.

When a diamond is first taken from the ground, its beauty is hidden and you wouldn't think it could be worth anything at all. It takes the work of a jeweler (A person who makes jewelry) to bring out its value.

In the same way, God, the master jeweler, can use our family circumstances, whether they are good or bad, to polish off the dirt and to cut away all the aspects of our character that does not please Him. He is able to bring out the good and best parts of our character so that we shine and sparkle, and our beauty and worth can be easily seen.

PRAYING FOR FAMILIES:

Encourage the children to pray using the following guidelines:

- Those children who come from happy and stable families should take the time to thank the Lord for their families and to pray for other children who are not as fortunate as they are. They can ask the Lord to help them to love and care for friends who may come from difficult family backgrounds.
- Children who are facing these difficulties can ask the Lord to help them and to comfort them. They can also ask the Lord to help their parents and other family members. Ask the Lord to remind them that He loves them and cares for them and that He is able to work in all circumstances for their good.

LESSON 15
GOOD FRIENDS

Less

The focus of this lesson is that children know:

- ~~What makes a good friend: Friends build one another up~~

Hebrews 10:24, “And let us consider how we may spur one another on towards love and good deeds.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Games:
- Songs/Prayer/Close:

LOOKING INTO OUR LESSON

On our journey there are many people along the way who will enrich our lives. Among these people are our families and our friends. Friends can be a great source of happiness on our journey, but we must first learn how to choose friends wisely. The wrong friends can get you into trouble and may spoil parts of your journey and make your journey difficult.

LET’S TALK ABOUT FRIENDS:

Get the children talking about friends and friendship. Here are some ideas:

- 6-9 years or 10-12 years:
Get the children to tell the class about a friend of theirs:
 - What is your friend’s name?
 - How did you meet?
 - How long have you been friends?
 - Why is _____ a friend of yours?
 - How are you a good friend to _____?
 - How does _____ show that he/she is a good friend to you?
- 6-9 years or 10-12 years (*adapt the level of the questions*)
Brainstorm the qualities of a good friend: Ideas:
 - What does a good friend do?
 - Why do we need friends?
 - When do we need friends?
 - Think of your friends – what makes them a friend?
 - What do you do to show that you are their friend?

Think about some of the answers you want to encourage from them

Brainstorm things we do not like our friends to do: Ideas:

- When don't you feel happy or comfortable with someone?
- Why don't you like this sort of person?
- Why do you think it is not good to be friends with this person?
- What do you not expect a friend to do?
- What are some of the things people can say/do that hurt you or make you sad?

Think about some of the answers you want to encourage from them

- 10-12 years:
The characteristics of a good friend/ of the ideal friend:
As children come to class have a piece of paper in the middle of the floor where children must write down two characteristics of a good friend.
- 6-9 years or 10-12 years:
Mime/drama:
Get one of the children to act out or mime the characteristics of a true friend, have the rest of the class decide what is being acted out. Let the person who chose the correct action be next.
- For both age groups:
Get the children to think about the following question:
"How good a friend am I?"
The younger children will need prompting.
- For both age groups;
Game: Snakes and Ladders.
See "The friendship game"

LET'S PLAY:

The Balancing Game

Purpose: To show how we depend on each other

Do this game with boys and girls separately – at this age they do not always like to touch others of the opposite sex. You can make this a competition between the boys and the girls.

Directions: Children form a circle, standing shoulder to shoulder. Then they turn to face one direction still in the circle and at a given signal, each child sits on the knees of the person behind. If one child is too far away or does not sit at the same time as the others, everyone collapses in a heap.

Application: We need each other's support and co-operation

WHAT DOES THE BIBLE TEACH US ABOUT FRIENDS?

The Bible teaches us that friends should build each other up.

Hebrews 10:24 says, "And let us consider how we may spur one another on towards love and good deeds."

Hebrews 10:25b says, "... let us encourage one another."

To build one another up means that we need to recognize that others are special and to let them know that we appreciate them.

LET'S TALK

If you discussed the qualities of a good friend, and the qualities that would make a bad friend, go back to the points mentioned by the children and at each one decide:

- Does this build a person up? Or does it break a person down?

Encourage the children to see that good friends do indeed build each other up.

Encourage the children to be good friends – people who build other people up – just like the Bible tells us to do.

Discuss the following questions (either as a group or in small groups):

- How can we make people feel special?
- How can we show other people that we appreciate them?

Encourage each child to think of at least one way that they are going to try to do this in the next week or two. If you can, get them to write it down on a slip of paper that they can take home with them.

LEARNING ABOUT FRIENDSHIP:

Tell the children that you are going to give them some homework this week. Tell them to spend some time with their parents asking them some questions about their friends:

- Where did they meet?
- How long have they been friends?
- Why are they good friends?

LET'S PRAY:

Let's thank the Lord for our friends and ask Him to help us to be better friends to all our friends and to the new friends we will make.

LESSON 16:
PEER PRESSURE AND LEARNING TO SAY NO

Less

The focus of this lesson is that children know:

- To make good decisions in the face of peer pressure
- ~~That our friends can have an influence on us~~

1 Corinthians 10:31, "So whether you eat or drink or whatever you do, do it all for the glory of God."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game:
- Songs/Prayer/Close:

Theme

LOOKING INTO OUR LESSON

Last time we spoke about the friends we will make on our life journey. We spoke about good friends and how we could be better friends to others.

Today, we are going to talk about the pressures you may face with your friends, and how we can learn to say no to something we don't want to do.

MAKING GOOD DECISIONS IN THE FACE OF PEER PRESSURE:

Introduce and explain the concept of peer pressure. Let the children see if they can give you some examples of peer pressure.

6-9 YEARS

1. STEPS THAT WILL HELP YOU TO COPE IN SITUATIONS:

We are going to read a story in which you will learn 3 steps that you can follow to help you when you have to make decisions. They will help you when you have difficult decisions to make and you don't know what to do.

STORY:

Peter, Suzi and Themba were walking to school together one morning. Two older girls were ahead of them.

Peter and Themba were talking about what they would do after school when Suzi noticed something slip from the bag of one of the older girls. When Suzi got closer she picked it up. It was a 500 dollar note.

"Wow," Peter said, "500 dollars!"

"Hey!" Suzi yelled at the girls, but they didn't hear her. She started to run after them.

Peter grabbed her arm. "Wait Suzi, she doesn't even know she dropped the money. Just think what we could do with 500 dollars."

Themba whispered, "Quick! Put it in your pocket before she turns around and sees the money!"

Suzi stared at the 500 dollars. She didn't know what to do. She knew the money did not belong to her, but if she returned it, Peter and Themba might be cross with her.

"Come on Suzi," Themba said. "Keep it. No one will ever know."

Suzi took a deep breath. The older girls were getting further ahead and she still hadn't decided what to do. Suzi must make a decision...

STEP 1: ASK

What sort of questions could Suzi ask herself to help her make a decision?

For example:

- Will I be hurt or harmed? Or will I gain or benefit?
- Will someone else be harmed if I do this? Will he/she gain or lose?
- What will my parents/teacher say if I do this?
- What would Jesus do?
- Can I trust the person who is giving me advice?

STEP 2: THINK

Think about the answers to the questions

STEP 3: CHOOSE

Let the group decide what Suzi's decision should be.

What might make it difficult for Suzi to make the right decision?

2. SITUATIONS:

Let the children work in groups (if there are enough of them).

Give each group a situation in which they need to make a decision – they can either discuss it together or do a little play.

For example:

- Your friend gives you a 'naughty' magazine to look at
- Your friends dare you to walk alone in the dark
- Think of everyday situations

3. APPLICATION:

Help them to understand how they can apply these 3 steps to their every day life.

Go over the 3 steps – get them to repeat them after you, ask questions, get various children to stand up or come to the front and tell you one of the steps...

10-12 YEARS

1. 3 STEPS FOR RESISTING NEGATIVE PEER PRESSURE:

Ask the children whether they think that some people think that they have to 'buy' friendship by acting in a certain way or doing something they normally would not do.

After some discussion, point out that peer pressure sometimes encourages young people to do things that are harmful or negative.

Tell them that you are going to teach them 3 steps to making good decisions and saying No.

STEP 1: ASK QUESTIONS

Give the children a scenario, e.g. the one for 6-9 years, and get them to think about the kinds of questions they should ask themselves.

For example:

4. Is it against the law, rules or my beliefs?
5. Would it disappoint my family, teacher...?
6. Is it wrong to do? Will I be sorry afterwards?
7. What would Jesus do?
8. Would I be hurt or upset if someone did this to me?

STEP 2: SAY NO to negative peer pressure

If the answer to the above questions is YES, your response to the peer pressure should be NO.

STEP 3: KNOWING POSITIVE OPTIONS

Be ready to suggest a positive activity to do instead. If the other person does not accept your suggestion, then leave. This person may decide to join you later.

e.g. How about playing soccer instead? Or let's go to my house and listen to music instead.

2 SITUATIONS:

Get the children into groups and give them situations they must handle using these 3 steps to help them say NO.

For example:

- Can I copy your homework?
- Do you want to come to a party tonight? Don't tell your parents.
- Let's go find some cigarettes.
- Are your parent's away from your home at the moment? Let's go there.
- Let's take my brother's car and drive it around the block.
- Let's see if we can get into the movies without paying.
- Let's get that tape you want in the shop (without paying)

The children can either discuss their situations and feedback with the group, or they can act out the situations.

3. APPLICATION:

Ask:

- What did you learn today that will help you to cope with negative pressure?
- What makes it hard to ask questions in a negative situation?

Revise the 3 steps.

LOOKING INTO THE WORD:

We have seen that our friends have an influence on us, and therefore it is very important that we make good friends. Friends who will build us up and not break us down.

Get the children to look up these verses. Either choose someone to stand up and read the verse, or allow the first person who finds the verse to read it.

- **1 Corinthians 15:33, "Do not be misled: "Bad company corrupts good character."**
- **Galatians 5:7, "You were running a good race. Who cut in on you and kept you from obeying the truth?"**

Relate these verses to how friends who have a negative influence on us can prevent us from obeying and pleasing God.

KNOWING OUR BOUNDARIES:

We won't know when to say NO if we don't know what our boundaries are.

The Bible helps us to know God's boundaries for our lives (2 Timothy 3:16).

Let's talk about boundaries:

Example:

- Think of sports the children play and the various types of boundary lines in those sports. In the same way, as Christians – we have boundary lines that we should not cross if we want to please Jesus.

- *Get the children to stand in a circle, holding hands tightly – forming a boundary. Have one child stand inside and try to get through the boundary. In the same way, in our lives the Bible should be a very strong and solid boundary.*

WHAT WOULD JESUS DO?

In any situation the children may find themselves in, it is always helpful to ask themselves the question, “What would Jesus do?”

Go back to some of the situations you covered and get the children to think about this question.

1 Corinthians 10:31, “So whether you eat or drink or whatever you do, do it all for the glory of God.”

LET’S PRAY:

Thank the Lord for the friends that we have and ask the Lord to help us to make good friends – friends who will build us up, friends who will encourage us and be a good influence on us. Ask the Lord to help us not give into negative peer pressure but to try and remember the steps we have learned today that will help us to make good decisions. Ask the Lord to help us to try and please Him in all that we do.

WHO IS YOUR HERO? HAVING A ROLE-MODEL

Less

The focus of this lesson is that children:

- Think about heroes and the influence they can have on our lives
- Identify qualities that make a good hero
- Understand that it is important to choose our heroes carefully
- Realise that Jesus is our perfect role-model
- Realise that they can be heroes/ role-models too
- Are encouraged to be good role-models

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Philippians 2:5, “your attitude should be the same as that of Christ Jesus.”

Ephesians 5:1, “Be imitators of God...”

Matthew 5:16, “ In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

As we travel along our life-journey, there will be people in our lives that we might call heroes. These are special people to us and they can have a big influence on the way we live our lives and the journey we take.

INTRODUCTION:

Ask the children:

- What is a hero?
Ideas: A hero is a person who we admire, look up to and respect; someone we want to be like.
- Which kinds of people we look up to in life?
Get the children to come up with some ideas first. Then suggest some of the examples below – you could write them on the board, have pictures of them or write them on pieces

of paper and get different children to come up and be one of those people. Let the children decide whether they think some of these people could be heroes.
Examples: a headmistress, actor, musician, politician, priest, sports figure, community leader.

LET'S WRITE:

Give the children some paper and tell them to answer these two questions:

- Who is your hero? Or who do you look up to...?
- Why do you look up to or admire that person?

Ask some of the children to share with the others, who their heroes are. You could ask them to act out their hero.

LET'S TALK ABOUT WHAT MAKES A HERO:

In the form of a discussion, answer these questions (you could write their responses on the blackboard):

- What qualities make someone a hero?
- What qualities would be bad to see in a hero?

OR

Write a number of different qualities on the board e.g. strong, brave, honest, good-looking, wealthy, powerful, influential, hard-working, kind, proud, clever, selfish, weak, corrupt, uncaring, successful, honest, etc. Then get the children to choose the qualities they think a hero should have, and get a few children to come up and circle the one they choose.

LET'S CHOOSE:

- Do you think it is good to have a hero or someone you look up to in life?
- Why?

Ideas: The people we look up to and admire often motivate us to live our lives in a certain way or to work towards certain goals. These people or heroes that we look up to can have a significant influence in our lives – for good or bad.

It is important to choose good heroes:

If our heroes are people we look up to, people we want to be like, people we copy – then it is important to choose the right person. Our hero doesn't have to be someone important, rather someone we really want to be like. Someone who lives the sort of life that makes a difference for others and that would be pleasing to the Lord.

Ask the children to think about:

- What sort of people would be 'good' heroes or role-models and what sort of people would not be such good role-models to have?
- Why or why not?

Allow some of the children to share their ideas.

Let's remember that Jesus is our perfect role-model – our perfect hero!

The Bible says that, **"your attitude should be the same as that of Christ Jesus."**

Philippians 2:5

And that we should **"Be imitators of God..."** Ephesians 5:1

To imitate someone means to copy them or to follow their example.

We should follow Christ's example. When we become more like Jesus, we will please Him more, we will be a blessing to those around us and we will live lives that are more meaningful.

LET'S PLAY:

Get the children to play the game 'Follow the Leader.'

One child or leader is chosen to be the leader and all the other children stand in a line behind that person. Whatever the leader does, the others must copy, e.g. walking, jumping, making a funny face, waving his arms, etc.

Give a few of the children, younger and older, a turn to be the leader.

Use this game to help the children to understand that the leader could have made them do silly things or useful things. In the same way, the people we choose to follow or choose as our heroes can make us act in certain ways. In the same way, we can also lead others and encourage them to act in certain ways, even though we are young.

GUESS WHAT? YOU CAN BE A HERO:

We can be heroes and good role-models for others. Remember we said that a hero doesn't have to be someone important but rather someone we want to be like.

Remember we have spoken about "Dare to be different?"

By daring to be different and setting a good example, we might be surprised to find that there are others who choose to follow our example.

"In the same way, let your light shine before men that they may see your good deeds and praise your Father in heaven." Matthew 5:16

Remind the children about the characteristics of a good hero that we discussed earlier in the lesson. Challenge them to develop these qualities in their lives so that they can be a good influence for the Lord..

LET'S PRAY:

Thank the Lord for people we can look up to. Ask the Lord to help the children to choose good role-models to look up to. Thank Jesus that He is the perfect role-model and ask Him to help us to follow His example. Ask the Lord to help the children to develop the qualities of a good hero in their lives so that they can be a good influence on those around them.

LESSON 18

GOOD COMMUNICATION

Less

The focus of this lesson is that children understand:

Ephesians 4:29 & 31, “Do not use harmful words, but only helpful words, the kind that build up and provide what is needed, so that what you say will do good to those who hear you... Get rid of all bitterness, passion and anger. No more shouting or insults, no more hateful feelings of any sort.” (Good News Bible)

Ephesians 4:15, “speaking the truth in love.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

We have been talking about our families, our friends and our heroes. Today we are going to talk about communication. The way we communicate affects all the relationships that we have in life, so let's learn to be good communicators.

LET'S THINK:

Before we can talk much about good communication, we need to make sure we know what communication actually is.

- What is communication?

Let the children give some feedback and then do the following role play to illustrate what communication is:

Have three children come forward. One will be the person giving the message, another will be the message, and the other will be the person receiving the message.

Have the person giving the message and the person receiving the message stand some distance apart from each other.

Have the person giving the message say something, and as they do so they must push the person acting as the message towards the receiver. The person acting as the message must walk over towards the person receiving the message. The receiver must pull the person acting as the message towards themselves as though receiving the message and as they do this the person acting as the message can repeat the message to them.

Communication is when someone gives a message through what they say or do, and another person receives the message, hears the message, listens to it and interprets it. The key to communication is that the person receiving the message interprets and understands the message in the way the person giving the message intended.

SUGGESTION: play the game, "Broken telephone" in the games session (before this lesson is taught) and then use it as an example of a message that was given, but was quite clearly not correctly understood by the person receiving it at the end.

SO, WHAT'S SO IMPORTANT ABOUT COMMUNICATION?

Ask the children why they think good communication is important.

Some suggestions:

- It avoids misunderstanding
- It allows people to get to know and understand you
- It allows you to get to know and understand others
- It can avoid unnecessary hurt or anger
- It helps us to show people that we love and care for them

WHO DO WE COMMUNICATE WITH?

We communicate differently with many different people in our lives.

- Who are the different sorts of people we communicate with?
Ideas: Friends, family, teachers, God, strangers, etc.
- Do we communicate in the same way to all these people?

HOW DO WE COMMUNICATE?

- Who can think of ways in which we communicate other than through what we say?

Help the children to understand that we communicate in two ways:

- Verbal communication: what we say (the words we use) and the tone of voice we use (make sure the children understand what you mean by tone of voice.)
- Non-verbal communication: we also communicate through body language, facial expression, eye contact, posture, gestures, touching and spatial distance.

As you are teaching this you can demonstrate some of these methods.

LET'S ACT:

You as the leader play the main part (Faith/Chris) and one of the children can play the friend (Rumbi/Max.)

Scene: Rumbi/ Max has just come back to school after being absent for 2 weeks due to illness. Faith/Chris is really pleased to have his/her friend back at school.

Faith/Chris: Hey, Rumbi/Max, I'm so glad to see you back at school. I'm so sorry you've been so sick.

Rumbi/Max: can respond however they want

Faith/Chris: How are you doing? Are you feeling better?

First play the scene using only verbal communication, without using tone of voice, i.e. in a dull, unfeeling manner.

Then play the scene using verbal communication and tone of voice to show care and concern.

Finally play the scene using verbal communication, good tone of voice as well as facial expressions, body language, posture, gestures and touch.

Get some feedback from the children about the difference in communication in the various acts.

GOOD COMMUNICATION:

We have discussed the importance of verbal and non-verbal communication.

But there are a few other things we should try to remember if we want to be good communicators:

What we say:

We need to be careful about what we say and about the words we use:

- The Bible says we should avoid unwholesome talk

- We should avoid blaming
- We should avoid calling people names
- We should avoid swearing
- We should be careful about using words like always and never
- Other ideas

How we say it:

Whatever it is that we need or want to say, we should always try to speak the truth in love.

This includes things like:

- Speaking nicely to others, even if they don't do the same
- Showing respect for other people, regardless of how we might be feeling or who the other person is; we should speak politely to them without yelling, shouting or sulking
- We should be sensitive to the needs of the other person
- If you can't say something nicely, wait until you can

Ephesians 4:29 & 31, says, **“Do not use harmful words, but only helpful words, the kind that build up and provide what is needed, so that what you say will do good to those who hear you... Get rid of all bitterness, passion and anger. No more shouting or insults, no more hateful feelings of any sort.”** (Good News Bible)

Ephesians 4:15, talks about **“speaking the truth in love.”**

LET'S ACT:

Divide the children into small groups. In their groups they must act out one of the following scenarios. First they must act it out using poor communication and then they must act it out using good communication. i.e. applying the principles we have discussed in the lesson.

Scenarios:

- You are angry at a parent or teacher because you were wrongly accused and punished for something you didn't do.
- How do you get rid of someone you don't like, who is bugging or teasing you, without hurting them?
- Your friend promised to meet you somewhere in town, but he/she did not come. You waited and waited, but eventually gave up and went home. You are feeling hurt and angry with your friend.
- Your friend gives you an unexpected gift and you want to let him/her know how grateful you are and how special it made you feel.
- You have been sick for a few weeks and have had to stay at home in bed. Your family has been very loving and supportive of you. You want to express your gratitude to them in a meaningful way.

We can see from these dramas how important good communication is. When we think carefully about what we say and how we say it, we can communicate a lot more effectively and lovingly.

LET'S PRAY:

Thank the Lord for the ability He has given us to be able to communicate with others and thank Him for what we have learned today about good communication. Ask the Lord to help the children to make an effort to become good and effective communicators. Ask the Lord to help us to communicate in ways that are pleasing to Hi

LESSON 19:
GOOD CHARACTER

Less

The focus of this lesson is that children know:

- That we should all strive for a godly character
- That our character governs how we respond to different things
- That Jesus' character is the character we should strive for
- That in all situations they should ask themselves, "What would Jesus do?"

Philippians 1:27, "Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ"

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game:
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

We have spoken a lot about our life journey. If we are going to journey well then it is important that we develop good character along the way. Today we are going to talk about character.

LET'S TALK ABOUT CHARACTER:

- What is character?
Allow the children to come up with their own ideas first.
When we talk about someone's character we are referring to their personal characteristics, their style, their qualities, their moral strength, their reputation.
- How do we develop good character? *By consistently trying to do what is right, with the right attitude, we develop good character.*

One way in which our character can be measured is by how often we apply the 'golden rule': Do unto others as you would have them do unto you.

Even Jesus spoke about this rule in the Bible when He said, "**Love your neighbour as yourself.**" **Luke 10:27**

LOOKING FOR GOOD QUALITIES:

Get the children to divide into 4 or 5 groups. Use some of the ways you have learned to divide them up.

Tell the children that we will be looking at 5 very important jobs..

Ask the children to discuss and identify the qualities these people need to be good at their jobs:

- doctor
- pastor
- president
- mother
- teacher

After the discussion, write down some of the qualities the children come up with on the board.

Supplement some of the following words to the children's list:

- trustworthy
- respect others
- compassionate
- courageous
- responsible
- hard working
- loyal
- keeps promises

Conclusion:

Compare the similarities, then explain that if someone has a number of these qualities and shows these qualities in the way they live and work, we say that that person has good character.

LET'S ACT:

Get the children to act out some situations in which good character is being shown. They could also act out some situations which show bad character, and then notice how it contrasts with good character.

Examples: A child's response to their parent asking them to do something
Deciding whether or not to cheat in an exam
Choosing whether or not to join in and tease or bully another child
How we respond when someone wrongly accuses us
How we respond to our friends influencing us to do something wrong

LET'S LEARN FROM JESUS:

The Bible also speaks about character and encourages us to follow Christ's example and character.

The following are some examples that show us the character of Jesus Christ.

6-9 YEARS:

Read the some of the following passages and discuss them with the children. What do these passages tell us about Jesus' character or about the kind of character Jesus would like us to have?

10-12 YEARS:

In groups, have the children read the passages then discuss what they tell us about the character of Jesus or about the kind of character that Jesus would like us to have. Then let them report back to the group. Different groups can do different passages.

- Philippians 2:3-5
- Matthew 7:1-2
- Matthew 25:35-46

- James 2:12-13
- Galatians 5:22
- Matthew 9:36
- 1 John 2:3-6

LET'S REMEMBER:

*A good verse for the children to learn is **Philippians 1:27, "Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ"***

If we try to live our lives and behave in a way that is pleasing to Jesus, then we will certainly develop good character in our lives.

WHAT WILL WE DO?

Give the children time to decide on at least 3 things they can do over the next week which will help them to develop good character.

Let them write these 3 things down and tell the class or their small group.

If there is time they could divide into small groups and choose one idea and make a short drama to demonstrate how they plan to develop and show good character.

Encourage them to keep the paper on which they have written their 3 ideas, to remind themselves of the lesson.

It is important to encourage the children and follow up on them as they try to implement things in their lives.

LET'S PRAY:

Encourage the children to ask the Lord to help in the areas they have identified. Ask the Lord to help them to follow His example of good character, so that they may develop good character that is pleasing to the Lord.

LESSON 20
GOOD DECISIONS

Less

The focus of this lesson is that children know:

- That we all have decisions to make
- That our decisions affect others
- That we can ask God to help us to make good decisions
- That in all situations they should ask themselves,
“What would Jesus do?”



Proverbs 3:6, “In all your ways acknowledge Him and He shall direct your paths.” (New King James Version)

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

In our last lesson we looked at how we develop good character.

- Who managed to do the 3 things they planned to do last week to help to develop good character?

Congratulate these children and encourage the children to continue working on this.

Once we are working on developing good character, we will realize that we will start making more good decisions. Today we will talk about some things to think about when we are making those decisions.

MAKING DECISIONS:

Every day we have decisions to make.

- What are some examples of decisions you make every day?

We have spoken before about how to make good decisions (Lesson 16), but let's revise:

3 STEPS TO MAKING A GOOD DECISION:

STEP 1: ASK QUESTIONS

Tell all the children to draw a question mark on their foreheads with one finger, to help them remember this point. They must ask themselves:

- Can I trust the person who is offering me this choice?
- What will my parents/teacher/guardian say?
- Will I get hurt or will someone else be harmed if I do this?
- What would Jesus do?

STEP 2: THINK

Tell all the children to put their index fingers against their heads to remind them to think. They must think about the answers to the questions they have asked themselves in Step 1, and then if they feel comfortable they can do what they think is right. If they feel uncomfortable – they should think again.

STEP 3: CHOOSE

Tell the children to put their thumbs up for YES or their thumbs down for NO. The children can make a choice or decision once they have asked questions and thought about the answers.

A good idea is to make flash cards for: ASK QUESTIONS, THINK, CHOOSE. You can also make cards for: Questions to ask, Comfortable, Not comfortable. Yes and No. Use these cards with the accompanying actions.

APPLICATION:

Help the children to apply these principles to some real life decisions they have to make. Come up with some everyday scenarios for the children in which they have to make a decision. The children must make decisions based on the above method.

ACTIVITY:

The children can make their own sets of flash cards about the 3 decision-making steps and then keep them at home, somewhere where they can see them and be reminded of them daily.

LOOKING INTO THE WORD:

Because we face decisions every day it is very important to know that the Word of God guides us in the decisions we make.

A key verse to remember and learn is:

Proverbs 3:6, “In all your ways acknowledge Him and He shall direct your paths.” (New King James Version)

This verse means that whenever we have a decision to make, we must ask God to help us to make a good decision and He will.

Help the children to memorise Proverbs 3:6 as this will be a key verse for their whole life.

A method for teaching a memory verse:

- Write a few words of the verse on different pieces of paper, including the reference e.g.

IN ALL YOUR WAYS ACKNOWLEDGE HIM AND HE WILL DIRECT
YOUR PATHS PROVERBS 3:6

- Get different children to come forward and hold the pieces of paper up so that everyone can see the verse
- Get all the children to read the verse from the pieces of paper a few times
- When you think they are ready, get one of the children holding a piece of paper to turn that piece of paper around so that the other children can't see the words
- Then get the children to try and say the verse again, with some of the words missing

Continue in this way until all the pieces of paper are turned the other way and they have to try and remember the whole verse

LET'S WRITE:

Ask the children to write a letter/prayer to God asking Him to help them with a decision they want to make. Explain that it doesn't need to be a big decision.

OTHER SPECIAL VERSES ABOUT DECISION-MAKING:

Apart from Proverbs 3:6, here are some other verses which help us when we have decisions to make:

What do each of these verses teach us?

1. **James 1:5** says that, **"If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him."**

We can ask the Lord to give us wisdom when we make decisions.

2. **1 Corinthians 10:31**, **"So whether you eat or drink or whatever you do, do it all for the glory of God."** In everything we do we should try and please and honour the Lord.

3. **Proverbs 2:6**, **"For the Lord gives wisdom, and from his mouth come knowledge and understanding."** The Lord is the one who gives wisdom, knowledge and understanding, so let us ask Him to help and direct us when we have decisions to make..

Make sure that the children understand how these verses apply to their everyday life and decision making.

LET'S PRAY:

Encourage the children to ask the Lord to help them with the decisions they wrote about. Ask the Lord to help us to make good decisions in our everyday lives, decisions that will please and honour Him.

LESSON 21
DAILY DIFFICULTIES I FACE

Less

The focus of this lesson is that children know:

Psalm 46:1 says, “God is our refuge and our strength, a very present help in trouble.” (New King James Version)
Galatians 6:2a, “Carry each other’s burdens”

ies

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

We have spoken about developing good character and making good decisions on our life journey. Today we are going to talk about some of the problems we face along our life's journey and how we can cope with them.

LET’S TALK:

Teachers will need 2 tissues or some folded-up toilet paper. Get the children to collect some small stones.

Ask the children: what are some of the daily problems or difficulties we face?

e.g. Money problems, food, clothes, sickness, HIV, not passing at school, parents or family members who are sick; being teased at school, etc.

Now get the children to imagine that each of these stones represents one of the problems they have mentioned. Pile the stones onto the tissue one at a time and help the children to identify that when our problems pile up, we may feel like the tissue and feel as though we are going to break.

- Who of you have felt like this?

Today we are going to talk about what we can do to help ourselves and to help others when we face problems, so that we don’t break, like the tissue might do.

LET’S THINK:

- Why do you think we have problems?
- Are all problems that we face our fault or because of something we have done?

Get the children to think about these questions and discuss different ideas and answers.

Sometimes we have problems in life because of things we have done or decisions we have made. Sometimes it is because of things other people have done or decisions other people have made.

Sometimes we just don't know the answer.

Jesus knew that we would have problems in our lives. In **John 16:33** Jesus says, "**In this world you will have trouble. But take heart! I have overcome the world.**"

So it should come as no surprise to us when we have problems and troubles. Jesus warned us about this. We will talk more about this verse next time.

LET'S DISCUSS:

Get the children into groups to discuss the following 2 questions. Try to have a leader with each group to help them to come up with practical ideas.

- What do you think we can do to help ourselves when we are having difficulties?
- What can we do to help others when they are facing difficulties?

These are often the times when we feel most alone in life and it is important to remember that Jesus has said He will always be with us. It is also important to remember that as friends and family we can help and support each other through difficult times.

LET'S PLAY:

Play the following game with the children to help them to understand how we can help each other as we face these problems in life. Make sure that you apply the game to the lesson.

The children must get into groups of 3. One of them is going to be the "problem" and the other two are going to be the people to "carry the problem."

Choose a starting point and an ending point for the game. Each team has to carry the person who is the problem to the end point.

Once they have all done this, get each person in the team to try and carry the "problem" by themselves, without the help of the other person in their team. Help them to understand how much more difficult it is to carry a problem by themselves, without the help of a friend.

In the same way, our problems in life are much easier to cope with when we have someone to help us, encourage us and support us during these times.

LET'S HELP EACH OTHER:

Get the children into groups of two, ideally with friends.

Each group of 2 must think of one of the problems that have been mentioned. Let one child imagine they are the one to have the problem and then let them discuss together what the friend could do to help.

In this activity we are trying to encourage the children to apply the principles we learned from the game we played. Help the children to understand that although we as friends are sometimes unable to do very much about the problem itself, we can always be a loving, supportive, caring and encouraging friend.

Allow some of the groups to give some feedback.

Then ask the children: Do you think it would be easier to deal with this problem on your own or with the help and support of a friend?

As we learned in the game, our problems are much easier to cope with if we have friends who will help us, love us and support us.

LOOKING INTO THE WORD:

We have discussed what we thought we could do to help ourselves when we face these difficulties, and we discussed what we thought we could do to help others as they face difficult times. So let's see what the Bible has to say about these two things:

1. How can we help ourselves?

We need to remind ourselves that Jesus is always with us and that He has promised to help us through difficult times:

Psalm 46:1 says, "God is our refuge and our strength, a very present help in trouble." (New King James Version)

Remember the illustration we used at the beginning of the lesson when we piled our problems (the stones) on top of the tissue and we saw how easily the tissue might tear and break. As Christians we can be sure that we won't break when lots of troubles come our way because Jesus is our help and our strength.

Teachers, repeat the illustration with the tissue but this time put a Bible under the tissue. Tell the children that the Bible represents the Lord's strength in our lives.

Ask them: Do you think this tissue will break now?

Let them see that when the tissue is supported by the Bible, lots of stones could be piled on top of the tissue and it still won't break. In the same way, as Christians, the Lord gives us His strength and helps us in times of trouble, and we won't break either.

2. How can we help others?

The Bible says that we must carry one another's burdens.

Galatians 6:2a, "Carry each other's burdens"

Ask the children what they think this means.

Encourage them to come up with practical suggestions.

We have discussed this concept a lot in the lesson – in the game and in the 'Let's Help' section following it. In this section, bring it to the children's attention that helping, encouraging and caring for others as they face difficult times is something we are told to do in the Bible. If we do this we will be obeying and pleasing the Lord, we will be showing others the love of Jesus and this will be a witness to them.

Teachers you can choose either of these verses as the memory verse or let each child decide, based on which has been more of a challenge to them in today's lesson.

LET'S PRAY:

Thank the Lord that He is always with us in times of trouble, ready to help us. Encourage the children to ask the Lord for His help when they are facing difficult times. Encourage the children to reach out to others who are facing difficult times – to help and encourage them.

LESSON 22

HOW AM I AFFECTED BY HIV/AIDS

Less

The focus of this lesson is that children know:

John 16:33b “ In this world you will have trouble. But take heart! I have overcome the world”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game:
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

INTRODUCTION:

Today we will start looking at the actual specifics of HIV/AIDS. We have been building up to a point where we can all talk about HIV/AIDS from a common foundation.

If necessary get the children into groups, it would be ideal to have one teacher/leader per group to help and encourage the children with their discussion.

Ask the children to spend some time talking to each other about HIV/AIDS. Use the following questions as a guide to help the children with their discussions.

- Who has heard about HIV?
- Where did you hear about it?
- What have you heard about HIV?
- How do you feel when you hear people talking about HIV?
- How many of you know people who are living with HIV/AIDS?
- How many of you know of people who have died from AIDS?

If you divided into groups, have a time of feedback from each group. Get the children to tell you what some of the others in the group had to say.

To conclude this session we should highlight the fact that we are all affected by HIV/AIDS. We ourselves might not be infected by the virus, but many of us probably know someone who is living with HIV or suffering from AIDS. The fact that we have to learn all about HIV even at school, is sign that we are all affected by HIV/AIDS in some way. If HIV/AIDS didn't affect so many people, we wouldn't have to learn about it at school or church.

LET'S DISCUSS/DRAW:

Teachers read the following for your own understanding and then explain this information to the children.

We all have a:

1. Physical Side:

We have bodies, we can feel and do things with our bodies, we need to look after our bodies to keep them healthy, our bodies can be strong and healthy, and they can also be weak and sick.

2. Social Side:

We have relationships with all sorts of different people. We enjoy being with people, we form a part of different groups e.g. family, friends and community.

3. Spiritual Side:

This is the part of us that wants to know God, this is the part of us that can have a relationship with God, i.e. pray, talk to Him, worship Him, praise Him, ask for His help and strength for our lives.

4. Intellectual Side:

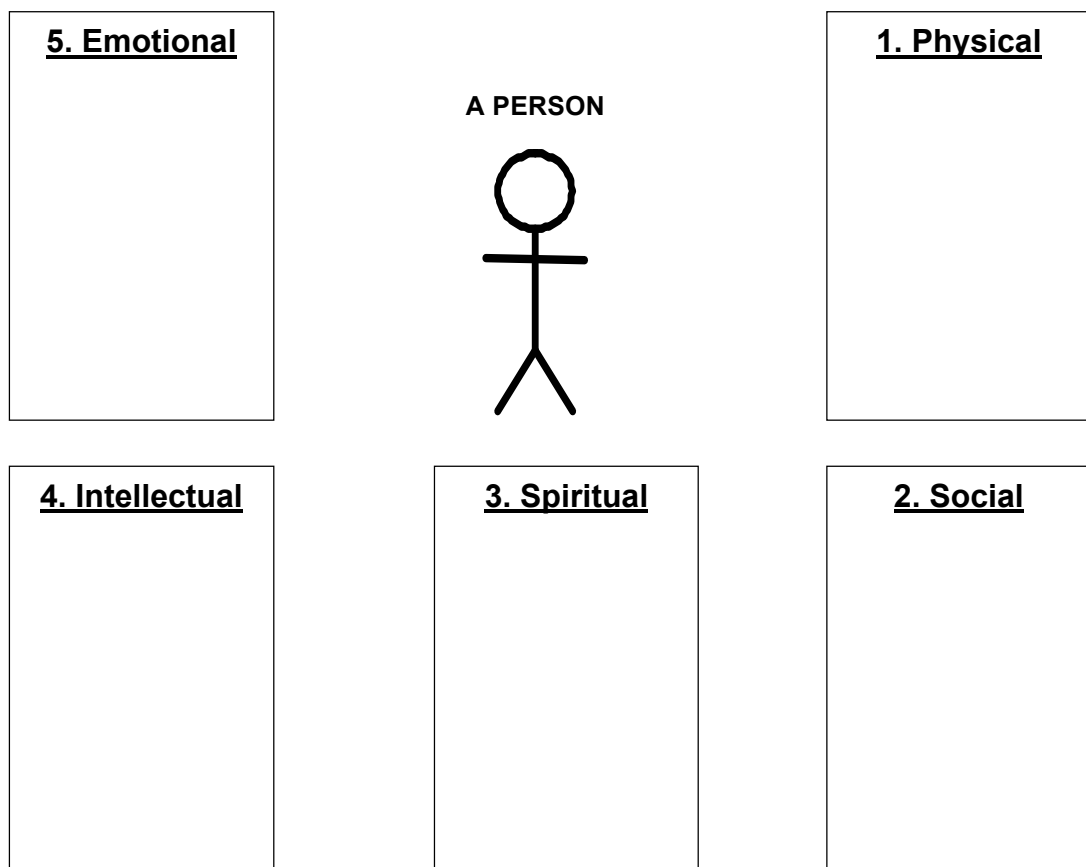
This is the part of us that learns, acquires knowledge, thinks, helps us to understand things and makes decisions. It needs to be stimulated to develop, e.g. going to school, reading books.

5. Emotional Side:

This is the part of us that has feelings, e.g. we can feel sad, happy, afraid, lonely.... Things that happen to us make us feel a certain way.

All these parts of our lives affect each other, and they all work together to make us who we are.

Now draw the following diagram on a piece of paper or blackboard, large enough for the children to see and for you to be able to write on. This is a diagram which shows the different areas in our lives that make us who we are.



Now, discuss with the children how each of these areas in a person's life are affected by HIV/AIDS. Write their answers down in the relevant blocks. A little prompting may be needed to get the children talking.

Teachers, to help you we have included some ideas of things that could be used to lead the children through this discussion.

- Physical -poor health, sickness, tiredness, can't function well.
- Social -stigma, maybe rejection, isolation.
- Spiritual -guilt, questions, wanting revenge, unforgiveness, forgiveness, drawing closer to God, finding hope in God.
- Intellectual -can't concentrate, de-motivated, missed opportunities
- Emotional -sadness, fear, anger, loneliness

LOOKING INTO THE WORD:

INTRODUCTION:

Ask the children to tell you what sin is.

Ask them to tell you when sin entered the world (explain Genesis 2 if you need to). Illnesses and diseases are one of the consequences of sin. HIV/AIDS is like any other disease or sickness, it is a consequence of sin. Before sin entered the world all creatures were healthy and there was nothing like death. But because of sin there is suffering, sickness, disease and death in the world we live in.

LET'S READ:

Get the children to read John 16:33, and ask them what they think Jesus meant.

Teacher tips:

- Jesus knew all things
- Jesus knew about sin and that it had consequences
- Jesus knew that there would be troubles because of sin.
- Jesus knew He would overcome sin by dying on the cross and rising again.

LET'S TALK:

Ask the children: What are some of the troubles that we face in our lives?

Help them to realize that HIV/AIDS is one of the biggest troubles that people are facing today.

Ask the children: What did Jesus mean when He said, "I have overcome the world"? How can Jesus help us to overcome our problems?

Explain that there are no problems too big for God to handle, and that God always helps us to cope with the problems we face. He gives us strength and sends people to help and support us through the troubles we face.

LET'S PRAY:

Think of someone you know who has had to deal with some of these HIV Issues and pray for them. If you can't think of someone, pray for others in the class who have got someone they know. ask the Lord to help you to know how you can pray for those infected and affected by HIV/AIDS.

LESSON 23

BOYS ARE BOYS AND GIRLS ARE GIRLS

Less

The focus of this lesson is that children know:

- That boys and girls are different
- That boys and girls are equal in God's eyes
- That boys and girls both have abilities
- That we should all appreciate each other

—

Genesis 1:27, "So God created man in His own image, in the image of God He created them, male and female He created them."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game:
- Songs/Prayer/Close:

LOOKING INTO OUR LESSON

We all know that boys and girls are different. Today we are going to talk about some of these differences and about some of the things that are the same for boys and girls..

LET'S TALK:

- What types of things do girls do?
- What types of things do boys do?
- Are there some things that girls do that boys can also do?
- Are there some things that boys do that girls can also do?
- What jobs do girls do at home to help their parents?
- What jobs do boys do at home to help their parents?

WHO DOES WHAT QUIZZ:

See Activity Sheet

WE NEED EACH OTHER:

Get the children to imagine a world full of boys only

*What would the world be like?
What would we miss if there were no girls?*

*Get the children to imagine a world full of girls only
What would the world be like?
What would we miss if there were no boys?*

*When God created man, He knew that man needed a partner and so He created woman.
Man and woman were created for each other – to be companions and to help each other.*

- *How do men and women help each other?*
 - *In what way can men and women be companions and friends?*
- God created the marriage relationship so that men and women could experience these things together. This was God's plan for marriage.*

WHO IS MORE IMPORTANT:

- Who thinks men/boys are more important?
- Who thinks women/girls are more important?
- Why?

The Bible actually tells us that we are all important to God. The Bible tells us that God created both men and women both in His image. This means that although men and women are different and do different things, in God's eyes we are all equal and nobody is more important than another.

Teachers can see Scriptures below to support this.

LET'S ACT:

Divide the children into groups of boys and girls.

Each group has to come up with a short drama:

The boys must act out something boys like doing or are good at.

The girls must act out something girls like doing or do well.

Leaders try to make sure that the different groups of boys and girls act out different things.

If there is time (maybe afterwards), for fun – you could get the groups of boys to act out things that boys don't enjoy doing or aren't good at, and the girls can act out things that girls don't enjoy doing or aren't good at.

Encourage the children to appreciate the differences between boys and girls, men and women. Help them to see that God had made us differently so that we complement one another. Encourage the children to appreciate one another – the world would be a dull place if there were only boys or only girls.

LOOKING INTO THE WORD:

The Bible has many verses in it, which tell us about men and women and the fact that they are both equal in God's eyes, and that both men and women need each other to help each other.

Get children to read the following verses together and see what the main lesson is that we learn from each passage.

Genesis 1:27, "So God created man in his own image, in the image of God he created him; male and female he created them."

It is quite clear that God's created both man and woman in His image.

Genesis 2:18, "The Lord God said, "It is not good for the man to be alone. I will make a helper suitable for him.'""

God saw that man needed a helper and a friend and so He created woman – who would be a suitable partner for him.

1 Corinthians 11:11-12, “In the Lord, however, woman is not independent of man, nor is man independent of woman. For as a woman came from man, so also man is born of a woman. But everything comes from God.”

Both man and woman need each other– they are dependent on each other, and both have been created by God.

DIFFERENT BUT EQUALLY IMPORTANT:

6-9 YEARS

For the younger children, read these verses and explain them. Then get them to draw a picture of a man and a woman with a big equal sign in between them, or draw this on a blackboard for them,

Highlight the fact that although God made men and women differently, they are equally important in His eyes.

10-12 YEARS

God made both man and woman in His image.

Man and woman need each other – that’s why God created woman. Amongst all the animals there was not a suitable helper for man and, therefore, God created the woman.

Men and women are different but we are equally important in God’s eyes.

Use the illustration for 6-9 years as a visual reminder of this important truth.

LET’S REMEMBER:

Get the children to learn the following verse:

**“So God created man in His own image,
In the image of God He created them,
Male and female He created them.” Genesis 1:27**

LET’S PRAY:

The children should ask the Lord to help them to appreciate the differences between boys and girls, men and women, and to thank the Lord for creating us so specially.

ACTIVITY SHEET

Quiz

Do you think boys and girls have the same abilities or that they can do the same things?
Try this quiz and find out.

	Yes	No	Not sure
1. Do you think your father should cook at home?			
2. Do you think boys should also collect water, cook, wash up and sweep at home?			
3. Are boys stronger than girls?			
4. Do girls cry more easily than boys?			
5. Do little boys get sick more often than girls?			
6. Do you think it is not right for girls to climb trees?			
7. Should girls do woodwork, metalwork, building and and agriculture at school?			
8. Should boys do cookery and sewing at school?			
9. Is maths easier for boys than it is for girls?			
10. Can girls become pilots, doctors, engineers and lawyers?			
11. Are girls always afraid of snakes, spiders and rats?			
12. Are boys less afraid of the dark than girls?			
13. Do girls always gossip in their free time?			
14. Do boys quarrel and fight more often than girls?			
15. Do boys eat more greedily than girls?			
16. Should there be more places for girls than boys in school?			
17. Should a woman pay labola for a man when they get married?			
18. Should the custom of paying labola be stopped?			
19. Do boys keep secrets better than girls?			
20. Are boys more untidy than girls?			
21. Do girls need friends more than boys?			
22. Can a girl ask a boy to be her friend?			

LET'S TALK

Discuss your responses with a friend, in your group or with your teacher.
From your responses would you agree that ...

- A. boys and girls are equals;
- B. boys and girls can share duties;
- C. boys and girls have the same abilities.

Does anyone disagree with A, B and C? Say why. Argue your opinions!

LESSON 24
SPOILED SEX, SPECIAL SEX

Less

The focus of this lesson is that children know:

- That God created sexuality

Genesis 2:24, “For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh.”

1 Thessalonians 4:3-4, “God wants me to be holy, so I should keep clear of all sexual sin. Then I will control my body, and live in holiness and honour – not in lustful passions as the pagans do in their ignorance of God and His ways.”

(New Living Translation)

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

To teachers: We are soon going to be talking about HIV/AIDS but before we can do that we need to talk about sex and sexuality. We realize that this is a sensitive issue, however it is vitally important for our children to have a biblical view of sex and sexuality. Our prayer for you is that you may know God's extra courage and boldness as you begin to teach this topic to the children.

LET'S TALK:

In our last lesson we spoke about the wonderful differences between girls and boys and men and women. We learned how special we all are to God and that whilst boys and girls are different they are both equally important to God, and should be to us. Today we are going to talk about sexuality, which is all about special differences between girls and boys. As we grow older our bodies change: hair starts to grow on our private parts and under our arms, girls start developing breasts, and boys develop bigger muscles and hair starts growing on their faces. These things are all perfectly designed by God and are a very normal part of growing up. These special differences between boys and girls start causing the boys to be more attracted to the girls and the girls to be more attracted to the boys. As boys and girls grow up into men and women they become more and more attracted to each other until one day they fall in love with each other, and this can then lead to marriage. When a man and women get married they express their love for each other by having sex. This is the wonderful expression

of love that God created for two people to show each other when they are in love and are married.

"Sex was God's idea in the first place and like everything else he made, it is good. Sometimes people talk about sex as if it is something dirty or rude. Sex is God's gift to us, but we can spoil it for ourselves and for other people by ignoring God's instruction on how to use it." (p. 47, Adventure unlimited, David & Janet Cunningham, Scripture Union, Bulawayo, 2001)

Genesis 2:24 says, **"For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh."**

As we have said, sex was made for people who are married to enjoy, and is also used by God to create new lives. So if young people experiment with sex before they are married they can destroy themselves and others physically and spiritually.

WHY WAIT FOR MARRIAGE?

One day you may all want to get married and have children of your own. Even now your bodies are preparing for that day. Someone who has never had sex before is called a virgin: your virginity is a special gift from God which you can only give away once. It is very important to be able to give the gift of your virginity away to the marriage partner God has for you, therefore you need to keep it for that special person only.

OBJECT LESSON:

Show the children a flower with many petals:

Here is a beautiful flower. Your body is like this flower - unspoiled. If you give yourself away to one partner and then another you lose some of your beauty.

Pull the petals off the flower as you speak.

Finally when you come to get married, all you have left to give to your husband/wife is a damaged stem with no lovely petals.

The safest place for a baby to grow up is in a family where the mother and father are married and they love each other. God designed sex for married people. When sex is kept for marriage, it is special and wonderful. If we play around with sex before that, we can get hurt and even harm our own bodies.



LET'S TALK ABOUT THE DIFFERENCES BETWEEN LOVE AND LUST

Introduce the topic of love and lust by reading the following love story.

Everyone likes a love story. This is a story about a girl called Tammy:

Tammy was a pretty girl. She was clever too, and very popular. Everyone wanted to be her friend.

The boys liked Tammy as well. They hung around her and tried to talk to her. One of the boys was called Alan. Alan was one of Tammy's best friends. They enjoyed being together and talking. But Alan was starting to have feelings for Tammy. He wanted her to know how much he liked her. Alan thought that he was in love and it was making him feel ill.

Alan had a friend called John. John asked Alan why he was off his food and looking so pale. Alan told John that he was lovesick. 'I'm in love with Tammy,' he sighed.

John came up with a crafty plan. He suggested that Alan should stay off school and go to bed. Then he should call Tammy and ask her to come round and cheer him up. 'If you can get her into your bedroom,' he said, 'you can convince her that she is the one for you.'

The plan worked. Tammy came round and she had even baked some biscuits for Alan. He asked her to sit down on the bed and he told her how much he loved her. He took her hand

and tried to persuade her to get into the bed with him and have sex. Tammy was cross. She said NO that she didn't want to have sex with Alan and she tried to pull her hand away But Alan refused to listen to her and because he was stronger than her he raped her. (Rape is forcing someone to have sex against their will.) Afterwards Tammy ran out of the room crying. Alan was not happy either, in fact he began to despise Tammy and soon he hated her as much as he had thought he loved her.

That's a sad story isn't it? Do you think it is a love story? Why not?

This is a true story and it's in the Bible.

Amnon was King David's son and you can read about him and Tamar in 2 Samuel: 13.

Amnon thought he loved Tamar but what he was really feeling was lust. Lust is a very powerful emotion which drives someone to take advantage of or use another person. Let's look at some differences between love and lust:

LET'S DISCUSS:

*Now do a visual aid in the form of a table which you have divided into two columns. In one column write **LOVE** in the other write **LUST**. Discuss the differences between these two words using the table and the information below. Make sure each phrase or expression is well understood by the children also give the children the opportunity to add to these columns if they would like to.*

You could get some of the children to hold signs which each have one of these expressions on them, and get the rest of the children to divide them into love and lust.

LOVE (special sex)	LUST (spoilt sex)
Love is patient	Lust is impatient
Love creates	Lust destroys
Love accepts	Lust demands
Love is unselfish	Lust is selfish
Love gives	Lust takes
Love says, "You First"	Lust says, "Me First"
Love waits for a marriage partner	Lust says, "NOW!!! To anyone"

LET'S PLAY:

We are going to see what the Bible has to say about sex.

Have a competition to see which child can look up the verse you call out the fastest. Have the child or a volunteer read the verse out loudly and clearly.

Explain each verse to the children before moving on to the next.

1. **Genesis 2:24, "For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh."** God's design for sex is within the marriage relationship - when a man and a woman come together and are united together.
2. **1 Thessalonians 4:3-4, "God wants me to be holy, so I should keep clear of all sexual sin. Then I will control my body, and live in holiness and honour – not in lustful passions as the pagans do in their ignorance of God and His ways." (New Living Translation)** God's desire is that we keep ourselves sexually pure. This means being self-controlled and waiting for marriage before entering into a sexual relationship with someone.
3. **1 Corinthians 6:18-20, "Flee from sexual immorality. All other sins a man commits are outside his body, but he who sins sexually sins against his own body. Do you not know that your body is a temple of the Holy Spirit ... Therefore honor God with your body."** God desires that we flee or run from sexual immorality. God wants us to remember that,

as Christians, the Holy Spirit lives in us and this should inspire us even more to keep ourselves sexually pure.

4. **Leviticus 18:6, “No one is to approach any close relative to have sexual relations.”**
5. **Matthew 19:5-6, “For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh. So they are no longer two, but one. Therefore what God has joined together, let man not separate.”**
Jesus confirms that God’s design for sex is within the marriage relationship - when a man and a woman come together and are united together. The marriage relationship is not to be taken lightly – it is a serious commitment before God that man should not destroy.
6. **Ephesians 5:3a, “But among you there must not be even a hint of sexual immorality, or of any kind of impurity...”**
The Bible teaches quite clearly that we are to avoid sexual immorality – this means no sex before marriage and faithfulness to your marriage partner.

CONCLUSION:

Sex is good, God created it for the enjoyment of married couples and for them to be able to reproduce and have children. Husbands and wives express their love for each other by having sex.

So until you are married, enjoy having good and healthy friendships with many other boys or girls. Remember that sex is a wonderful thing when it is used properly by the people it was intended for (husbands and wives). So keep yourself pure and be proud to be a virgin. Wait patiently for your marriage partner and then give them the wonderful gift of your virginity.

Remember **1 Thessalonians 4:3-4, “God wants me to be holy, so I should keep clear of all sexual sin. Then I will control my body, and live in holiness and honour – not in lustful passions as the pagans do in their ignorance of God and His ways.” (New Living Translation)**

Give the children as much time as they need to ask any questions about what you have been talking together about.

When you feel questions have been sufficiently answered close with a prayer similar to this.

LET’S PRAY:

Thank you, God, that you created each of us special. Thank you that you created sex and that you designed sex to be enjoyed within the marriage relationship. Help us to stay pure and to keep the gift of our virginity for our life-time marriage partner. Help us to be strong and to say NO! when we are tempted, and rather to choose your plan for sex.

LESSON 26

HOW DO I FEEL ABOUT HIV/AIDS?

Lesson

Focus

The focus of this lesson is that children know:

Philippians 2:5, "Your attitude should be the same as that of Christ Jesus."

- That our attitudes are affected by our circumstances
- That our attitudes should please God

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

To teachers: Today we will start talking about HIV/AIDS focusing on how the children themselves feel about it. The focus of this lesson is to bring the children to a point where they realize how they feel about HIV/AIDS and how they should feel about it from a biblical view point. Teachers it is important for you yourselves to also come before the Lord and search your hearts and see if you need to change your attitude towards HIV/AIDS. This needs to be done before you try and teach the children to change their attitudes if they need to.

HIV and AIDS are what people these days seem to be talking a lot about. In Zimbabwe 1 in 3 people are infected with the HIV virus. Each one of us is also affected in one way or another. It is said that for every 1 person infected with HIV 20 other people will be affected in one way or another (it could be a friend a relative a friends parents a distant relative etc)

We have to ask ourselves as the next generation: How does HIV affect us? How do we feel about HIV?, What can we do to fight HIV? And how can we help others living with HIV?

LET'S THINK AND ACT:

- In what ways do you think HIV affects you?
List their responses on the board and then let them act out some of the suggestions they have made.

Some ideas:

- Loss of one or both parents
- no food because of poverty

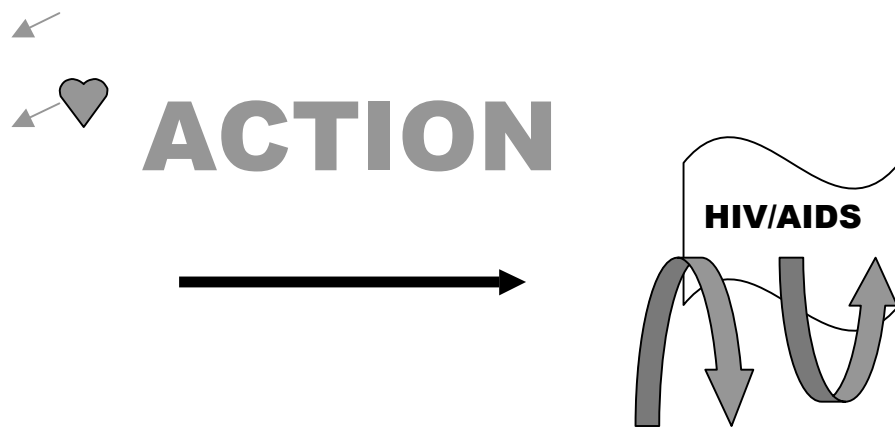
- child lead homes
 - orphans from the extended family joining the family
 - no money
 - children carrying too much responsibility
 - sick parents
 - death
 - visiting clinics and hospitals etc
- How do you think you could help someone you know in one or more of these situations?

WHAT IS AN ATTITUDE?

What do you think an attitude is?

After some discussion, explain to the children that an attitude is something that each of us feels toward certain things. These feelings then affect the way we act in a certain situation.

Use the following diagram to explain this concept:



Use the following guide to explain the drawing:

1. Picture of person

Each person has a heart and a mind. They feel things in their hearts (the symbol of the heart) and think things in their minds (the symbol of the question mark).

2. The action arrow

The things people think in their minds and feel in their hearts affect the way they act towards different issues and circumstances – in our case it is HIV/AIDS. Therefore, what we feel in our hearts and think in our minds about HIV/AIDS will affect the way we act towards those people living with HIV or dying from AIDS.

3. The up and down arrows for our topic HIV/AIDS

Our actions will either affect a person living with HIV or AIDS positively and build them up (arrow pointing upwards), or it will affect them negatively and break them down (arrow pointing downwards).

As Christians we are to have the attitude that Christ would have, therefore, we need to build people up and not break them down. Let's ask ourselves what type of attitude we have and ask God to change our attitudes if we need to have them changed to fit in with His word and His example.

LET'S DISCUSS

Ask the children if they can guess what types of things would have an influence on their attitudes e.g. family views, cultural values, peer pressure, newspapers, television, myths etc. Once you have a list of attitude influences get the children to write on a piece of paper which of the influences on their list is applicable to them and then to share these with the rest of the

group (this would be very advantages for gaining insights into the influential factors in the children's lives.)

WHAT GOD'S WORD SAYS QUIZZ:

In God's word, the Bible, we read about how much Jesus cared for the sick as well as those whom people rejected. Some people who are living with HIV and others who are dying of AIDS are also rejected and neglected by their communities and they need to know and need to feel the love and care of Christ.

This quizz teaches us about the kind of attitudes that the Lord would like us to have:
(*You could get different children or volunteers to read out the different verses, and then write key words on the board that describe the different kinds of attitudes described*)

1. What does the Word of say to us in **James 1:27**?
It tells us that we should look after orphans and widows who are going through hard times HIV causes many.
2. What does **James 2:15-17** tell us about our faith and our deeds?
It tells us that if our faith is not accompanied by actions we have dead faith
3. How does the Word of God tell us we should be clothed in **Colossians 3:12**?
It tells us to be clothed with compassion, kindness, humility, gentleness and patience.
4. What does it mean to live a life worthy of the calling of God in **Ephesians 4:2**?
It tells us to be humble, gentle, patient and accepting of one another.
5. What does the Word of God tell us happens nwhen we help people who need care, food, clothes or water in **Matthew 25:37-40**?
It says that whatever you did for someone in need, it was as if you were doing it for the Lord.
6. What does the Bible say about our attitude in **Matthew 7:1-2**?
It says that we should not be judgemental in our attitude towards others.
7. What does **Philippians 2:5** say about our attitudes?
We should have an attitude like that of Christ.
Help the children to realise that all the attitudes that you have written on the board would be attitudes like that of Christ.

LET'S REMEMBER:

Teach the children the following memory verse and ask them to each think of one thing they will do to try and have a more Christlike attitude.

**"Your attitude should be the same as that of Christ Jesus."
Philippians 2:5**

ATTITUDES AND HIV:

We have a clear understanding of what type of attitudes we need to have, we all need to constantly be working on having a more Christlike attitude and asking the Lord to help us, so that our attitudes towards those living with HIV will build them up and not break them down. For this is the attitude that Christ would have.had.

LET'S PRAY:

Encourage the children should to ask the Lord to help them to develop Christ like attitudes. Ask the Lord to help each one of us to develop a right attitude towards HIV/AIDS.

LESSON 27
HOW HIV IS SPREAD?

Less

The focus of this lesson is that children know:

1 Corinthians 6:18a, 19, "Flee from sexual immorality. ...Do you not know that your body is a temple of the Holy Spirit, who is in you..."

1 John 1:9, "If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness."

Matthew 7:1, "Do not judge, or you too will be judged"

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

We have been learning about HIV/AIDS. It is very important to know how a person becomes infected with HIV so that we can do our best to prevent ourselves from being infected with the virus.

LET'S LEARN:

Who knows some of the ways in which HIV is spread from one person to another?

You may choose to write down some of the answers the children come up with.

There are **three** main ways in which HIV is spread:

Teach these facts in as much detail as you feel is appropriate for your class – it is better to teach less and be sure the children understand and remember what you teach. These are difficult things to teach and talk about – but the more factual you are about it, the easier it is.

Have a visual aid with the 3 main ways of getting HIV – sexual intercourse, contact with infected blood, and from mother to baby.

1. Through Sexual Intercourse

HIV is transmitted from one person to another through the most intimate of contacts - sexual intercourse and oral sex. The virus is found in high quantities in the sexual fluids (semen and vaginal fluid) of people with HIV infection.

2. Through HIV-infected blood gaining entry into the body
For this to happen the blood from an HIV infected person must get through the skin and enter directly into the body. For example:
 - Through blood transfusions (although these days this risk is very low)
 - Via blood-contaminated needles, razor blades and other sharp instruments
 - When needles and syringes are shared by people taking drugs
 - It is also possible, but very rare, for HIV to enter the body through an open skin wound or sore (*for this to happen, blood from the sore, on another person. The HIV virus cannot pass through healthy, intact skin.*)
3. Through mother-to-child transmission (parent-to-child transmission)
This can occur during pregnancy, childbirth or breast-feeding. Research has shown that there is a 20 - 40% chance that the infant will become HIV infected. This means that there is an approximately 1 in 3 chance that an HIV-positive mother will pass the virus on to her child. Breastfeeding also increases the risk of infection to the baby. You can only be sure whether a baby is HIV-positive after 9-12 months, when the baby has an immune system of its own. So often, babies are only tested later.

Actually, HIV is difficult to get. The HIV virus cannot be passed on easily from one person to another. It is not spread through casual contact with people, e.g. coughing, sneezing, kissing, touching, like other germs are.

This is why we can be close to someone with HIV/AIDS, we can touch them and hug them without catching HIV in the way we might catch a cold.

Object lesson:

Have 2 clear containers with lids on, each filled with water. Label the 2 containers, e.g. Mary and Ruth. Colour the water in the container labelled Mary with something like food colouring, juice, tea.... Tell this story:

Imagine that these containers are 2 friends, Mary and Ruth. Mary is HIV positive – we will pretend that the coloured water shows the presence of HIV inside her body. Ruth does not have HIV, so her water is still clear.

Rub the containers together – ask the children: Does the HIV pass from Mary's body to Ruth's? *Answer: No*

Mary and Ruth can play together, touch each other and hug without spreading the HIV virus. Someone may get the HIV virus from Mary, but only if one of the body fluids with the virus gets out of her body and inside the body of another person.

We have told you the 3 ways in which HIV is spread. Other body fluids, e.g. saliva, sweat and urine do not have enough of the virus in them to spread it to others.

Very few young children like yourselves get HIV/AIDS. Young children who do have HIV/AIDS probably had the virus when they were born. They did not get it from playing with other children.

Very sadly, if young children have been sexually abused by someone who is HIV- positive, then they have been at risk of getting the virus. *Share this information with your class if you feel it is appropriate – be aware this is a very sensitive issue and must be dealt with carefully.*

LET'S PLAY – SAFE OR RISKY?

HIV is not spread through normal, everyday casual contact between individuals.

Teachers – these are a few points to remember that will be helpful for you as you teach this lesson.

- *The HIV virus is not stable and does not survive for long periods outside the human body.*

- *The virus cannot penetrate normal intact skin and does not readily enter through a healthy mouth or eye.*
- *Also the virus is not present in high enough quantities in the saliva and urine to cause infection.*
- *A person with a healthy genital tract is less likely to acquire HIV than a person with genital disease (such as an STI).*

HIV is not transmitted by the following means:

- *Coughing, sneezing, laughing, talking and kissing.*
- *Simple skin contact, such as hand shaking, hugging and touching, etc.*
- *Food, water, or on plates, cups, spoons, toilets, baths, pools, showers, etc.*
- *Towels, bed linen, clothes, etc.*
- *Insects such as mosquitoes*

We are going to play a game now, to help us to remember how we can or can't get HIV/AIDS:

Have the following words written down on different pieces of paper/cardboard:

- Hugging
- Sexual intercourse (of any kind)
- Holding hands
- Coughing
- Helping clean up a cut
- Drinking from the same cup
- Deep Kissing (mouth open)
- Using the same toilet
- Sneezing
- Light Kissing (with mouth closed)
- Sharing clothes
- Oral sex (you may need to include this for the older children – it is important that they know this is risky. Explain that oral sex is when the vagina or penis comes into contact with the mouth. These are difficult things to teach and talk about – but the more factual you are about it, the easier it is.)

Now get the children to stand in a line in the middle of the room/area where you teach. Tell the children that you will call out something and they will have to decide whether it is a risky or safe behaviour in terms of the spread of HIV.

Choose one side of the room to be the 'risky' side and the other side to be the 'safe' side. If the children think the behaviour is safe they must go to the 'safe' side, and if they think the behaviour is risky they must go to the 'risky' side. Encourage the children not to copy each other but to think for themselves.

As each word is covered, make sure the children understand the correct answer and then give one of the children who answered correctly the piece of paper to stick up or hold up on that side.

*Here are the correct answers for each of the words listed above and the reasons, in case you are not sure yourself. It is important that you know the reasons so that you can respond to questions the children may have. **If you are unsure of anything, tell the child/children that you will find out, rather than give incorrect information.***

BEHAVIOUR	SAFE OR RISKY	WHY
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Hugging	Safe	Casual contact only – no exchange of body fluids
Sexual intercourse	Risky	Exchange of body fluids – sexual fluids. This applies for vaginal sex, anal sex and oral sex
Holding hands	Safe	Casual contact only
Coughing	Safe	No exchange of body fluids, HIV is not spread in the air – only in the 3 ways that we taught
Helping clean up a cut	Risky	If you have a cut or open wound on your hand, and if the other person is HIV positive, then their blood can get into your body. If your skin is intact then there is no risk – but it is better to be safe than sorry. In these situations children must be taught to call a teacher/adult to help who should know what precautions to take, e.g. use gloves or a plastic packet, etc.
Drinking from the same cup	Safe	HIV is not spread through saliva and does not survive for long outside the body
Deep kissing	Risky (not high risk)	A person with HIV/AIDS may have sores in their mouth and if you have any cuts/sores in your mouth, then there is a risk that their blood could come into contact with yours.
Using the same toilet	Safe	HIV is not spread through urine. If the blood of an infected person was on the seat of the toilet, the virus is not able to live for long, once it is outside the body.
Sneezing	Safe	Same as for coughing
Light kissing	Safe	Casual contact only
Sharing clothes	Safe	Casual contact only – no exchange of body fluids

After the game, read through the words on the 'safe' side and on the 'risky' side to reinforce what the children have been learning.

WHAT DOES THE BIBLE HAVE TO SAY?

We have been learning about the different ways in which a person can get HIV/AIDS. The majority of people living with HIV/AIDS have got the virus through sexual intercourse. This is the main way in which HIV/AIDS is spread.

The Bible is very clear in its teaching about sexual intercourse, as you have already learned. God designed sex for marriage only.

There are two important things we should know when we learn about people who are HIV-positive as a result of sexual intercourse:

APPROPRIATE RESPONSES:

1. Repentance and forgiveness:

If someone has got HIV/AIDS through practicing sexual activities that the Bible clearly teaches are wrong, e.g. sex before marriage, adultery, not keeping themselves sexually pure – then that person has sinned against God.

The right response, especially if that person is a Christian, is to acknowledge their sin, ask the Lord to forgive them and for them to repent and turn from their ways. It is no good asking the Lord to forgive us if we are just going to carry on sinning. But if we are genuinely sorry and we ask the Lord to forgive us, He is faithful and will forgive, and we don't need to live with guilt.

1 John 1:9, "If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness."

2. HIV/AIDS is not a punishment from God – do not judge:

We must not think that HIV/AIDS is a punishment from God and that people who are HIV-positive are being punished by God. There are many people who have HIV who are innocent, for example: babies who are infected by their mothers, children who have been sexually abused, people who have been raped, people who have been infected through someone else's blood, etc.

HIV/AIDS is not a punishment from God, but rather a consequence of sin in this world.

We need to understand that before the fall of Adam and Eve in the Garden of Eden there was no sin in the world, everything was perfect after God had created it. We also need to realize that before the fall of Adam and Eve there was no talk of death. However once man had disobeyed God sin entered the world. Two of the consequences of man's sin were that:

- God puts a limit on man's life on earth – death came into the world. (Genesis 3:17 & 22)
- And sickness and disease came into the world, e.g. heart disease, pneumonia, TB, and there are many other diseases. Some of these diseases can be cured through medication and others cannot. For example cancer, leukemia and HIV/AIDS, are all terminal and cannot be cured without the Lord's miraculous intervention.

Sometimes, the consequences of our sin are very closely related to the actual sin themselves. Here are some examples.

Ask the children what they think the consequences of some of these sins might be:

- Disobeying your mother or father
- Being cheeky or rude to your teacher
- Stealing something and then getting caught
- Cheating in an exam
- Having sex with someone you are not married to

Prompt some of these answers –

- *trouble from parents (if not married) or from marriage partner – come up with some ideas*
- *sexually transmitted disease*
- *unwanted pregnancy – think of some of the consequences of this*
- *guilt and regret*
- *HIV/AIDS*

Help the children to understand that HIV/AIDS is a consequence of sin in the world (like other illnesses and diseases) and it is often a specific consequence of sexual sins. It is not for us to judge. When Jesus died on the cross, He took the punishment of our sins upon himself and when He comes again, He will make a final judgement on each person and give them what is due: Eternal life and rewards or eternal punishment and death.

Therefore, we must not judge those who have HIV/AIDS, **"Do not judge, or you too will be judged" (Matthew 7:1)**

and we should keep ourselves sexually pure

“Flee from sexual immorality. ...Do you not know that you body is a temple of the Holy Spirit, who is in you...” (1 Corinthians 6:18a, 19)

LET’S PRAY:

Lord, help us to use the information we have learned today to prevent ourselves from becoming infected with HIV. Please help us to keep ourselves sexually pure, so that we may please you and prevent ourselves from HIV. Thank you that we can come to you for forgiveness when we fail. Please help us to not to be judgemental of others, but rather to be kind and compassionate.

LESSON 28
PREVENTION OF HIV/AIDS

Less

The focus of this lesson is that children know:

• How to prevent contracting HIV through contact with infected blood

1 Corinthians 6:18a, “Flee from sexual immorality”

Hebrews 13:4, “Marriage should be honoured by all, and the marriage bed be kept pure, for God will judge the adulterer and all the sexually immoral.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

Adapt this lesson to the level of your class, but remember that it is not too early to START discussing some of these issues.

LET’S REFRESH:

We can’t talk about prevention without being sure of how the disease is spread, so revise with the children the 3 ways in which HIV is spread:

- Through contact with HIV-infected blood
- Through mother-to-child transmission
- Through sexual transmission

Remind the children of ways in which HIV is not spread:

e.g. General contacts, sneezing, coughing etc. There is no risk in playing with other children or being around someone who is HIV-positive.

LET’S TALK:

In order to prevent HIV we need to look at the ways in which it is spread and how we can prevent being at risk in these areas. In this lesson we will talk about prevention of HIV through sexual transmission and through contact with infected blood.

PREVENTION OF HIV CONTRACTED THROUGH CONTACT WITH HIV-INFECTED BLOOD:

Any contact with infected blood puts you at risk of contracting HIV. Discuss the following scenarios with the children and decide whether there is a risk or not:

- Your friend gets a blood nose and you want to help

- A group of young people using drugs are injecting themselves with the same needle
- A young man was on a trip and left his razor at home. He wants to find out whether he can borrow his colleagues' razor
- Your close friend talks about becoming blood-brothers/ blood-sisters
- You and a friend see a whole lot of used syringes and needles at the edge of the field. You think that you should pick them and throw them away so that no-one hurts themselves.

You can get the children to stand up if they think there is a risk involved

Make it clear that you should never touch anyone else's blood, or anything that might have someone else's blood on it. Rather, call an adult who should know what to do (they can protect themselves using gloves or a plastic bag).

PREVENTION OF HIV CONTRACTED THROUGH SEXUAL TRANSMISSION:

Any activity that involves the exchange of sexual fluids can put you at risk of contracting HIV.

Ask the children: Which of you have heard of the ABC of HIV-prevention?

Have a visual aid with the letters A, B and C written on it. As you go through the lesson you can write next to each letter what it stands for.

A – Abstain

B – Be faithful

C – Condomise

You could cut the letters A, B and C out of a newspaper or magazine and use them as a visual aid.

A – ABSTAIN

I'm sure many of you have heard people talk about 'Abstaining' or 'Abstinence'.

- Who knows what this word means?

Allow the children to answer first.

When people talk about abstinence in the context of HIV/AIDS they mean that one should not have any sexual relations with anyone until you are married.

- Why should one abstain?

Firstly, as Christians we should abstain from sex until we are married because this is God's way and He designed sex for marriage only. Abstaining from sex before marriage will also help to protect us from HIV.

Sex is not something we need to be embarrassed about – God created sex, but He designed it for marriage only. If we choose to go against God's designs and God's way, we can expect trouble!!

"For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh." (Matthew 19:5)

Jesus is talking about marriage. When a man and woman are united together before God, ie when they get married, they will become one flesh – referring to the rightful place of sex within marriage.

The Bible is quite clear that sex should be kept for marriage only and there are many references to sexual immorality in the Bible – this is a sin and it is displeasing to God. Here are a few references:

1 Corinthians 6:18a, "Flee from sexual immorality"

Galatians 5:19 & 21b, "The acts of the sinful nature are obvious: sexual immorality, impurity..... I warn you...that those who live like this will not inherit the kingdom of God."

Ephesians 5:3, “But among you there must not be even a hint of sexual immorality, or of any kind of impurity... because these are improper for God’s holy people.”

So, by abstaining you will not only protect yourself from contracting HIV, but it means obeying God’s way and living a lifestyle that will be pleasing to Him.

You can play "Draw your Swords" to find the references, or ask different children to read the verses. Some of these references are just part of the verse, so you could write each one out on paper to avoid confusion, and give it to a child to read. Whenever you use the children to read the verses, make sure they read loudly and clearly for the rest of the children to hear.

B – BE FAITHFUL

This means that once you are married, you should stay totally faithful to your partner and not have sexual relations with anyone else. God designed sex as something very special that two married people can enjoy together. It is not something to be shared with others under any circumstances – the Bible calls this adultery. It is a sin against the Lord and causes much hurt and pain in a marriage.

Hebrews 13:4, “Marriage should be honoured by all, and the marriage bed be kept pure, for God will judge the adulterer and all the sexually immoral.”

If two people have kept themselves pure for each other (**Abstinence**) and if they ‘**Be faithful**’ to each other once they are married, they will not be at risk of contracting HIV through sexual transmission.

LET’S THINK:

Stimulate some discussion about these issues using the following questions:]

- How many people do you think are abstaining these days?
- Are all Christians abstaining? Why/ Why not?
- Do you think people are being faithful to each other in marriage? Why/ Why not?
- Do you think faithfulness is always found in Christian marriages? Why/ Why not?
- Would you like to marry someone who has had sex with other people?
- Would you want to put yourself at risk?
- Would you like to enjoy a marriage in which you and your partner are both faithful to one another?

SO, WHAT CAN I DO NOW?

In life we make many choices which will affect our journey. Here is another choice that you have to make that will make a big impact on your journey. Remember that no-one can make this choice for you.

Choose to abstain:

No-one ever said it is easy to abstain. It can be very difficult, especially with the pressures one may face, but remember:

- It is God’s way
- It is the safe way (none of us wants to die an untimely death due to HIV/AIDS)
- It is the best way

And God has promised to help us as we try to obey Him and live a life that is pleasing to Him. Decide together with some friends to abstain. You can then encourage one another and stand together as a team.

Pray and be wise:

- Ask God to help you as you commit to abstaining
- Be wise in your relationships and consider carefully whom you marry one day. You want to marry someone who is committed to the Lord and to being faithful in marriage. Remember that it is never too early to start praying about these things.

LET’S WRITE:

Encourage the children to write on a piece of paper their decision and commitment to stay pure and abstain from sex until marriage, with God's help. Suggest that they put this paper in a safe place where they will be reminded of their commitment to themselves and to God.

C – CONDOMISE

Teachers, a brief mention is probably all that is necessary at this stage.

Condoms do play a role in HIV prevention, but as Christians we should not be needing them.

Condoms play a role in marriage as a contraception (preventing pregnancy) – but they are not totally effective.

Remember, that condoms DO NOT make sex 'safe'. Condoms can reduce the risk of contracting HIV, but they do not offer 100% protection, and who wants to take that risk!!!

LET'S PRAY:

Lord. Help us to honour your ways by abstaining from sex before marriage and promoting faithfulness in marriage. Help us to do our best to protect ourselves from being infected with HIV, and to encourage others to do the same.

LESSON 29

SAFETY AND CHILD-ABUSE

Less

The focus of this lesson is that children know:

- That it is important to know how to keep themselves safe
- 3 safety steps that will help them to keep safe
- How to say, “NO” effectively
- That they can call on Jesus at any time

—

Psalm 120:1, “I call on the Lord in my distress, and he answers me.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

In this lesson we are just touching on this sensitive issue. Pray that the Lord will give you the sensitivity you need to present this lesson effectively and appropriately.

INTRODUCTION:

Ask the children the following questions:

- Are you special?
- Why?

Then ask again:

- Are you special?
- Are you special?

Get the children to give an enthusiastic response

Remind the children that they are all special, every single one of them, even if they don't feel it. They are precious and we want them to be safe and happy, and so today, we are going to talk about how we can try and keep ourselves safe and happy.

LET'S TALK:

Ask the children to talk about places and situations where they feel unsafe or where they think they would feel unsafe?

e.g. A lonely road; public toilet; bus stop or taxi rank; the shebeen; talking to strangers; being alone at home with the doors unlocked; when someone wants you to do things that make you feel uncomfortable; when someone touches you in a way that makes you feel uncomfortable or unhappy.

All of us are special and deserve to be safe. Most grown-up's will help to keep us safe, but there are some grown-up's who do things to children that make them feel uncomfortable, unsafe or afraid.

Child-abuse is not something we like to talk about, but it is important that we do, so that we can be aware and know what we can do.

Child sexual abuse is when an older person tries to touch your body in a way that makes you uncomfortable and unhappy, they may even try and have sex with you. If this happens to you, you must tell someone you can trust as soon as possible. Make sure you are never alone with that person again.

Just because someone is older than you does not mean that they can behave like this. You can say no, but it is always better to be with a group of people, or with friends or family when possible.

In these situations we need to know how to try and keep ourselves safe.

THE 3 SAFETY STEPS:

Say NO - **run**

Get away - **yell**

Tell someone - **tell**

Add actions for these 3 steps:

e.g. **Run** - Put out your right arm and say NO

Yell - Take 2 steps away and say GET AWAY

Tell - Move arms as if they were running and say TELL SOMEONE

We are going to talk more about each of these 3 safety steps:

STEP 1: Say NO

Ask the children to think of different ways in which we can say NO!:

e.g. No, I don't like that

No, Don't do that

No, I am not allowed to do that

How we say No is important – we want to make sure that people know that we mean it when we say, NO!

Remember:

Say NO clearly

Say NO firmly, using tone of voice, body language and facial expressions

Give a reason why

ROLE PLAY:

Leaders to act this out.

2 leaders sit next to each other to do this role-play of a boy/girl scenario. If you act this out with 2 leaders of the same sex, make sure the children understand who is acting the part of the male and the female.

The purpose of this drama is to show the children how different ways of saying no will differ in their effectiveness.

Scene: a man and woman or a boy and girl are sitting next to each other. The man puts his arm around the girl in a suggestive manner, which makes her feel uncomfortable. You will now act out several different responses:

- Act 1: The girl remains in this position and quietly and shyly, without looking up, says, "No, don't do that". The man shows little response.
- Act 2: The girl remains in this position, but looks up at the man and confidently and firmly, with a frown on her face, says, "No, don't do that." She could also say, "because it makes me feel uncomfortable."
- Act 3: The girl stands up, looks up at the man and confidently and firmly, with a frown on her face, says, "No, don't do that." She could also say, "because it makes me feel uncomfortable."

- Which way do you think was the most effective way to say, "No"?
We want to learn to say NO in a way that will make people listen to us and take us seriously. Highlight the use of tone of voice, body language and facial expression.
Now we are going to practice saying NO!
Go around the group and each child must stand up and give a loud and confident 'NO' response e.g. "No, don't do that," "No, stop that," etc.

STEP 2: Get away

Ask the children to think of ways they can get out of these situations
e.g. get off someone's lap, leave the room, run away, have a friend with you, don't be alone in that situation, etc.

STEP 3: Tell someone

To tell someone can be very difficult.

- Why?
 - It can make you feel confused, uncomfortable, embarrassed, afraid...
 - It may make you feel that it was your fault
 - You may think that it won't happen again and so you don't need to tell anyone

Emphasize that telling someone they trust is very important – that person can help them to try and prevent it from happening again. People who sexually abuse children will often ask you not to tell anyone. You must NEVER keep the secret, even if you said you would.

Ask the children who they might tell.

e.g. Teacher, parent, someone they trust, the police, the Family Support Trust
(at the hospital)

LOOKING INTO THE WORD:

These situations can be very frightening. We don't know why these things happen and as Christians it can be very confusing, but we need to choose to focus on what we do know. Let's look at a few verses in the Bible that will encourage us. And remember – if the Bible says it, then we need to believe it to be true!!

We need to remember that we can call on the Lord Jesus to help us at any time. If you are a Christian, don't ever forget that Jesus is with you always, you are NEVER alone.

Look up the following verses, you can play "Draw your Swords", or ask various children to read the verses to the rest of the group (make sure it is loud and clear so that the others can hear.)

Joshua 1:9, "Be strong and courageous. Do not be terrified; do not be discouraged, for the LORD your God will be with you wherever you go."

And in **Matthew 28:20b** Jesus says, **"I am with you always."**

Psalms 120:1 says, **"I call on the Lord in my distress, and he answers me."**

1 Peter 5:7 says, **"Cast all your anxiety on him because he cares for you."**

Spend some time discussing how these verses relate to the situations that you have been talking about in the lesson.

If there is time, go back to the 3 safety steps and get the children to come up with:

- A rhyme
- A rap or a
- Song

that will help them to remember these steps. They should try to include the actions they learned for these steps in their item.

LET'S PRAY:

Thank the Lord that He is with us in any situation we may find ourselves in. Ask the Lord to help us to remember to call on Him when we are afraid or when we are distressed.

Remember that no matter what happens, the Lord loves you deeply and cares about you – we can bring our worries and fears to Him, and He will help us.

LESSON 30

CARING FOR THOSE LIVING WITH HIV/AIDS

Less

The focus of this lesson is that children know:

Luke 6:31, “Do to others as you would have them do to you.”

ie with

- Of different ways in which they can show others that they care about them
- What the Bible teaches us about this

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

LET’S TALK:

You can do this as a group, or if the children don’t respond well, divide them into smaller groups in which they can discuss the questions. Then after a couple of minutes the different groups can give their responses.

- Which of you have seen or heard of a person with HIV/AIDS in a story or real life?
- What do you think it would be like to have HIV/AIDS? (How do people with AIDS feel?)
- How would you feel if a member of your family had HIV/AIDS?
- What do you think of the fact that people with HIV/AIDS are sometimes treated badly? (They may lose their job or people say unkind things to them and tease them)
- Why do you think people do this?
- Has anyone been nice to you when you were sick? What did they do?
- How did it make you feel?
- What can you do for someone who has HIV/AIDS or any other serious illness like cancer or tuberculosis?

LET’S THINK:

Ask the children to identify ‘caring’ things (things that will show others that you like them and want to help them) that they can do for a sick friend or relative. Make sure the following answers are covered in the discussion:

- Holding each other or comforting each other
- Putting an arm around a friend who is sick, sad or crying

- Saying nice things to each other
- Smiling, being friendly
- Helping when others need help or ask for help
- Offering to pray with a sick or sad friend or relative
- Telling them that God loves them and cares for them

You can either write their ideas on a blackboard or paper, or have some magazine pictures that demonstrate some of these things.

Help the children to understand the importance of thinking about spiritual care when we think about helping and caring for others. People who are sick, especially when people know they are dying – often have very real spiritual needs. In the case of HIV/AIDS, they may be struggling with feelings of guilt, regrets, bitterness, fear, etc., and they may have a need for forgiveness, God's love and peace, an eternal hope. If we are Christians we can share our God and our faith with them.

LET'S DRAW:

Divide the children into groups of 4 or 5 and give each group some paper, crayons and pencils. Each group has to draw at least 2 'caring' actions on the poster – actions illustrating how they can show others that they care about them.

LET'S TALK:

Have the children answer the following questions, either in one big group or in their small groups again:

- How do we hurt other people with our mouths?
- What should we do instead, to show that we care?
- When should we not refuse to help our friends and show them that we care?

LOOKING INTO THE WORD:

We as Christians really do have a responsibility to care for those who are living with HIV/AIDS. We may not always know whether someone who is sick has HIV/AIDS, but we can act in love towards anyone we know who is sick.

There are 3 verses in the Bible that will encourage us to act in a loving and caring way towards those who are suffering (*you could play "Draw your Swords" to find the references and get different children to read the verses, or they could read them together - make sure all the children get to hear the verses clearly*):

Luke 6:31, "Do to others as you would have them do to you."

We all know how we would like others to treat us, especially when we are sick or sad.

Ask the children to come up with some ideas of the things they would like others to do for them in situations like this.

In the same way, we should try to do these things for people we know who are sick and suffering.

Galatians 6:10, "Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers."

This verse also encourages us to show love and care to those who are suffering as a result of HIV/AIDS. "Doing good" suggests that we should be doing things to help those who are suffering.

Matthew 25:40, "...I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me."

(The full passage is Matthew 25:31-46)

In this passage Jesus teaches that when we show love, care and compassion to others, it is as though we are doing it to Him.

This is such a challenge for us as Christians to act in love. And remember, that even if your actions are not always noticed or appreciated, Jesus will notice and see what you do.

So, let's act in obedience to God's word and show love, care and compassion to those who are suffering as a result of HIV/AIDS.

LET'S PRAY:

Lord, we know that there are many people around us who are suffering, and many who are suffering as a result of HIV/AIDS. Help us to reach out to them in love and compassion as you would have. Please show us ways in which we can reach out in this way.

LESSON 31

SICK PARENTS OR RELATIVES NEEDING CARE

Less

The focus of this lesson is that children know:

1 Peter 5:7, “Leave all your worries with him, because he cares for you.” (Good News Bible)
2 Corinthians 12:9, “My grace is sufficient for you, for my power is made perfect in weakness.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

LET’S TALK:

Last time we spoke about ‘caring’ things that we could do for a sick friend or relative to show them that we care and want to help. Today we are going to talk more specifically about having to cope with caring for a sick parent or relative – someone who is staying in our house.

- Which of you have ever been so sick that you had to spend some time in bed?
- What sort of things did people need to do for you to help you and care for you?
- How did you feel when you were so sick? How did you feel about having to rely on people in your family to help you?
- Which of you have had to help to care for someone in your family who was sick? Some of you may be helping to care for someone right now who is sick in your home.
- What sort of things did you have to do for that person?
- Was it easy or difficult?

Discuss these questions in smaller groups. Leaders in these groups must encourage the children to talk out about some of these things.

- What are some of the things that we find hard or difficult about caring for someone who is sick in our home?
Issues: seeing someone you love suffer, fear about whether they will recover or not, difficulty coping with extra tasks, perhaps having to miss school, not knowing what to do, all members of the family battling to cope, maybe all the responsibility falls on one person, too much being expected of them, no support, etc.
- What are some of the things that make it easier to care for a parent or relative who is sick?

Ideas: they are someone we love and they love us; we know them; the whole family can support each other through such a time; support from other relatives, the clinic, the church, home-based carers, etc.

LET'S ACT:

Divide the children into small groups to do dramas. Half of the groups can do the first drama and the other half can do the second drama.

Scenarios:

The children must make up a drama about a family who has a sick parent or relative who they have to care for. This person is very sick and needs lots of help and care – they cannot do a lot for themselves.

DRAMA 1:

Based on this scenario, the drama must be about a family who are coping well and who are caring and loving towards the sick person. They do their best to care for them and help them as needed, even though they can't always do everything.

DRAMA 2:

Based on the scenario, this drama must be about a family who are not coping well and who are not managing to care for the sick person very well. They do not treat them with love and kindness and often the sick person has to try and help himself/herself even though he/she is so sick.

Help the children to see the differences.

Ask the following sort of questions:

- If this were happening in your family, which of these 2 responses would you hope to see?
- If you were the sick person, which sort of family would you like to be in?

Remind the children that we learned last week that we should **“Do to others as you would have them do to you.” (Luke 6:31).**

- Do you think it is easy to always try and do to others as you would have them do to you? Why/ Why not?
Sometimes this can be very difficult, especially when we are tired, stressed, unhappy, etc.

WHAT CAN WE DO?

As we have said, it is not always easy to cope in situations like this, and it can be hard to show the love and care we know we should. So, what can we do?

Firstly, we can ask God for His help and we can trust Him to give us the strength we need:

1 Peter 5:7, “Leave all your worries with him, because he cares for you.” (Good News Bible)

We can call on the Lord any time, as often as we need to, and in any situation. He is always there for us.

2 Corinthians 12:9, “My grace is sufficient for you, for my power is made perfect in weakness.”

This verse tells us that God is able to give us all that we need to be able to cope. When we are feeling weak and tired, and don't feel as though we can carry on – we can see His power at work in us, because He will give us the strength that we need. We need to trust Him for it.

Secondly, we can support each other. If we have a friend or relative in a situation like this, we can encourage and support them. As Christians we have a responsibility to reach out to others with the love of Christ.

- What sort of things could we do for a friend in this situation to show that we care and want to support them?

The children should think of some practical ideas as well as things like praying with their friend and praying for them, as well as sharing Scriptures with them to encourage them (like the ones above). Remind them of the ‘caring’ things they thought about last week.

Thirdly, we can get help. You as a family may need some extra help.

- Where can we find help in a situation like this?

Ideas: church, clinic, home-based carers, other relatives.

Even if this just means that we have someone to talk to, this can be very helpful and encouraging.

LET'S PRAY:

Lord, it is not always easy to care for those who are sick. Please help us to care lovingly for members of our family who may be sick and please give us the strength we need to do this. Help us to love and support others who may be in situations like this.

You could ask children who are living with sick family members to stand up and you could pray specifically for them. (Remind the children that just because someone is sick, does not necessarily mean that they have HIV/AIDS)

LESSON 32

SOMEONE I LOVE HAS DIED

Less

The focus of this lesson is that children know:

- That death is a part of life
- What people do when they experience loss

2 Corinthians 1:3b-4, "the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves have received from God."

Psalms 34:18a, "The Lord is close to the brokenhearted."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

Leaders please be sensitive to the children as you teach this lesson. Look out for children who may seem upset and invite them to talk to you or one of the other leaders. There may be children who need to be referred for help.

LET'S TALK:

Let the children get into pairs to answer the following questions. Encourage the children to think hard and answer the questions openly.

- Have you ever lost something you liked/loved very much? Something like a favourite pet or toy?
- How did you feel when this happened?
- What did you do when it happened?
- How do you feel about it now?

If one or two would like to share their experiences, allow them to share with the group. Do not force the children to take part in this discussion.

We all lose something we care for sometimes, it is part of life. All of us know someone who has died, maybe a pet or someone in the family, a friend or a neighbour. When someone dies it means that they can never come back, it is the end of their life on earth.

Sometimes people get sick with a serious illness that can't be cured. Sometimes people close to us die if they are not able to get better. Sometimes people die because of an accident. It is difficult to talk about and it is hard to understand.

LET'S WRITE:

In groups, let the children answer the following questions. Each group should have a piece of paper, divided into the 2 columns shown below. They must write some of the key words down on their piece of paper.

e.g.:

What people do when they experience loss	How people feel when they experience loss

Questions:

1. Name some things you have seen people do when they have experienced loss.
Example: crying; searching for the lost person, animal or thing; talking a lot about the loss; not wanting to talk much about the loss; not wanting to do anything; having a funeral or memorial service
2. How do you think people feel when they experience loss?
Example: sad, angry, confused, shocked, scared, guilty
3. Do you think it is easy to share these feelings?

When someone we love has died, it takes time for us to get over it. It is all right to have feelings like sadness, anger, fear, etc., and it is all right to show those feelings, e.g. to cry, to say that you are scared or angry, to say that you miss what you have lost.

As time goes by we gradually accept the loss and we feel better, but we will still think about the loss sometimes.

It is normal for us to experience many different emotions for some time after someone we love has died. It is okay to have these feelings and with time we will work through them.

LET'S THINK:

Show the children a picture of a person with a sad face e.g. from a magazine, newspaper or drawing. Tell the children that this is a picture of someone who has recently lost someone they love. (based on your picture you can decide who this person could be e.g. mother/father, child, brother/sister, etc.)

Discuss the following questions:

- How do you think he/she is feeling?
- What can he/she do to feel better?
- What can you do to make that person feel better?
Ideas: talk to them, tell them that you are sorry for their loss, remember 'caring' things from two lessons back, pray, share Scriptures with them that will encourage them; give continued love and support, not just for a day or a week - people experience grief for a long time.
- What would be a bad way for that person to handle his/her sadness? Ideas:
cry all day, run away, stop eating, etc.

LOOKING INTO THE WORD:

As we have discussed, losing someone we love is very hard. However, if we turn to Him, we can experience some special comfort from the Lord. We should also be giving special love and comfort to people we know who experience loss. Two things the Bible teaches us about losing someone we love, is that we can have hope and we can receive comfort from the Lord.

OUR HOPE:

If the person who died was a Christian, it helps us so much to know that they have gone to be with the Lord. Even though we miss them, we know where they are and we know that we will see them again, if we are also Christians.

In **1 Thessalonians 4:13**, Paul says that we should not grieve like the rest of men who have no hope. In this passage he talks about what will happen when the Lord Jesus comes again and he says that we should encourage each other with these words. (1 Thessalonians 4:13-18)

- So, if the person who died is a Christian, how can we encourage those who mourn for him/her?
Ideas: by reminding them that the person is now in heaven with the Lord Jesus. Remind them that heaven is a place where there is eternal joy, there is no pain and suffering and, therefore, they can rejoice for the person they love, even though they miss them.

OUR COMFORT:

2 Corinthians 1:3b-4, “the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves have received from God.”

These verses tell us two things:

Firstly, when we are sad and are experiencing loss, God Himself will comfort us.

Secondly, when other people we know are experiencing loss, we can comfort them in the same way that God comforted us when we needed it.

Get the children to think about how they can put this into practice.

Psalm 34:18a, “**The Lord is close to the brokenhearted.**” When we feel sad and brokenhearted because we have lost someone we love, we need to remember that the Lord is near.

LET’S PRAY:

Thank the Lord that He is there for us when we experience the pain and sorrow of losing someone we love. Thank the Lord that He knows and loves us and He understands what we are going through in these times. Thank the Lord that He comforts us when we are sad and brokenhearted. Ask the Lord to help us to comfort others when they experience pain and loss.

LESSON 33
ORPHAN ISSUES

Lesson Focus

The focus of this lesson is that children know:

Colossians 3:12 says, "Therefore, as God's chosen people (as Christians)... clothe yourselves with compassion, kindness, humility, gentleness and patience."

Galatians 6:12 says that we should, "Carry each other's burdens..."

Psalm 68:5 says, "A father to the fatherless, a defender of widows, is God in his holy dwelling."

Deuteronomy 10:18 tells us that, "He defends the cause of the fatherless and the widow, and loves the alien, giving him food and clothing."

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

Today we will be looking at various scenarios relating to orphans. The purpose of these lessons is two-fold:

- 1. To challenge the children to think about and be aware of some of the issues orphans are facing and how they can and should respond to this*
- 2. To identify with orphans who may be in the group and encourage them from Scripture.*

Please be sensitive to the fact that there may be orphans in your group dealing with these very painful issues.

LET'S TALK:

Many children are being orphaned as a result of HIV/AIDS – this is because people who become infected with HIV die at a much younger age than they should and it is often at a time when they are still raising their children. This is a very difficult thing for children to cope with, as some of you may already know.

- Who of you know someone who has lost 1 or both parents? (You should be able to comment on the extent of the problem and how many children are affected in this way)

Today we are going to spend some time thinking about some of the things that orphans face and how we can be of more help to them.

LET'S ACT:

Divide the children into groups for dramas. Give each group one of the scenarios to make into a short drama.

The leaders must spread themselves amongst the groups as effectively as possible and help the children to identify with the scenarios. Encourage them to think about the reality of the situation and the issues being faced. The dramas must be short – limit time according to the number of groups you have.

Scenarios:

1. Thandi is a 14 year old girl. She has 2 younger brothers aged 8 and 4 years old. Thandi's mother died a few months ago. Thandi's father is out at work all day and she finds that she has a lot of extra responsibilities in the home. In fact, she feels as though she is expected to take the place of her mother – but she is still so young and she is trying to keep up with her school work as well. Create a drama about Thandi's new life and some of her struggles.
2. Tino is an 8 year old boy who grew up in Mutare. His father died 3 years ago and a few months ago his mother died. He was taken in by his mother's sister, who lives in Chiredzi. She has 4 children of her own. Rumbi is her oldest child. Create a drama about Tino's new life, some of his struggles and some of the things Rumbi and her brothers/sisters might be feeling.
3. Steven is 12 years old and both his parents have died. He was living with his father's brother's family, but was unhappy and decided to run away and live on the streets. Create a drama about Steven's new life, his decisions and his struggles.
4. Chenai is 11 years old and has been caring for her sick mother. Her father died a few years ago. Her mother died a few days ago and now she and her brothers/sisters have been left orphaned. Create a drama about this family of children.

Get each group (if there is enough time – otherwise choose one group for each of the scenarios) to present their drama to the group.

Introduce the first scenario and then have the groups doing the first drama present their drama.

Then introduce the second scenario and let the groups present their dramas.

Do the same with the third and fourth scenarios.

LET'S DISCUSS:

Here are some suggested discussion points:

Thandi:

- How do you think Thandi was feeling?
- What was difficult for her?
- How could we or other people help her?

Tino:

- How do you think Tino was feeling?
- What was difficult for him?
- How do you think Rumbi and her brothers/sisters may have been feeling?
- What was difficult for them?
- How could they all help each other?
- How could we or other people help them?

Steven:

- How do you think Steven was feeling?
- What was difficult for him?
- How could we or other people help him?

Chenai:

- How do you think Chenai, and her brothers/sisters were feeling?
- What was difficult for them?
- How could they all help each other?
- How could we or other people help them?

LOOKING INTO THE WORD:

These are difficult situations to be in and yet there are many children in Zimbabwe who are facing these issues.

What can we learn from the Bible today?

What does the Bible say to:

1. Christians?

As Christians, we have a responsibility to love and care for those who have been orphaned.

Colossians 3:12 says, “**Therefore, as God’s chosen people (as Christians)... clothe yourselves with compassion, kindness, humility, gentleness and patience.**”

Get the children to think about how they can apply this verse to the scenario’s they have been looking at. Encourage them to think of practical ways in which they can reach out to orphans.

Galatians 6:12 says that we should, “**Carry each other’s burdens...**”

What do you think it means to carry each others burdens?

Do you think it helps to share a burden?

Object lesson:

Have a heavy bag/packet/back-pack with you and get one of the younger children to come and carry it. Then get one of the children to come and help carry the load. Use this to demonstrate how we can carry each other’s burdens.

2. Orphans?

Psalms 68:5 says, “**A father to the fatherless, a defender of widows, is God in his holy dwelling.**”

Deuteronomy 10:18 tells us that, “**He defends the cause of the fatherless and the widow, and loves the alien, giving him food and clothing.**”

Remind the children about how often the Bible refers to God as being our Heavenly Father. God is a Father to orphans, and even though we may lose our earthly parents, we will always have a Father in Heaven, who loves us and cares for us. Our Heavenly Father cares about orphans and is able to provide for them.

Matthew 6:25-34. You may not have time to read the whole passage but be familiar with it and share the truths of the passage with the children, how our Heavenly Father knows our needs and Jesus tells us that God is able to provide for us and that we must not worry but rather trust Him.

- Do you think it is easy to trust God and not worry in difficult situations?
It is not always easy, but if we are Christians, we must trust the Lord to provide for us and remember that He loves and cares for us.

LET’S PRAY:

Tell the group that you are going to have a prayer time especially for orphans.

Ask if there are any orphans present who would like special prayer – if they are brave enough get them to come and stand with you, otherwise assure them that as you pray you are praying specially for them

Encourage the children to pray for other orphans they may know.

Prayer focus:

- To ask the Lord to help and encourage those who have lost one or both parents.
- To thank the Lord that He is our heavenly Father, and He loves us and cares for us
- To ask the Lord to help us to carry one another’s burdens, especially those in the group or those we know who are orphans
- To ask the Lord to help us not to worry about the things we need but to put our trust in Him.

LESSON 34

SO WHAT SHOULD I DO NOW?

Less

The focus of this lesson is that children:

- **Commit to staying HIV negative**

James 1:27, “Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world.”

- Sport
- Game
- Welcome and Songs
- Lesson
- Activity/Game
- Songs/Prayer/Close

LOOKING INTO OUR LESSON

LET’S THINK:

We’ve spoken a lot about HIV/AIDS over the last few weeks. Some of you will remember a lot of what we have learned and others will remember only a little. But today, we are going to think about what is most important.

- What do you think are the most important things to remember about HIV/AIDS?
Write down some of their ideas on the board or on paper.

Today we are going to channel all the information we have learned into two important statements. If we remember these two things, we can make a big difference in our own lives and in the lives of those around us. We have one thing to remember for ourselves and one thing to remember for others:

I’M GOING TO STAY HIV NEGATIVE (*point at self*)
AND LEND A HAND (*stretch out their arm as though to offer help*)

As you teach these two statements, include the actions that will help them to remember these two important points. Get the children to stand up and do it with you a few times. Keep repeating these points throughout the lesson, using the actions.

LOOKING INTO THE WORD:

Play “Draw your Swords” (a competition to see who can find the verse the fastest) and encourage all the children with Bibles to look up this verse. It could be helpful to read it in a few different translations.

James 1:27, “Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world.”

This verse is very significant in the context of HIV/AIDS, because it confirms for us the importance of what we are learning today. This verse is speaking about how we as Christians should be living if we want to be pleasing to God.

The first part of the verse speaks about lending a hand, “**to look after orphans and widows in their distress.**”

- Do you all agree that this speaks of lending a hand to those who are infected and affected by HIV/AIDS?
- Do you think it is only the orphans and widows who are affected by HIV/AIDS and need our care?

Help the children to understand what we mean when we talk about those who are infected and those who are affected by HIV/AIDS – those who are infected are those who are HIV positive, but this affects many more people than just the person infected – this is what we mean by those affected by HIV/AIDS.

The second part of the verse talks about staying negative, “**to keep oneself from being polluted by the world.**” In the context of HIV/AIDS this encourages us not to follow the ways of the world in terms of sexual immorality, but rather to keep ourselves pure. We can keep ourselves sexually pure by abstaining from sex until we are married, and then by being faithful to our marriage partner once we are married.

Make sure that the children do understand the meaning of abstinence and being faithful to one’s marriage partner.

We can also make a difference by setting an example for others to follow. We can encourage our friends and family members to stay sexually pure and keep sex for what God intended it to be, i.e. for marriage only.

- Which of you would really like to be living Christian lives that God our Father finds acceptable?
Well, if you would, then you need to **STAY NEGATIVE AND LEND A HAND**. But what does it mean to **STAY NEGATIVE AND LEND A HAND**?

- **STAYING NEGATIVE**

There are things we can do to try and prevent ourselves from becoming infected.

Be sensitive to the fact that some people are infected as a result of rape or abuse, which is beyond their control. What we want to stress is that we should do everything that we can to keep ourselves from being infected.

- Who can think of some ways in which you can stay HIV negative? Ideas:
abstain from sex, be faithful to marriage partner, avoid contact with blood, don't share razor blades. *Since most people are infected sexually, focus their thinking on this. The main thing that we want to encourage these children to think about and commit to at this stage, is that they abstain from sexual intercourse until they marry.*

Staying HIV negative means abstaining from sexual intercourse until you get married one day.

- Which of you would deliberately do something that might shorten your life and cause you and those you love much suffering?
Well, having sex with different people will do just that, and very few of us would actually choose that for ourselves, would we?
- Which of you are going to choose abstinence? This
is the best way if you want to live a healthy and productive life.

If the children are responsive, get those who are willing to make this commitment to come and stand at the front with you. Congratulate and encourage them for making this decision. Help

them to acknowledge the importance of this big decision. Remind them that Jesus would love to help them to do this. It won't be easy but He is able to help us. Then pray for these children as they make this commitment.

- **LENDING A HAND**

Go through our theme phrase again:

I'M GOING TO STAY NEGATIVE AND LEND A HAND.

As the children hold out there outstretched hand, ask them who they think they should be lending a hand to? (within the context of HIV/AIDS)

- Why should we lend a hand? *Remember*
things like, "What would Jesus do?", "do unto others as you would have them do unto you", "caring for those in need," "love your neighbour as yourself"– we as Christians should be an example to others, we should be salt- and-light Christians.
- In what ways can we lend a hand? *Encourage*
the children to think practically. We have spent time discussing these things over the last few weeks.

Get the children to stand in a circle and hold hands – to symbolize that we are going to lend a hand and stand together. Have a time of prayer focusing on lending a hand, showing love and care to those who are infected or affected by HIV/AIDS, being Christians who make a difference in the world around them.

Encourage some of the children to pray and then close in prayer.

LET'S DO:

If there is time, divide the children into groups. Each group should come up with a short song, saying or rap about "Staying negative and lending a hand."

OR

LET'S WRITE:

Get each child to write down on a piece of paper the words,

"I'M GOING TO STAY NEGATIVE AND LEND A HAND," if they are serious about this.

OUR JOURNEY:

- Who remembers how we compared our lives to a journey?
- Who thinks staying negative and lending a hand will make a difference on their journey?
- Do you think that by doing this we can make a positive difference in other people's journeys?

Well then – let's do it!!

LET'S PRAY:

Thank you Lord for all that we have learned this year. Help us to put the things we have learned into practice as we journey through life. Help us to do our best to live lives that are pleasing to you and to stay HIV negative. Help us to make a difference in the lives of others as we journey by reaching out and lending a hand.