

# TODAY FOR TOMORROW

## PROGRAMME OUTLINE – YEAR 2

Sport and games	
Welcome and songs	15 min
Lesson	20-25 min
Activities/Game	20 min
Songs/Prayer/Close	10-15 min

Lesson 1	A dream for the future
Lesson 2	Setting goals
Lesson 3	Achieving our goals
Lesson 4	Living with hope
Lesson 5	Respecting others
Lesson 6	Dealing with disability
Lesson 7	Cultural values
Lesson 8	Good friends
Lesson 9	Building deep friendships
Lesson 10	Love and relationships
Lesson 11	Unhealthy relationships and peer pressure
Lesson 12	Exerting positive peer pressure/Being a good influence
Lesson	Gospel/Growth

### **END OF TERM**

Lesson 13	Communication in the home
Lesson 14	Divorce and separation
Lesson	Gospel/Growth
Lesson 15	Growing up
Lesson 16	Our bodies are growing
Lesson 17.1	Commitment (6-9 year olds)
Lesson 17.2	Sex – God's design (10-12 year olds)
Lesson 18.1	The Lordship of Christ (6-9 year olds)
Lesson 18.2	Sex – the Lordship of Christ (10-12 year olds)
Lesson 19	Self-control
Lesson 20	Saying a positive No
Lesson 21	Good and bad touches
Lesson 22	Healthy relationships

### **END OF TERM**

Lesson 23	Child abuse
Lesson 24	Abuse and rape
Lesson 25	I am special – Building a positive self-image
Lesson 26	Dealing with hurts positively
Lesson 27	Sexually transmitted diseases
Lesson 28	HIV prevention
Lesson 29	Practical care/ Keeping healthy
Lesson 30	Dealing with death and loss
Lesson 31	Character counts - Character
Lesson 32	Character counts - Pillars 1 & 2: Trustworthiness and Respect
Lesson 33	Character counts - Pillars 3 & 4: Responsibility and Fairness
Lesson 34	Character counts - Pillars 5 & 6: Caring and Good Citizenship

Lesson          Gospel/Growth  
**END OF TERM**

LESSON 1  
**A DREAM FOR THE FUTURE**

# Less

The focus of this lesson is that children:

**Jerememiah 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.”**  
**Psalms 37:4, “Delight yourself in the Lord and he will give you the desires of your heart.”**  
**Matthew 6:33, “But seek first his kingdom and his righteousness, and all these things will be given to you as well.”**

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

## LOOKING INTO OUR LESSON

### LET’S TALK:

- What does it mean to have a dream for your life?
- What are some of the things people dream about? Example: sporting achievements, being wealthy, happiness, having a certain job
- Is it good to have a dream for your life? Why?

*We want to encourage the children to have a dream for their lives, dreams for the future, something they can work towards. Having a dream like this can help to make life more meaningful and helps to guide the choices we make and the way we live our lives.*

### LET’S PLAY:

*Divide the children into two groups and tell them that they are all going to go on a journey.  
Group 1: Give this group a specific destination, e.g. they have to make their way to a certain tree, or you can tell them to pretend that a certain tree/area is Harare/Chimanimani/the Musika (their destination)*

*Group 2: Tell this group that they must go on a journey but you are not going to give them any specific destination.*

*Once you have explained, tell the children to go on their journeys.*

*Gather all the children back together but keep them in their two groups.*

*Ask the groups the following type of question:*

- How did you feel when you reached your destination?
- How quickly did you get there?
- What was the journey like?

*The children in Group 1 should have had a more positive experience due to the fact that they knew where they were going. Help the children to see and understand this.*

In the same way, if we know where we want to be going in our lives, if we have a dream for our lives, it makes all the difference.

### **LET'S DREAM:**

*Get the children to lie down on their backs and close their eyes. Then tell them to imagine how they want their lives to look in the future, when they are grown up.*

*You can make some of the following suggestions to encourage the children in their imagining but do allow some quiet time as well:*

- Who is in your dream?
- What are you doing in your dream?
- What does your family look like?
- What sort of friends do you have?
- Where are you living?
- How healthy are you?
- How are you feeling in your dream?
- What makes you happy in your dream?
- What would make you sad in your dream?

*After a while, ask them: How badly do you want to make your dream happen?*

### **LET'S DRAW/WRITE:**

*Encourage the children to put their thoughts and ideas about their dreams for the future onto paper. Let them try to draw their dream or something that represents their dream or reminds them of their dream, or let them write about it.*

*Suggest that they keep their drawing or writing in a special place and encourage them to go back and look at it often, especially when they are feeling discouraged. Encourage them to repeat the dreaming exercise they did on the floor. Remind them of the game they played and how much better it was to have a destination for a journey. In the same way it is good to have a dream for our lives that will help to keep us going in the right direction.*

### **LOOKING INTO THE WORD:**

What does the Bible have to say about our dreams and our future?

*Try to have some Bibles available. It is ideal if some of the children themselves read the verses – but encourage them to read loudly and clearly so that everyone can hear. If necessary read it again to the group.*

*Give suggestions about these verses and their application but encourage the children to discuss these verses themselves.*

**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.”**

If we have committed our lives to Jesus, we can be sure that He does have a good plan for our lives. We can trust him with our future.

**Psalm 37:4, “Delight yourself in the Lord and he will give you the desires of your heart.”**

This verse encourages us to commit our lives and our ways to the Lord Jesus and He will undertake for our dreams and desires. Our dreams for the future are very precious but we can trust Jesus with our dreams.

**Matthew 6:33, “But seek first his kingdom and his righteousness, and all these things will be given to you as well.”**

This verse encourages us to put God first in our lives, to include Him in our lives and to try to honour Him in all that we do. This verse tells us that if we put God first and the things of God first in our lives, then we don't have to worry about what we eat or drink or about what we wear. He is able to provide for us.

**LET'S PRAY:**

How do these verses encourage you to dream for the future and try to make your dreams happen?

We can ask the Lord to direct and guide our dreams for the future so that they will be pleasing to Him.

We can commit our dreams to Him and trust Him with our lives.

*Use the above ideas to guide your prayer time.*

LESSON 2  
**SETTING GOALS**

# Less

The focus of this lesson is that children:

Understand the concept of setting short-term goals  
Understand the importance of setting short-term goals  
Are encouraged to set and achieve a short-term goal  
Are encouraged to honour and please the Lord in the goals they set and how they go about achieving them

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**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

### LET’S TALK:

Last week we spoke about our dreams for the future. Today we are going to talk about how we can try to make them happen.

- Does what we do today make a difference for our lives in 10 years time?
- Do you think that there are things we can do now to work towards our dream?
- What are some of these things? Let the children respond first and then suggest things like working hard at school or sport, learning to work well with others, developing good relationships, developing a relationship with God. *Write their ideas on a blackboard or big piece of paper.*

To try to make our dreams happen, we need to have goals that will help us work towards our dream, and we need to plan to achieve these goals. It doesn’t help to sit around and hope that it

will all just happen to you. If our dream is important enough to us, we will want to do things that will help us to achieve our dreams.

### **LET'S ACT:**

*Choose 8 children to be part of a mini drama.*

**Frank:** *Choose 1 child to be Frank and introduce him to the other children, "This is Frank – he is building for his future dream"*

**Charles:** *Choose another child to be Charles and introduce him to the other children, "This is Charles – he is hoping for his future dream"*

*Choose 3 friends for Frank and 3 friends for Charles and introduce them as friends.*

*Help the children to act out the drama as you go by telling them what to do.*

Frank and Charles are both hoping to have a house built in 5 years' time:

**Frank** is making a definite attempt to achieve his goal. He has sat down with his friends to discuss what he should be doing to get his house built.

*Let Frank and his 3 friends sit together and discuss his house. Let the friends come up with some ideas of some of the building materials he could try to purchase over the next few years, they could discuss with Frank how he plans to pay for his house, the plans for his house and how he can go about getting them approved.*

**Charles** is sitting with his friends at the bar, drinking a beer, and boasting about the wonderful house that he is going to have in 5 years' time. They all laugh and talk about his house, the parties they will have there, how cool it will be etc.

*Then tell the children it is 2 years' time:*

**Frank** is sitting with his friends again telling them about some of the building materials he has managed to buy, some of his plans for the house, what he is planning to try to buy over the next year.

**Charles** is at the bar again with his friends, laughing and boasting about the wonderful house he will have. They all laugh together and enjoy the idea of the house Charles hopes to have.

*Ask the children:*

- Who do you think is more likely to get his house built? Why?
- Is it better just to wait and hope for the best like Charles, or is it better to plan and prepare like Frank by setting small goals that would help him get his house built?

In the same way, if we really want our dream for the future to happen, we must think and plan. Each small goal we achieve towards making our dream happen will help us to get there, just like each bit of building material that Frank bought helped towards getting his house built.

*Help the children to understand and apply these principles to their lives.*

### **LET'S SET SOME GOALS:**

It is important to set goals and then work towards achieving them. We should always try to set goals that we can achieve.

*Get all the children to think of a small goal that they could achieve in the next week – it doesn't matter how small it is. We want the children to learn the principle of setting a goal and then working to achieve it. Give them some time to think about it. Suggest some ideas if necessary, e.g. giving some extra help at home, putting more effort into doing their homework, saying thanks after meals. It must be something they aren't in the habit of doing already.*

*Get some feedback from some of the children about the goals they have set. Then check that each child has a goal.*

*If possible get them to write down the goal they have set for themselves. If they want to they can share their plan with a friend who can then encourage them to try to achieve their goal.*

*Tell them that next week we will see how they have managed.*

**LOOKING INTO THE WORD:**

Last week we looked at the importance of including God in our plans and dreams for the future and putting Him first in our lives.

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

This verse reminds us that in everything we do, in the small goals that we set and in the way we go about trying to achieve them, we must remember the Lord Jesus and honor Him. Then we can be sure that He will guide us and help us on our way. We must try to do things God’s way and He will help us as we set goals for our lives.

*Encourage the children to think of the goals they have set and how they can apply this verse.*

*This is a wonderful verse for the children to learn. If there is time, spend some time learning it with the children – remember to use some creative ideas when teaching a memory verse.*

**Colossians 3:23: “Whatever you do, work at it with all your heart, as working for the Lord, not for men.”**

This verse encourages us to do everything we do as though we were doing it for the Lord Jesus. In this way we will live in a way that pleases the Lord.

Think about your goal again and how you can do it to please Jesus.

**LET’S PRAY:**

*Give the children a short time to pray about the goal they have set for the week.*

*Close in prayer, encouraging them to apply what they have learned from the Scriptures.*

LESSON 3

**ACHIEVING OUR GOALS**

**Less**



The focus of this lesson is that children:

- Are praised for achieving goals
- Understand steps for achieving goals
- Understand that how we live today will affect our future

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**Galatians 6:7b, "A man reaps what he sows"**

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

### **LOOKING INTO OUR LESSON**

#### **LET'S TALK:**

*Remind the children of the small goals they set for themselves last week. For the children who weren't at the last lesson – tell them what you did and encourage them to think of a small goal that they would be able to achieve.*

- Who managed to achieve their goals?  
*Get the children to stand if they did achieve their goals. Be very enthusiastic in your praise and encouragement of these children. Get all the children to clap and cheer for those who managed to achieve their goals.*
- Ask some of the children how they felt when they achieved their goals. Did it make them want to carry on setting goals?

#### **STEPS FOR ACHIEVING GOALS:**

*Get two or three of the children who achieved their goals to come up to the front.*

*Lay down 6 stepping stones for them – use pieces of paper, rocks, chairs, bags. At each stepping stone have a piece of paper for the child to pick up and read.*

*Prepare the papers by writing the following words on each paper:*

- |                   |   |
|-------------------|---|
| Stepping stone 1: | Set a goal  |
| Stepping stone 2: | Set a realistic goal  |
| Stepping stone 3: | Set a time period in which you want to achieve your goal              |
| Stepping stone 4: | Plan how you are going to go about achieving your goal and then do it |
| Stepping stone 5: | Celebrate when you achieve your goal                                  |
| Stepping stone 6: | Encourage others  |

- **Stepping stone 1:** Let the first child begin by stepping onto the first stepping stone and reading the message out loudly to the group. Repeat what it says to the group to make sure everyone hears. Then ask the child: "What goal did you set for the week?"
- **Stepping stone 2:** Let the child continue on to the next stepping stone and do the same as above. Once they have read the message out, ask the group: "Do you think the goal he/she set was a realistic goal?" i.e. one that can be achieved.
- **Stepping stone 3:** After reading the message at this stone remind all the children that: "the time period we set was 1 week from the last week's meeting."
- **Stepping stone 4:** After reading the message to everyone ask the child: "How did you plan to go about achieving your goal?"
- **Stepping stone 5:** After reading the message tell the child: "Give yourself a loud cheer." Let the child think of other ways in which he/she may have celebrated achieving his/her goal.
- **Stepping stone 6:** After reading the message tell all the children: "Everyone clap, cheer loudly and shout "Well done," to encourage him/her" Ask the child how he/she felt when everyone was clapping and cheering because they had achieved their goal. Remind the children that they can encourage others by praising them when they achieve goals and by words of encouragement as they work towards achieving their goals.

Then let the next child start the stepping stones.

### **LOOKING INTO THE WORD:**

#### **Galatians 6:7b, "A man reaps what he sows"**

Ask the children if any of them know what this verse means.

### **LET'S IMAGINE:**

When we plant our fields, the crops we reap or harvest will depend on the seeds we plant.

Ask the children to close their eyes and imagine that it is the time of year for planting. Help them to imagine the following:

- If you want a crop of tomatoes to grow, what seeds will you plant?
- If you want rape to grow, what will you put in the ground?
- If you want mealies to grow, what sort of seed will you put in the ground? What will it look like?
- Will you plant only tomatoes or rape or mealies, or will you plan carefully what you are going to plant and how much?

In the same way in our lives, how we live and what we do will determine what we get out of our lives.

### **LET'S ACT:**

Divide the children into groups. If there is time, get each group to make a short drama about the topic they are given. If time is short, let the children discuss in their groups and then get each group to give feedback to the whole group.

Tell the groups that you are going to give them a topic and they must discuss/act out what will happen to a person who behaves in that kind of a way. What will they "reap" if they "sow/plant" that kind of behaviour?

Give each group a topic of the following kind:

- Someone who steals
- Someone who is always kind and friendly to others
- Someone who is rude and bullies other children
- Someone who works hard at their school work
- Someone who has always been a good and faithful friend
- Someone who is selfish and doesn't care about others

- Someone who does not listen to his parents or teachers
- Someone who works hard at their sport

**LET'S REMEMBER:**

We have been talking about having a dream for our lives, about setting goals to try to make our dream happen and about working to achieve those goals.

We have also been learning about how important it is to put God first in our lives, to do things His way and to try to please Him in what we do.

If we want to work towards good things happening in our lives, if we want to try to make our dream for the future a reality then we need to think about how we live our lives today.

What we plant or sow today will affect what we harvest or reap in the future. What sort of harvest do you want?

**LET'S PRAY:**

*Use the above ideas to guide your prayer or let a few children pray along these lines.*

LESSON 4  
**LIVING WITH HOPE**

# Less

The focus of this lesson is that children:

Psalm 146.5, "Our hope is in the Lord."

future

- Are encouraged to pursue their dreams
- Understand the hope we have in the Lord
- Are encouraged to put their hope in the Lord Jesus

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

## LOOKING INTO OUR LESSON

### LET'S TALK:

We have spoken a lot about dreams and setting goals to help us fulfill our dreams, but if we don't have real hope, it is very difficult to believe in our dreams for the future.

- Why is it important to have hope?
- How do we feel when we feel hopeless or that we have no hope for the future?
- What are some of the things that make us feel hopeless?

*Have a board or a large piece of paper and write down some of the responses.*

Some ideas: lack of finances, lack of opportunities, single parent or no parents, lack of encouragement or interest from parents/family, no good friends, economic hardships, death or illness in the family, the threat of HIV/AIDS

We want to prevent these things from destroying our dreams and goals for the future. So, what can we do?

### 1. BE ENCOURAGED:

There can be many different things that discourage us and make us feel hopeless about life and the future, but take heart; there are many stories about people who have reached for their dreams in spite of difficult and seemingly hopeless situations. Here is an example of one of these stories. *Read the following story to the group or if you know of a similar story, please feel free to use it.*

**"WE'RE ALL HERE TO LEARN"**

***"The future belongs to those who believe in the beauty of their dreams"***

## *Eleanor Roosevelt*

“Sixteen,” I said. I have forgotten the math question my second-grade teacher, Joyce Cooper, asked that day, but I will never forget my answer. As soon as the number left my mouth, the whole class started laughing. I felt like the stupidest person in the world.

Mrs Cooper gave the class a stern look. Then she said, “We’re all here to learn.”

Another time, Mrs Cooper asked us to write a report about what we hoped to do with our lives. I wrote, “I want to be a teacher like Mrs Cooper.”

She wrote on my report, “You would make an outstanding teacher because you are determined and you try hard. “ I was to carry those words in my heart for the next 27 years.

After I graduated from high school in 1976, I married a wonderful man, Ben, a mechanic. Before long, Latonya was born. We needed every bit of money just to get by. College – and teaching – was out of the question. I did, however, wind up with a job in a school – as a janitor’s assistant. I cleaned 17 classrooms at Larrimore Primary School each day, including Mrs Cooper’s. She had transferred to the school.

I would tell Mrs Cooper that I still wanted to teach, and she would repeat the words she had written on my report years earlier. But bills always seemed to get in the way.

Then one day in 1986 I thought of my dream, of how badly I wanted to help children. But to do that I needed to arrive in the mornings as a teacher – not in the afternoons to clean up.

I talked it over with Ben and Latonya, and it was settled. I would enroll at University. For seven years I attended classes in the mornings before work. When I got home from work, I studied. On days I had no classes to attend, I worked as a teaching assistant for Mrs Cooper.

Sometimes I wondered whether I had the strength to make it. When I got my first failing grade, I talked about quitting. My younger sister, Helen refused to hear it. “You want to be a teacher,” she said. “If you stop, you’ll never reach your dream.”

Helen knew about not giving up – she’d been fighting diabetes. When either of us got down, she would say, “You’re going to make it. *We’re* going to make it.”

In 1987, Helen, only 24, died of kidney failure related to diabetes. It was up to me to make it for both of us.

On May 8, 1993, my dream day arrived – graduation. Getting my college degree and state teaching license officially qualified me to be a teacher.

I interviewed with 3 schools. At one of the schools the principal said, “Your face looks so familiar.” She had worked at Larrimore more than 10 years earlier. I had cleaned her classroom, and she remembered me.

Still, I had no concrete offers. The call came when I had just signed my 18<sup>th</sup> contract as a janitor’s assistant. Coleman Place had a job for for me teaching 5<sup>th</sup> grade.

Not long after I started, something happened that brought the past rushing back. I had written a sentence full of grammatical errors on the blackboard. Then I asked students to come and correct the mistakes.

One girl got halfway through, became confused and stopped. As the other children laughed, tears rolled down her cheeks. I gave her a hug and told her to get a drink of water. Then, remembering Mrs Cooper, I gave the rest of the class a firm look. “We’re all here to learn,” I said.

*Written by Charles Slack, as told by Bessie Pender*

This story encourages us to hold onto our dreams and not to give up.

## **2. HAVE A REAL HOPE – PUT YOUR HOPE IN THE LORD JESUS**

- What are some of the things people put their hope in?
- Do these things offer real hope?

- How can putting our hope in the Lord Jesus help? Encourage the children to respond. Putting our hope in the Lord gives us a real and living hope.

*Divide the children into smaller groups – you will need a leader for each group. Each leader will each need a Bible.*

*Read through and discuss some of these Scriptures with the children. What do they tell us about hope? Choose ones that you feel are most relevant. Let some of the children read the verses.*

- **Psalm 25:3**, “No one whose **hope** is in you will ever be put to shame.”
- **Psalm 33:18**, “But the eyes of the Lord are on those who fear him, on those whose **hope** is in his unfailing love.”
- **Psalm 62:5**, “Find rest, O my soul, in God alone, my **hope** comes from him.”
- **Psalm 130:7**, “... put your **hope** in the Lord, for with the Lord is unfailing love and with him is full redemption.”
- **Psalm 146:5**, “Blessed is he whose help is the God of Jacob, whose **hope** is in the Lord his God, the Maker of heaven and earth, the sea, and everything in them – the Lord, who remains faithful forever.”
- **Isaiah 40:29-31**, “He gives strength to the weary and increases the power of the weak. Even youths grow tired and weary, and young men stumble and fall; but those who **hope** in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.”
- **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.”
- **Lamentations 3:19-24**, “I remember my affliction and my wandering, the bitterness and the gall. I well remember them, and my soul is downcast within me. Yet this I call to mind and therefore I have **hope**: Because of the Lord’s great love we are not consumed, for his compassions never fail. They are new every morning: great is your faithfulness. I say to myself, “The Lord is my portion; therefore I will wait for him.” “
- **Hebrews 6:19**, “We have this **hope** as an anchor for the soul, firm and secure.”
- **Hebrews 10:23**, “Let us hold unswervingly to the **hope** we profess, for he who promised is faithful.”

*Get each child to choose a verse or thought that was most special and meaningful to them. Let them write down the verse or parts of the verse on paper, or choose one verse as a group. Encourage them to put this paper in a special place and to read that verse often, especially when they are feeling hopeless.*

*Encourage the children to put their hope in the Lord Jesus. In Him we have a secure and everlasting hope.*

What is so special about this hope?

If we put our hope in the Lord Jesus and commit our lives to Him, then this hope is special because we have hope in:

- a God who is alive and powerful
- a God that loves us with an unfailing love
- a God who is merciful
- a God who is faithful to His word
- a God who can save us
- a God who has a good plan for our future
- a God with whom we will live forever in a glorious future

We can only be assured of this hope if we have given our lives to the Lord and put our hope and trust in Him.

*Encourage those who are Christians to rejoice in the hope that they have. Give others the opportunity to stay behind if they would like to find out more about giving their lives to the Lord. Be ready to share the gospel with them and pray with them if they are ready.*

**LET'S CLOSE:**

When times are tough, let us remember where our hope is to be found, not in the things of this world, but in the Lord Jesus. When we have a real hope, we can dream for the future and reach for our dreams.

LESSON 5  
**RESPECTING OTHERS**

# Less

The focus of this lesson is that children:

Understand the concept of respect  
Understand that everyone is worthy of respect  
Know how we can show respect to others and are encouraged to do so

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1 Peter 2: 17a, "Show proper respect to everyone: ..."  
Matthew 22:39, "Love your neighbor as yourself."

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

## LOOKING INTO OUR LESSON

### LET'S TALK:

We've spoken about our dreams, about goals and about hope. As we live out our lives and work towards our dreams there are a whole lot of different people we relate to. Today we are going to talk about respecting other people.

*Have a blackboard, flip chart or piece of paper to write down some of the responses to the following question:*

- What is respect? What does it mean to respect someone?

*First let the children respond and then add some of these ideas:*

Respect is a feeling of deep admiration for someone, it means regarding the feelings and rights of others, appreciating and accepting individual differences, treating people politely, not taking advantage of others. If we respect people we will not abuse, humiliate or hurt them or treat them badly.



- Who is worthy of respect?

*Let the children give their responses first.*

It may be easier to respect some people more than others and there will be some people that we respect very highly.

- What sort of person is easy to respect?
- What sort of person is difficult to respect? Do you think we should still respect them?
- Should we respect everyone? Why?

The Bible says that we are all created by God (Genesis 1:27, Isaiah 64:8) and that we are made in the image of God (Genesis 1:27) – not some of us, but all of us. The Bible also says that God loves us – not some of us, but all of us. Therefore, every person is worthy of respect. This doesn't mean that we have to like everyone, it doesn't mean that we have to do whatever anyone tells us to do, but it does mean that we should treat all people with respect.

**1 Peter 2: 17a, "Show proper respect to everyone: ..."**

### **LET'S DISCUSS:**

*Divide the children into groups. We are going to talk about 4 different aspects of respect. Give the children a few moments to discuss each topic and then let a spokes-person from each group share with everyone one of the points from their discussion. Limit their feedback to one sentence each and encourage the groups to choose a different spokes-person for each topic. Add some of the ideas suggested below if necessary.*

- **How can we show respect for ourselves?**  
Ideas: taking care of personal appearance and hygiene; standing up for what you believe, sharing your ideas and opinions even if they differ from everyone else's...
- **How can we show respect for our parents and those in positions of authority? e.g. teachers.**  
Ideas: treat them politely, be courteous, obey them, co-operate with them. *Once you have got their feedback ask the children' "Does this mean that you have to do whatever they ask you to do?" It is very important that the children understand that although we are required to show the proper respect for everyone it does not mean that we have to do anything they ask us to do.* There are people who may try and use us or abuse us in some way or ask us to do something we know is wrong. Showing respect does not mean that we have to comply with these kinds of request or behaviours. A healthy self-respect will help us to do what is right, we can ask the Lord to help us and we can talk to another adult if we are concerned or afraid.
- **How can we show respect for those around us?**  
Ideas: be polite in the way you speak to others and in the way you treat them, listen to what others have to say, accept that others may have opinions and ideas that differ from yours, never do things to other people that may hurt them or make them feel unhappy or uncomfortable, consider other people's feelings.
- **How can we show respect for our work?**  
Ideas: complete homework and assignments on time, don't cheat, do your best, pay attention in class, listen to what your teachers and other students in your class have to say.

### **LOOKING INTO THE WORD:**

Jesus says in **Matthew 22:39**, "**Love your neighbour as yourself.**" This verse is telling us that we should do to others as we would have them do to us. This is something we should always remember. This is a wonderful guide for us in our dealings with others. If we apply it, it will help us to do what Jesus tells us to do in this verse, to love our neighbour (those around us) as much as we love ourselves. Never treat others in a way that you wouldn't like to be treated.

If we treat others with respect and love, they will often begin to give us the respect we desire. This might not always happen but the Bible tells us very clearly how we should be treating others: with the proper respect (1 Peter 2:17a) and with love (Matthew 22:39)

**LET'S DO:**

*Encourage each child to think of someone that they find difficult to respect or someone to whom they know they don't give the proper respect that they should.*

*Once they have thought of someone, encourage them to think of practical ways in which they can show them the proper respect due to them. It might help to give them some practical ideas.*

**LET'S PRAY:**

*Give each child to time to pray quietly about showing respect to the person they have thought of. Then close in prayer, reminding them of what they have learned and encourage them to put it into practice.*

LESSON 6  
**DEALING WITH DISABILITY**

# Less

The focus of this lesson is that children:

- Are challenged about how they view and treat those who are disabled in some way
- Are challenged to treat disabled people in a way that is pleasing to the Lord – to show love and compassion, not to judge or be fearful, not to underestimate their capabilities
- Are reminded that we are all created and loved by God and are, therefore, all worthy of love and respect.

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1 Peter 2: 17a, “Show proper respect to everyone...”  
Exodus 4:11, “The Lord said to him, “Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord?”

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

## LOOKING INTO OUR LESSON

### LET'S TALK:

In our last lesson we spoke about the importance of respecting other people.

Who can tell us what it means to respect someone or to show respect?

*Respect is a feeling of deep admiration for someone, it means regarding the feelings and rights of others, appreciating and accepting individual differences, treating people politely and courteously, not taking advantage of others.*

*If we respect people we will not abuse, humiliate or hurt them or treat them badly.*

Today we are going to talk about a special group of people who are as worthy of our respect as everyone else is. We are going to talk about people who are disabled in one way or another.

*Be sensitive as you deal with topic as there may be children in the group who are disabled in some way.*

- What does it mean when we say someone is disabled?  
The dictionary defines it as someone who has a physical or mental condition that limits a person's movements, senses or activities
- What sort of disabilities can people have?  
Blindness, deafness, unable to speak properly (dumb), lame, mental conditions, difficulty using arms or legs properly, paralysis etc.
- How do you feel when you see someone who is disabled? *Encourage the children to be honest.*
- Why do you think people treat people who are disabled differently?  
Examples – fear, superstition, shyness.

### **WHAT WOULD JESUS DO:**

*Have three big strips of paper with the following headings. As you deal with each of them in the lesson stick them up where all the children can see them:*

- *Show love and compassion*
- *Don't judge or be fearful*
- *Don't underestimate their capabilities*

### **SHOW LOVE AND COMPASSION**

How did Jesus view people with disability? The Bible is full of examples of how Jesus showed love and compassion to those who were sick or disabled. There are many stories of how Jesus healed these people. Jesus still heals people today but there are many people who aren't healed. What is important for us to learn from Jesus is how he responded to people with disability – he didn't ignore or avoid them, he didn't fear them, he didn't treat them with less respect. Instead we see that Jesus showed them love and compassion, we see Him reaching out to them.

### **DON'T JUDGE OR BE FEARFUL**

There is no reason to show fear or superstition when we meet people who are disabled. Look at the difference between Jesus' reaction and the reaction of the disciples to the man born blind in John chapter 9.

#### **Mini drama:**

*The children will hold their positions while you narrate the story.*

*Have one person act as the man born blind – have him/her sitting somewhere*

*Have a group of children act as the disciples – have them all pointing at the man born blind.*

*Have one child act as Jesus, who goes up to the man and reaches out and puts his hand on the man's shoulder.*

*Narrate:*

**As he went along, he saw a man blind from birth. His disciples asked him, "Rabbi, who sinned, this man or his parents, that he was born blind?"**

**'Neither this man nor his parents sinned' said Jesus, 'but this happened so that the work of God might be displayed in his life.' John 9:1-3**

And the story goes on to tell us how Jesus healed him.

### **DON'T UNDERESTIMATE THEIR CAPABILITIES**

Never underestimate those who are disabled. Just because they may be limited in a certain way does not mean that they are limited in every way. Disabled people can have special abilities in other things. Many people assume that because someone can't see or walk or hear that they are stupid or slow. Many people with disabilities are perfectly intelligent and are able to learn and achieve intellectually if given the opportunity.

Here is a story about a disabled girl who had a very special ability and because of her determination was able to achieve in a wonderful way.

It was September 17, 1994 – the final night of the seventy-fifth Annual Miss America Competition. Before the evening ended, a new Miss America would be announced. The five finalists had been selected. Anticipation hung heavily in the hall as families, friends and supporters of the competition waited anxiously for the announcement naming Miss America 1995. The five finalists stood smiling on the stage with the host of the show. They all looked elegant in their evening gowns, and each one maintained a poised stage presence in spite of the obvious excitement.

One of the finalists was Miss Alabama, Heather Whitestone. Heather had been deaf since she was 18 months old, when she fought for her life against a serious illness that left her in a world of silence. During the talent phase of the competition, she had proven her slogan, “Anything is Possible!” For her performance, she danced to Sandi Patty’s “Via Dolorosa” – music she could not hear – and drew repeated ovations (applause) from a spellbound audience.

For Heather, the dream to win the title of “Miss America” did not begin four years earlier when she competed in her first local competition. The seeds of that dream were planted almost twenty years earlier in an Alabama hospital.

While she was growing up, things most people took for granted every day were challenges for Heather. During her primary school years, she had huge challenges communicating. For years Heather worked until late every night to overcome these disadvantages. She believed even then that God had a plan for her. Actually, Heather fooled even her doctors, who had predicted she would never go beyond third grade in her studies. She showed them! She got A’s and B’s in college.

All her life Heather had challenged the limitations of her disability. Who would have guessed a little deaf girl could become a ballerina (dancer)? But Heather was determined in her ballet classes. For years she practised, sometimes several hours a day, with a teacher who could hear the music. During these lessons, Heather taught herself to feel the vibrations of the music and counted her way through the steps of a dance.

Now, on national television, Heather had danced across a stage in Atlantic City and into the hearts of millions of Americans. Finally, the moment everyone had waited for arrived. The scores had been counted, and during the break, one of the judges handed the host an envelope with the results. Heather held tightly to her dream as she and four other young women faced their destinies with their hands clasped together.

The host opened the envelope and held the card in front of him as he read, “Fourth runner-up....Miss Indiana.” The audience applauded and cheered. Once the noise had died down, “Third runner-up...Miss Georgia.” More applause and cheers.

Three contestants remained at centre stage holding hands.

“Second runner-up....Miss New Jersey,” the host read.

After the applause died down, a hush fell over the audience as they awaited the moment they had all come for.

“Here we are now. Down to two. That leaves Miss Alabama and Miss Virginia. This is it, everybody! Ladies and gentleman, the first runner-up is...Miss Virginia. And the new Miss America 1995, Miss Alabama, Heather Whitestone!”

Thirteen thousand people rose to their feet in a standing ovation.

Meanwhile, Heather hadn’t been able to read the host’s lips as he announced the winner. She didn’t realise what had just happened. Then the runner-up turned to face Heather. She pointed her finger at her and mouthed, “It’s you!”

For the first time in the competition’s seventy-five year history, a woman with a disability was crowned Miss America.

As Miss America, Heather spoke to thousands of young people across the United States, encouraging them to be all they can be. She told them, “If you can dream a dream, you too can accomplish it according to God’s will.” Of course, that does not mean that every wish a person has will be fulfilled. But God gives each person talents, skills and interests, and He uses those to show people what they can do for Him.

Heather told her audiences, “He promises that, “he who began a good work in you will carry it on to completion until the day of Christ Jesus.” I pray that you will recognize the need for God’s help and believe in miracles from Him. Hold fast to God’s words and His strength through Jesus, and watch your dreams come true.”

(From: Growing Little Women, by Donna J. Miller)

So, let’s never underestimate the capabilities of someone who has a disability.

**LET’S MAKE AN EFFORT:**

The Bible says that just as God made those who can see and hear, so He also made those who are blind or deaf.

**Exodus 4:11, “The Lord said to him, “Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord?”**

Last week we read from Scripture that we need to show proper respect to everyone. That everyone has been made in the image of God and is loved by God. Although we often don’t understand why God allows disability, we need to remember that disabled people are as worthy of our love and respect as anyone else. Remember the saying, “What would Jesus do”, when you relate to people who are disabled.

*Discuss these questions as time allows or just get the children to think about it.*

- How can we make disabled people feel more part of the community? If there are disabled people in their school or community, help them to think of some practical ideas.
- How we can show love and acceptance to those who are disabled? *Encourage the children to think of something practical they will do when next they come into contact with someone who is disabled. It might be something as simple as deciding to greet them.*

**LET’S PRAY:**

Thank you, Lord, that you have made each one of us. Help us to respect and treat others in a way that is pleasing to you. Help us to make an effort towards those who are disabled in some way – to show them that we love and accept them.

LESSON 7  
**CULTURAL VALUES**

# Less

The focus of this lesson is that children:

- See how they should conduct themselves in their culture
- Are encouraged to value and appreciate their culture
- Are encouraged to conduct themselves in a way that is pleasing to the Lord

**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

Today we are going to look at some of the cultural values that children in Zimbabwe, particularly Shona children, need to observe. It is important to remember that culture is something that can change and vary with time and in different areas. Our culture is important – it influences who we are how we behave. It binds us together and gives us an identity.

*Leaders, do be aware that this lesson will vary somewhat in different areas and in urban and rural areas. Make the lesson appropriate for the children in your area.*

*We will deal with the lesson by using a number of short dramas, each of which will highlight or teach a particular cultural value. After each drama, one of the children in that drama must step forward and tell the group in one clear sentence what the cultural value is – for example, a drama that shows the proper way for a child to receive a gift. The child could say something like, “Children should show proper thanks when given a gift”*

## LET’S ACT:

*Divide the children into groups. Ideally there should be enough groups to cover all the dramas. If the group is very small and there is time, each group could do two dramas. If you cannot cover all the dramas in the lesson, choose the ones that are most appropriate and just mention the cultural values that are not covered when you do the wrap-up for the dramas.*

*Tell the children that each group will be given a scenario. They must discuss the correct cultural way of behaving in that scenario and come up with a drama that will demonstrate that cultural value to the group. At the end of the drama, one of them must tell the group in their own words what the cultural value is. If there is more than one cultural value then another child can tell the second one.*

*It would be ideal to write out these scenarios and give one to each group. It would be easier than trying to explain to each group what they have to do.*

*As each drama is completed, get one of the volunteers to write the cultural value/s on a board or big piece of paper for all the children to see.*

### **Scenarios:**

- A child/children enter(s) the house to find that some elderly friends of their parents are visiting.  
**The drama must show the following cultural values:**
  - Greeting elderly people with respect
  - Being helpful
- A situation in the home where a child is advised to do something by the parents, aunt, grandmother or grandfather. The drama must show how the child responds and obeys.  
**Cultural values:**
  - Obeying advice from family members
  - Showing good behaviour and character
- A drama showing the types of household chores that girls should do and how they should go about doing their chores. Girls should help in the home even if there is a maid.  
**Cultural value:**
  - Children should help with home chores
- A drama showing the types of household chores that boys should do and how they should go about doing them.  
**Cultural values:**
  - Children should help with home chores
  - Children should be hard workers
- A scene with girls playing together. There might be some girls nearby but they are not playing with them. Show how they might be friendly to others by inviting them to come and play.  
**Cultural values:**
  - Girls should play with girls
  - Girls should be friendly to other girls
- This drama can show a group of girls who can act as though they are not appropriately dressed and who are behaving inappropriately, flirting with the boys, to show that the opposite behaviour is the culturally appropriate way.  
**Cultural values:**
  - Girls should remain girls by respecting their bodies and behaving appropriately.
  - No love affairs while at primary level
- A scene with boys playing together.  
**Cultural values:**
  - Boys play together with boys
  - Children should be given time to play



- The children have visitors coming for a meal. The drama must show the proper way that children should greet visitors and how they should behave during a meal.  
**Cultural values:**
  - Children should be able to greet visitors
  - Children should not talk during a meal
- A child needs to talk to their parent or teacher who is busy talking to someone else. Have 2 short dramas. One should show how a child rudely interrupts the adults who are busy in conversation. The other drama can show the right way.  
**Cultural value:**
  - Children should not interrupt adults who are busy in conversation
- This drama can show a child being given something and how they should respond.  
**Cultural value:**
  - Children should show appropriate appreciation for gifts
- An adult gives a child/children an instruction and how they go about following that instruction.  
**Cultural value:**
  - Children should be able to follow instructions
  - Children should consider all men and women as mother and father
- This drama must show a child being given a warning or being reprimanded and how they should respond.  
**Cultural value:**
  - Children must have a spirit of humility to be able to accept a warning or a rebuke
  - Children should follow warnings given by adults
- This can show a child or group of children who need to pass before an adult and the proper manners they should show.  
**Cultural values:**
  - When passing before an adult, children should say excuse me
  - Children should consider all men and women as mother and father

*Now draw their attention to the board with all the cultural values.*

Why do we behave in these ways?

It is important to respect our culture and value the good things in our culture. Many of these values are biblical.

*You can show the children how these Scriptures apply to some of their cultural values.*

**Ephesians 6:1, “Children, obey your parents in the Lord, for this is right. Honour your father and mother...”**

**This is all about being obedient and treating our parents with proper respect**

**Leviticus 19:32, “... show respect for the elderly”**

**Titus 3:2, “...show true humility towards all men.”**

**1 Peter 2: 17a, “Show proper respect to everyone.”**

**Matthew 22:39, “Love your neighbour as yourself.”**

### **LET’S PRAY:**

As we look at the things that are expected from you as children in our culture, we can ask the Lord Jesus to help you to be children who are pleasing to God.

**Philippians 1:27, “Whatever happens, conduct yourselves in a manner worthy of the gospel of Christ.”**

Let’s ask Jesus to help us to behave in this way.

LESSON 8  
**GOOD FRIENDS**

# Less

The focus of this lesson is that children understand that:

Joshua 1:5, "... so I will be with you; I will never leave you nor forsake you."  
Ecclesiastes 4:9-12,  
Two are better than one, because they have a good return for their work:  
If one falls down, his friend can help him up  
But pity the man who falls and has no one to help him up!  
Also, if two lie down together, they will keep warm.  
But how can one keep warm alone?  
Though one may be overpowered, two can defend themselves.

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

## LOOKING INTO OUR LESSON

### LET'S TALK:

- Which of you enjoys spending time with your friends?
- Why?
- Why do we need friends?

There is a passage in the Bible that speaks about the value of friendship and how two people together are better than one person on their own.

### **Ecclesiastes 4:9-12**

**Two are better than one, because they have a good return for their work:  
If one falls down, his friend can help him up.  
But pity the man who falls and has no one to help him up!  
Also, if two lie down together, they will keep warm.  
But how can one keep warm alone?  
Though one may be overpowered, two can defend themselves.**

Friends are very special people in our lives.

### LET'S ACT:

Make sure the children understand the different parts of the verse.  
Then choose an action for each statement and teach it to the children. They will probably need to be in pairs to act it out. Ideally put friends together in pairs.  
Then as you slowly read the verse aloud, they must all do the actions for each section of the verse. Do it a few times if necessary – in this way they will remember the verses better.

### **WHAT IS A GOOD FRIEND?**

Divide the children into small groups of children of similar age and sex. Get each group to come up with an advert for a friend, something like this:

**Friend wanted for a \_\_\_\_\_ year old girl/boy. This person must be**

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Encourage them to choose only a few qualities that they think are particularly important for a good friend to have e.g. kind, caring, helpful, trustworthy, loyal, honest etc.

Give them a few minutes to do this. They can write it down on paper if you have paper and pens/pencils.

Then let each group share one of the qualities that they wrote down on their advert with everyone. Write the qualities down on a blackboard or on a big piece of paper that everyone can see, with the heading, "Qualities of a good friend."

Once you have finished you should have a number of different qualities of a good friend written down. If necessary add a few to the list – you could suggest a few and see if the children agree with you and then add them to the list.

**Suggestions:** those mentioned above, understanding, forgiving, sharing, fun to be with, rich, encouraging, good at sport, popular, clever, good-looking, listens, funny...

Now read through the list that you have on the board and then ask the children to help you highlight which ones are really the most important kinds of qualities that make a good friend. Circle or underline these qualities in another colour.

### **GOOD FRIENDS BUILD EACH OTHER UP:**

This is a little quiz you can do with the children as a group. Ask the following questions and get them to shout out with a yes or no answer. The purpose of this is to highlight some of the characteristics of true friendship. If some of the answers are not a clear yes or no, stop and discuss them.

- Do good friends stand up for one another? YES
- Do good friends share personal thoughts and feelings? YES
- Do good friends ever laugh at their friends' feelings or ideas? NO
- Does a good friend forget about the other when things are difficult? NO
- Do good friends ever fight, argue or disagree? YES
- Do good friends like you even though they know some of the not-so-nice things about you? YES
- Does a good friend have to be good looking and dress nicely? NO
- Do good friends talk behind each others' backs? NO
- Do good friends stick together even when one is going through a tough time? YES
- Does a good friend have to be popular? NO
- Does a good friend have to be top of the class or good at sport? NO

**Good friends build each other up** – both through their words and their actions!!!

Check that the children understand what it means to build a person up ie. say and do things that encourage that person to be the best that they can be.

### **BUILDING FRIENDSHIPS:**

Sometimes you may want to be someone's friend but they reject your offer of friendship. Sometimes the way we behave or the way we treat others can be the problem.

Last year we learned that: **"To have a friend, you have to be a friend"**

Do you think this is a true saying?

*Have all the children repeat this together a few times and reinforce it during the lesson and over the next few lessons.*

*If you have a plant or a picture of a plant that you can use to help illustrate this point, bring it along to the lesson.*

We need to learn to cultivate friendships like caring for a young plant which will one day flower and bear fruit. Just as there are things we do to care for a young plant, so there are things that we can do to cultivate friendships - for example being loving and caring, having a ready smile, being accepting of others, being willing to listen, being polite and respectful. We have looked at many of the characteristics of a good friend today. We can try to develop some of these qualities in ourselves so that we can be better friends.

Sometimes we don't want to trust others because we are afraid of being hurt or rejected. But remember, we have a most faithful friend who will never hurt or reject. He will be with us always, wherever we are, and He will never leave us or forsake us. Who is this friend?

Yes, Jesus is the most faithful friend we will ever have. If you have invited Jesus into your heart and have given your life to Him then you have a forever friend in Jesus.

*Invite children who have not given their lives to Jesus to come and talk to one of the leaders after the meeting if they would like to talk about it.*

**Joshua 1:5, "... so I will be with you; I will never leave you nor forsake you."**

The Bible also tells us about **"a friend who sticks closer than a brother," Proverbs 18:24**

### **LET'S PRAY:**

Let's thank Jesus for the faithful friend that He is, a friend who will never fail us.

Let's ask Jesus to help us to choose our friends carefully and to be the kind of friends that we would like to have.

*Encourage a few children to pray along these lines and then close in prayer.*

If there is time, repeat the actions along with Ecclesiastes 4:9-12.

## LESSON 9 **BUILDING DEEP FRIENDSHIPS**

# Less

The focus of this lesson is that children:

Proverbs 17:17, “A friend loves at all times.”

- Understand the characteristics of a genuine friendship
- Learn to evaluate whether a friendship is genuine or artificial
- Are encouraged to develop into more genuine friends.

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

## LOOKING INTO OUR LESSON

### LET’S TALK:

Last week we spoke about what it means to be a good friend. Today we are going to look at how we can build deep friendships.

In the Shona culture we have the concept of “usahwira”.

Who knows what “usahwira” means?

Usahwira is a deep friendship that can bind people together, even closer than a brother or sister. The sahwira is trusted and confided in. A rebuke can even be received by one’s sahwira without taking offence. Your sahwira will stand together with you in joy and in trouble.

(“Ubangane” in the Ndebele culture, but this relationship is not as strong)

Why do you think a friendship like this is valuable in life?

How can a friend like this help you to be the best that you can be?

Which of you would like to enjoy this kind of friendship in life?

Well, friendships like this don’t usually just happen, we have to work towards it.

What does it take to build this kind of friendship with someone? - someone who will build us up and encourage us to be the best that we can be.

We are going to listen to a story that illustrates this kind of friendship and then we will look at how we can try to build friendships like this.

### LET’S LISTEN:

Thabo and Fazel were best friends. From the time they were young boys they had always played together. As they grew up they continued to do things together and studied together and they became very close. They trusted each other completely.

Faziel was an outgoing and enthusiastic man and he would often give speeches in public. He would tell the people that no king should have absolute power over his people. When the King of the land heard about Faziel's speeches, he became very angry. He called Faziel and Thabo to appear before him. When they arrived, the King demanded that Faziel take back what he had said. Faziel answered, "I can't do that. All I speak is the truth and no one should be stopped from speaking the truth."

The King became even more angry and decided to put Faziel to death for treason. Faziel still would not change his views, but he asked the king for permission to go home and set his things in order before he was executed.

The king was unwilling to let him go, "If I let you leave the city to go home, you will never come back!"

Faziel assured the king that he would return. "I will leave a pledge to guarantee that I will return," he said.

"What will you leave as a pledge to guarantee your return?" asked the King.

As this point, Thabo came forward, "I will be the pledge," he said. "Everyone knows about our friendship. You can be sure that he will return as long as you keep me in prison."

"Do you realise," said the King to Thabo, "that if Faziel does not return within the set time, I will execute you in his place?"

"I do understand," said Thabo. "Faziel will return because he has given his word."

So Faziel left for his home and his friend Thabo was thrown into prison. Several days passed and the King went to see Thabo in prison. "Your friend has still not returned," he laughed, "What do you think of him now?"

"He will return," said Thabo. "I trust him completely."

The king shook his head and left him. A few days later he returned to Thabo's cell. "The time is almost up," he said. "I don't think Faziel, your friend, will return. You were a fool to believe him."

Thabo looked at the King and replied, "If it is at all possible, Faziel will return. He must have had some unexpected trouble on the way."

The King was amazed at Thabo's confidence in his friend. But the day came for him to be executed and Faziel had still not returned. The executioner brought Thabo up from the prison and the King asked him, "Do you still call Faziel your friend?"

Thabo smiled and replied, "Yes, Faziel is my friend."

Just then, the doors flew open and in came Faziel. He looked terrible. His clothes were torn, his body was bruised and bloody, and he was filthy. He stumbled forward and fell into Thabo's arms. "I made it in time!" he exclaimed. "I'm so glad you're still alive. I was in an accident and then ran into thieves on the road. But I knew I just had to keep on going." Faziel turned to the king, "I am ready for my execution."

The King was amazed. He had never seen such loyalty and trust. He cancelled the execution and announced that he would let them both go free. "But first," he said to Faziel and Thabo, "will you do me a great service?"

"What can we do?" asked the friends.

"Please show me how I can be part of a friendship like yours."

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Isn't that an amazing story?

### **CHARACTERISTICS OF A GENUINE FRIENDSHIP:**

What are some of the characteristics of genuine friendship that are illustrated in the story?

*List the characteristics the children mention on a board or large paper.*

Ideas:

- Loyalty (make sure the children understand what this means)
- Commitment to one another
- Trust
- Love and concern
- Willingness to sacrifice
- Keeping your word

Now we are going to try and help Faziel and Thabo to answer the King's question: "How can I be part of a friendship like that?"

*Divide the children into groups and give each group one of the characteristics that you have written down. Each group has to develop a plan of action that the King can use to improve himself in that area. Encourage them to come up with some practical ideas.*

*Give them a few minutes and then let each group report back. You could choose someone to act as the King and seat him at the front of the group. Let him ask the question: "How can I be part of a friendship like that?" Then let a spokesperson from each group come up and answer the King's question.*

### **FRIENDSHIP – GENUINE OR ARTIFICIAL:**

A genuine and deep friendship is something to be treasured, but not all friendships are true.

Some people, who may claim to be our friends, are not really friends at all.

What are some of the things that might warn us that a friendship is not a true or genuine friendship?

Ideas:

- Lack of honesty
- Using a person for one's own gain
- Not keeping their word
- Only acts as a friend when it suits them
- Lack of commitment
- Putting pressure on you to lower your standards or do something you would not normally do
- Gives in to you all the time – does not stand up for him/herself
- Wants to be your friend because of things that you have

We need to guard against "friends" like this because they will never be genuine friends.

Remember what we learned about good friends: good friends build each other up and encourage each other to be their best.

### **BUILDING GENUINE FRIENDS:**

Last week we were reminded that: **To have a friend, you have to be a friend.**

*Get the children to repeat it out aloud a few times.*

*Draw their attention to the blackboard or paper on which you have written the characteristics of genuine friendship.*

We have looked at some of the characteristics of a genuine friendship, but this is not always the case. We can't ever change other people and we can't make them be the kind of friend we would like them to be, but we can change our own actions. With God's help we can develop into people that others will want as friends.

*Give each child a piece of paper. Tell them to choose 5 of the characteristics that they think are the most important in a genuine friend and then write them down on their pieces of paper.*

*Then tell the children to evaluate themselves according to the 5 qualities they have chosen. The following questions are a guide:*

- Look at each quality you have written down and ask yourself: Am I good at this? Am I this kind of friend? Write a Yes or No next to each one.
- The older children could rate themselves out of 5. 1 is a poor score and 5 is a good score.

*Encourage them to think of some practical ways that they can improve in these areas, just as we thought of practical ideas to help the King.*

The most important thing we can ever do for our friends is to love them. If we really love them, then these other qualities will grow out of our love for our friends.

**Proverbs 17:17, "A friend loves at all times."**

*Get the children to stand up and recite the verse together a few times or use one of the other methods for teaching a memory verse.*

#### **LET'S PRAY:**

Ask the Lord to help you to increase your love for your friends and to action your love out by choosing to be a better friend. Think of the 2 areas of friendship that you want to improve in and ask the Lord to help you to become better in those areas.

Remember that Jesus is the most genuine friend we can ever have. He is always with us, always there for us and ready to listen and help, he always loves us, and is always ready to forgive. He can help us to develop genuine friendships and to be a genuine friend.



LESSON 10  
**LOVE AND RELATIONSHIPS**

# Less

The focus of this lesson is that children:

Ephesians 5:1-2, “Be imitators of God... and live a life of love, just as Christ loved us and gave himself up for us...”

1 Corinthians 13:4-8, “LOVE is patient and kind, LOVE is not jealous or boastful. LOVE is not arrogant or rude, LOVE does not insist on its own way. LOVE overcomes anger and is not resentful, LOVE does not take delight in wrong but rejoices in truth. LOVE bears all things, believes all things, hopes all things, endures all things. LOVE never ends.”

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

## LOOKING INTO OUR LESSON

### LET’S TALK:

We have been talking a lot about friendship. We have looked at the qualities of a good friend; we have talked about genuine friendships and about how we can be a true and genuine friend.

Today we are going to see just how important love is in any relationship that is true and meaningful. Last week we learned from **Proverbs 17:17** that, “**A friend loves at all times.**”

- Who thinks they know that verse well enough to say it for us? Then get the children to repeat it together a few times.
- What do you think it means to love our friends at all times?

The Bible also says, “**Be imitators of God... and live a life of love, just as Christ loved us and gave himself up for us...**” **Ephesians 5:1-2**

So, what do you think it means to live a life of love?

How will this show in our friendships and relationships?

### LET’S THINK ABOUT LOVE:

- Do we need love to survive? Why/Why not?
- Whose love do we need? Why?

- What does the word “love” mean? What are some of the things/people we say we love?  
Examples:  
I love chicken and chips, I love sweets, I love my cat/dog, I love playing soccer, I love God/Jesus, I love it when it rains, I love my mother, I love my boyfriend, I love my friend, etc.
- We use the word “love” in many different ways, but what do we really mean when we say that we love someone?

### **A GENUINE KIND OF LOVE:**

We have been talking about friendship and how a friend loves at all times. But how can we develop a genuine love for our friends?

It is important to understand the difference between conditional and unconditional love if we want to develop a genuine love for our friends.

Does anyone know the difference between conditional and unconditional love?

**Conditional love** is when we love someone **because** of something they have or do, or **if** they do certain things for us or behave in a certain way.

*On a blackboard or piece of paper write the following:*

I love you **because**....

I love you **if**....

*Then encourage the children to come up with some examples of each of these and write them down in the space below each phrase. For example:*

I love you **because**...    you are beautiful  
  you are rich  
  you are the best in the team

I love you **if**...                you always lend me money  
  you always give me things  
  you are always happy  
  you always do what I want

Do you think this is the kind of love that will build a genuine friendship?

**Unconditional love** is the way in which God loves us. He loves us just the way we are, He loves us because we are who we are and not because of certain things or if we do certain things.

This kind of love means loving a friend even if there are things you don't always like about them.

What might some of these things be? Ideas

- Don't like the same music
- Disagree about certain things
- Our friend might have a bad temper
- Our friend might be very shy

Can we still love our friends in spite of these things? Do you think there are things about you that your friends might not like so much?

We all have our faults and weaknesses, but a true friend will love us in spite of them.

A genuine friend loves at all times.

### **LET'S PLAY - LOVE SHOULD BE OUR AIM:**

If we are going to “**Be imitators of God... and live a life of love,**” **Ephesians 5:1-2** we need to decide to make love the goal of our lives.

What are some of the things that people make the goal of their lives?

Ideas: sport, success, wealth, popularity, sex...

If we are Christians and have made the Lord Jesus the Lord of our lives then we need to do as this verse says and live a life of love.

*Have the following words written on pieces of paper, which different children will hold: LOVE, SPORT, SUCCESS, WEALTH, POPULARITY, and SEX. Have a few blank ones on which you can write any other goals the children may have come up with.*

*Choose as many children as you need to hold up these pieces of paper and get them to come up to the front. Each of these children must act as though they are a goal post with the name of their goal clear for everyone to see. Place the goal, "LOVE" somewhere in the middle of the other goals.*

*Then ask if there are any children who really want to make love the goal of their life. Choose a few to come up to play the game. Give them a ball and then tell them to aim at the goal that they have chosen. As they are aiming, the other goals must jump up and down... and try and distract the child who is about to throw. Encourage the child to focus on their goal and aim the ball well. Remind the children as you play the game a few times that it is the same in life. In our hearts we may choose to make LOVE our goal, but there are many other potential goals that will distract us and try to draw us away from the goal that the Lord Jesus really wants from our lives. We need to ask the Lord to help us to keep focused on the goal of love.*

### **LET'S LOVE:**

We have spoken about unconditional love. We have learned that the Bible tells us that we should live a life of love.

1 Corinthians 13 is a passage in the Bible all about love that really helps to give us a picture of this kind of love in action.

#### **1 Corinthians 13:4-8:**

**LOVE is patient and kind**

**LOVE is not jealous or boastful**

**LOVE is not arrogant or rude**

**LOVE does not insist on its own way**

**LOVE overcomes anger and is not resentful**

**LOVE does not take delight in wrong but rejoices in truth**

**LOVE bears all things, believes all things, hopes all things, endures all things**

**LOVE never ends**

*First, read the passage slowly to the children – make sure they understand it all.*

*Then read it again with the word, "GOD" in the place of "LOVE"*

*Then read it one more time and encourage the children to say their own name out loud in the place of "LOVE"*

*As they do it, encourage them to think about which of those phrases they are least good at in their friendships. Afterwards give them some time to ask the Lord to help them to improve in that area. If there is time and if you are able, let the children all write down on a small piece of paper, the part of the verse that they have chosen to work on. They can put it in their own words, but encourage them to write down the reference.*

### **LET'S PRAY:**

Thank you Lord for our friends. Help us to develop a genuine love for our friends and to build deep and lasting friendships. Please help us to build friendships that are based on unconditional love for one another. Help us to live lives of love and to put into practice what we have learned today.

LESSON 11

# UNHEALTHY RELATIONSHIPS AND PEER PRESSURE

## Less

The focus of this lesson is that children:

Psalm 138:3, "When I called, you answered me; you made me bold and stouthearted."

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

### LOOKING INTO OUR LESSON

#### LET'S TALK ABOUT FRIENDSHIPS:

We have talked a lot about friendship over the last few weeks.

*Before the lesson, write down the following words on separate pieces of paper:*

FRIENDSHIPS, GENUINE, ARTIFICIAL, NOT TRUE, HEALTHY RELATIONSHIPS, UNHEALTHY RELATIONSHIPS, CONDITIONAL LOVE, UNCONDITIONAL LOVE, GOOD INFLUENCE, BAD INFLUENCE

*Have one child come and stand up in the front in the centre and hold up the paper that says, "FRIENDSHIPS."*

*As we go through the things we have learned about friendships, different children can come up to hold up the various relevant pieces of paper. Have all the qualities of a good friendship on one side and all the qualities of poorer friendships on the other side.*

*You can do this on a blackboard, but it is nice to involve the children.*

We have spoken about **genuine friendships** that are **true** and we have also spoken about friendships that are **artificial** and **not true**. We want to build **healthy relationships** and we need to be careful of **unhealthy relationships** in our lives.

Last week we looked at the difference between friends whose love is **conditional** and friends whose love is **unconditional**, like God's love.

- Who remembers the difference between conditional and unconditional love?

We have also learned that friends build each other up.

We all know that our friends can influence us. Friends can have a **good influence** on us or they can have a **bad influence** on us.

Over the next two lessons we will look at how we can avoid people having a bad influence on us and how we can have a good influence on others.

*The group or blackboard should look something like this:*

FRIENDSHIPS	
GENUINE, TRUE	ARTIFICIAL, NOT TRUE
HEALTHY RELATIONSHIPS	UNHEALTHY RELATIONSHIPS
UNCONDITIONAL LOVE	CONDITIONAL LOVE
GOOD INFLUENCE	BAD INFLUENCE

*Go through the qualities in each group and then ask the children:*

- What sort of friends do you want?
- What sort of friend do you want to be to others?
- Whose love and acceptance do we want?

### **LET'S DARE TO BE DIFFERENT:**

Today, we are going to learn how to stand up to the negative pressures and bad influences that might come our way.

- What sort of things might you do because your friends wanted you to do them? Ideas: cheat, copy someone's homework, steal something, smoke, bully someone
- What are some of the results of these behaviours?

We all need to develop the courage to stand up for what is right – we need to **dare to be different!** If we are followers of Jesus it is important that we do what is right and pleasing to Him. We need to develop the courage to say No when people are wanting us to do something we wouldn't normally do or something we don't want to do.

Scripture Union has a wonderful little rhyme/rap:

#### **Dare to be different**

Dare to be different, be the first to say no  
Dare to be different, show them which way to go  
Dare to be different, don't follow the crowd  
Dare to be different, stand up and be proud!

*You can choose some actions to go with it and teach it to the children. Go through it with them a few times.*

Who thinks it can be very difficult to say no and not to follow the crowd?

Yes, it is hard but remember that Jesus is on our side and He is always there to help us and to give us the courage we need to stand strong. Remember that in situations like this it can be helpful to ask the question, "What would Jesus do?"

To help you to say no we are going to learn about, "**Say NO sandwiches**"

This is another wonderful idea from Scripture Union.

Who knows what a sandwich is?

A sandwich consists of two pieces of bread with something in the middle.

*Try to have a sandwich with you to show the kids.*

The jam/cheese/meat/peanut butter on our sandwich is going to be like our NO. But we are going to learn to sandwich our NO between 2 positives i.e. the two pieces of bread. In this way we can learn to say NO without losing our friends. God will help you to stand up for what is right and **dare to be different**.

There are 3 steps:

- Say something positive, e.g. "I am glad you're my friend."
- Say NO and mean it, e.g. "I'm NOT going there today."
- Suggest doing something else instead e.g. "Let's go and play soccer"

Can you see how we sandwiched our NO in between two positives?

### **LET'S ACT:**

*Divide the children into groups and give each group one of the following scenarios. They need to come up with a "Say NO sandwich." Tell them to keep their dramas short.*

Scenarios:

- Can I copy your homework?
- Do you want to come to a party tonight? Don't tell your parents
- Let's go and find some cigarettes.
- Your parents are out tonight. Let's buy some beer and go to your place and get drunk.
- Let's take my brothers car and drive it around the block.
- Let's see if we can steal something.
- Let's see if we can get into the movies without paying
- Let's go and take that old lady's bread, she won't be able put up a fight.
- Your friend gives you a "naughty" magazine to look at.
- Think of everyday situations within the culture.

*Depending on the time available, get as many of the groups to present their "Say NO sandwich" to the group.*

### **LET'S WRAP UP:**

We have seen today how important it is to be wise when choosing our friends. We also need to be wise when we decide who we are going to listen to and who we are going to be influenced by. In the book of James it says that if we lack wisdom, all we have to do is ask God for it. And then we need to ask God for the boldness and courage we need to **dare to be different**.

**Psalms 138:3, "When I called, you answered me; you made me bold and stouthearted."**

*Close in prayer along these lines.*

*Then finish by doing the **dare to be different** rhyme/rap a few more times.*

## LESSON 12

# EXERTING POSITIVE PEER PRESSURE/BEING A GOOD INFLUENCE

**Lesson**  
**Focus**

The focus of this lesson is that children:

- Learn about standing together with friends to make a difference
- Realise that friends can stand together to say NO and be a good influence on t
- Are challenge

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

Theme Verse

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

### LOOKING INTO OUR LESSON

Last week we were talking about how to **dare to be different** and resist some of the negative influences that come our way, and how we should be wise about the friends that we make. The Bible also warns us:

**“Do not be misled: Bad company corrupts good character.” 1 Corinthians 15:33**

Well, today we are going to talk about **daring to be different**, saying NO and being a good influence on those around us.

#### LET’S LISTEN:

##### Daniel and his friends:

(Based on Daniel Chapter 1)

This is a story about a young man who did not forget about God even though he was in a very tough situation. Daniel was a young man who lived in the city of Jerusalem. He was a clever student and worked hard at his studies. He had three very good friends and they used to spend time together at the weekends.

One day something terrible happened. Nebuchadnezzar the king of Babylon marched against Jerusalem with his army and surrounded the city walls. After many months the people inside the city had no more food or clean water and they had to surrender. Many of the people were carried off to Babylon as prisoners, including Daniel and his friends.

Nebuchadnezzar told one of his court officials to choose some of the young prisoners who could be trained to work in the king’s service. He wanted strong, handsome, clever men who would be able to advise the king and help him to rule the country.

Daniel and his friends were chosen along with many other young men. They soon realized that they were going to be treated well because they were being trained to work for the king. King Nebuchadnezzar told his officials to feed the prisoners with the very best royal food. On the first day the table was laden with beef, chicken, pork, puddings, ice cream, cakes, chips, fizzy drinks, fruit, cheese and wine. It was a real feast and Daniel and his friends had never seen anything like it before!

The other prisoners tucked in straight away but Daniel and his friends just stood and watched. There was some food on the table that their God did not allow them to eat, like pork. Anyway, it was royal food and far too rich for them. They didn't want to eat all that in one go. They would be sick! The other prisoners urged them to eat but they said NO.

The King's official was very concerned. He tried to persuade Daniel to eat something – anything! Daniel and his friends talked about it and decided to eat only vegetables and drink only water. Now the king's official was really worried. The king wanted his new employees to be big and strong. The official knew how angry the king could get if people disobeyed him. Nebuchadnezzar had been known to throw people who made him cross into a blazing furnace or cut their heads off.

Daniel spoke to the prison guard and gave him a challenge. He asked the guard to give him and his friends nothing but vegetables and water for 10 days. On the eleventh day he could test all of the prisoners and see which were stronger – the ones who were eating all the rich food, or Daniel and his friends.

The guard agreed to try the test, but for 10 days he watched Daniel and his friends carefully to see if they were getting weak or sick. While the others were putting on weight, Daniel was looking lean and fit and very healthy. The eleventh day came and the guard took all the prisoners outside for their exercise. He made them run on the spot, do sit-ups and press-ups and lift some weights. Soon the others were getting tired and wanted to rest, but Daniel and his friends had lots of strength and stamina and kept going until the guard shouted at them to stop.

“You win!” he said, “Your diet seems to suit you and you are certainly in better condition than this lot.” When the chief official brought the prisoners to see King Nebuchadnezzar, he talked to them and asked them questions. The king was very pleased. Daniel and his friends were ten times brighter, smarter and cleverer than all the wise men and magicians in the whole country.

Daniel and his friends said NO to the rich, royal food because they wanted to do what was right. Even when everyone else was doing something different, they stood strong. They didn't just say NO; they gave a positive challenge to the guard. Daniel and his friends dared to be different. They stood up for what was right and said YES to God and He looked after them.

### **WHO DARES TO BE DIFFERENT?**

- Who of you remember the **Dare to be different** rap/rhyme that we learned last week. Go through it a few times with the children. Try and keep all the actions the same.

#### **Dare to be different**

Dare to be different, be the first to say no  
Dare to be different, show them which way to go  
Dare to be different, don't follow the crowd  
Dare to be different, stand up and be proud!

(Scripture Union)



Last week we learned about saying NO and how the Lord is able to give us the courage we need. From this story we saw how a few good friends stood together and said NO together.

- Do you think it makes it easier to say NO when you are standing together with a group of friends?

Well that's why we have been talking so much about making good friends. Friends who will build us up, friends who will have a good influence on us and friends with whom we can have a good influence on others.

- Do you remember the passage of Scripture that we looked at a few weeks ago about 2 being better than one?

**Ecclesiastes 4:9-12,**

**Two are better than one, because they have a good return for their work:**

**If one falls down, his friend can help him up**

**But pity the man who falls and has no one to help him up!**

**Also, if two lie down together, they will keep warm.**

**But how can one keep warm alone?**

**Though one may be overpowered, two can defend themselves.**

Well, who thinks we could add to this idea that:

- Two are better than one, because they can stand up together for what is right
- Two are better than one, because they can be a good influence on others
- Two are better than one, because they can stand together for Jesus
- Together we can dare to be different!

Always remember that it is God who gives us the courage, he makes us, "**bold and stouthearted.**" **Psalm 138:3**

### **LET'S ACT:**

In the story Daniel and his friends stood up for what was right. We are going to act out a few scenarios of how we can stand up for what is right and be a good influence on those around us.

Remember our "Say NO" sandwich from last week.

Who remembers what we should try and sandwich our negative in between?

Yes, 2 positives.

Daniel and his friends said NO but they also gave the guard a positive challenge – to give them 10 days and then test all the prisoners to see who was stronger.

Try and include some positive ideas in your dramas.

Divide the children into groups and give each group one of the following scenarios. Add a few of your own.

### **Scenarios:**

1. A new kid has joined your class. He is from Bulawayo and he is Ndebele. His culture is a bit different to yours and he doesn't speak very good Shona. Most of the kids in the class have excluded him because he is different and some of them even tease him because of his Shona.  
**The challenge:** What could you and a friend/ group of friends do that is positive and goes against what everyone else is doing? How can you influence the others for good?
2. A group at school smoke cigarettes and are encouraging others that smoking is the cool thing to do and that it will take all your problems away.  
**The challenge:** What could you and a friend/ group of friends do that is positive and goes against what everyone else is doing? How can you influence the others for good?

3. Times are tough and many people are turning to theft. They tell others that it's okay because things are difficult and the times are tough.  
**The challenge:** What could you and a friend/ group of friends do that is positive and goes against what everyone else is doing? How can you influence the others for good?
4. There is a local band of musicians who have become very popular. Everyone seems to be listening to their music. But when you and your friends have listened to it, you have noticed that the words that they sing are evil, they often speak against God, and they encourage people to do things that you know are wrong.  
**The challenge:** What could you and a friend/ group of friends do that is positive and goes against what everyone else is doing? How can you influence the others for good?

Get the groups to do their little dramas for the rest of the group. Before each drama, read the scenario and the challenge to the group.

**LET'S PRAY:**

With Jesus on our side, we don't have to follow the crowd or do what everyone else is doing. He can give us the courage we need to **dare to be different**, and instead of following the crowd, we and our friends can be the first to be doing something better. You may just find that others will join you as you **dare to be different**.

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

Let's be those who obey God's word and spur other on toward love and good deeds.

LESSON 13  
**COMMUNICATION IN THE HOME**

# Less

The focus of this lesson is that children:

- **Should see the value in having a deep and meaningful relationship with a**  
**Proverbs 13:20, “He who walks with the wise grows wise.”**

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

## **LOOKING INTO OUR LESSON**

We all spend a fair part of our lives in our home environment and it has a significant influence on who we are and how we relate to others. Family life is all about relationships and today we are going to think about the value of good relationships with our parents, guardians or other adults in our families.

### **LET'S TALK:**

*Divide the children into small groups, ideally with a volunteer per group. To encourage openness and honesty it is probably best to keep girls and boys separate and to put children of similar age together.*

*The goal of this lesson is to encourage children to talk about their home lives, particularly the way in which they relate to their parents/guardian. We want to encourage children to develop meaningful relationships with their parents/ guardians where possible, or with some adult member of the family or family friend. Highlight the positive things that some children may share and encourage those whose situations are more difficult.*

*This lesson provides an opportunity for you to get a better understanding of the home situations the children come from. It would be good for the volunteers to give some feedback to one another in the meeting after the programme. The better you understand your group, the more effectively you will be able to reach out to them.*

*In small groups discuss the following questions. Encourage each child in the group to share but don't force them to talk.*

- Tell us a little bit about your home and who you live with? e.g. One or both parents, a guardian, aunt/uncle, grandparents, siblings, other relatives.

- Who is the adult person in your home/family that you relate to most?
- Who is the adult person in your home/family that you relate to best and why?
- When you spend time with your parent/s or guardian/s – what are you doing? e.g. eating a meal, watching television, doing chores, just chatting...
- Which of you would say that you spend time with your parents/guardians on a regular basis just chatting?  
What do you talk about?  
Do you enjoy these times? Why/Why not?
- Do you think there is any value in having a deep and meaningful relationship with an adult member of your family? Why/Why not?
- How can a relationship like this build positively into our lives? Ideas:
  - Having someone to share your thoughts, feelings, ideas, ambitions, desires, struggles with.
  - Having someone who is older and more experienced, who can help to direct and guide you in life.
  - Having someone who knows and understands you.  
*If you as the leader of the group can share positively about a relationship like this in your life – please do.*

*Gather the groups together and let each group share with the rest of the children, one of the benefits of this kind of relationship that they discussed in the last question.*

#### **LET'S THINK:**

*Encourage all the children to think of one adult member in their family, or even perhaps a family or church friend with whom they would like to try to develop this kind of relationship.*

*Some of the children may already enjoy this kind of relationship but for others it may be a lot more difficult.*

If you already have a relationship like this then we want to encourage you to build on it and deepen it. Maybe you haven't experienced a relationship like this but you can see the value in it and would like to develop a relationship like that in your life.

Well, who? Ideas:

- Someone you can trust
- Someone you respect and who shares similar values and beliefs to yours
- Someone whose lifestyle you respect

How? Ideas:

- Ask them
- Spend time with that person
- Initiate conversation e.g. ask them how their day was
- Be willing to receive advice from that person
- Gradually share more with them
- Give your own ideas

#### **ACTION STEPS:**

*Encourage each child to have someone in mind (an adult) with whom they would like to develop a more meaningful relationship. Tell them to plan one practical step they are going to take during the next week. Give them some ideas if necessary and encourage them to act on what they have planned.*

**LET'S PRAY:**

*Remind the children that they can ask the Lord Jesus to guide them in this – who the right person is and how they can go about growing this relationship.*

**Proverbs 13:20, “He who walks with the wise grows wise.”**

Having valuable input from an adult in our lives can be very beneficial and can help us as we follow our dreams and try to become the kind of people we want to be.

LESSON 14  
**DIVORCE AND SEPARATION**

# Less

The focus of this lesson is that children:

- Psalm 91:15,
- “When they call to me, I will answer them;  
When they are in trouble, I will be with them  
I will rescue them and honour them.” (Good News Bible)

through difficult situations

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

## LOOKING INTO OUR LESSON

Family life is an important part of our lives – whether we like it or not, we are all part of some kind of family. God is the One who established family life and His design was for a family is that once a man and woman get married, they have children. Children are, therefore, born into a family with a father and mother and most likely some grandparents as well. In God’s perfect design everyone in the family loves and cares for the other members of the family. Sadly, today we don’t often see these kinds of families, do we?

### LET’S TALK:

*Ask children how they see a family.*

*Write down their responses on the blackboard. Briefly discuss the different types of families, for example not all families always have a father and mother, parents might not be married, a mother or father may have died, parents may have divorced or separated...*

Different things can happen to change the way God designed things to be. Today we are going to talk about two of those things – divorce and separation.

### LET’S DISCUSS:

- What is divorce?  
Divorce is when a husband and a wife no longer love each other, they choose to end their marriage and they separate from each other to live their own lives.
- What is separation?  
Separation is when a husband and wife choose to live apart from each other but they are still

legally married – this may be a choice that a husband and wife make or it may be due to where they work.

- Who knows someone whose parents have been separated or divorced?  
What is it like for them?

*Discuss the fact that we do not live in an ideal world and that there are many things in families that make us feel happy or sad.*

- What are some of the problems that families may experience that might cause marriages to break up?  
Families experience numerous problems such as unemployment, unfaithfulness, alcoholism, violence, abuse... These are some of the most common reasons which cause marriages to break up. It is very sad and painful and this is not what God intends.

- What is bad about divorce or separation?

Firstly, divorce and separation is not God's plan for families.

Secondly, divorce or separation is bad because children go through such pain and sometimes they are really unable to cope. Without God's comfort one tends to become hateful or try to take revenge in a bad way.

- When can divorce or separation be a good thing?

Separation or divorce can be good in certain situations, like when someone is constantly being hit or the husband is constantly cheating on the wife or vice versa. These things are not part of God's design for marriage or family, they can cause much emotional and physical pain and it can cause innocent partners to contract HIV.

#### **LET'S ACT:**

*Divide the children into small groups. Each group needs to think of a feeling that a child in the situation of divorce or separation may experience. They must then act out this feeling for the rest of the children, without using any words. The children need to guess the feeling. Once they have guessed correctly one of the children in the group must explain briefly why they chose that feeling.*

Ideas: sad, angry, guilty, withdrawn, relieved, lonely, let-down...

#### **LET'S THINK:**

- What do you think God thinks in these situations?

God never desires divorce or separation and He does not desire for any children to be hurt or sad. No matter what happens in our lives, we must remember that God does have a good plan for our lives.

**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."**

The Bible also tells us that if we love the Lord Jesus He is able to make all things work together for our good – even when bad things happen in our lives, God is able to make good come from it.

**Romans 8:28, "And we know that in all things God works for the good of those who love him, who have been called according to his purpose."**

If you have received Jesus Christ into your lives, you can be sure that He will guide you and encourage you every step of the way.

Remember at all times when parents divorce or separate it is never your fault and do not blame yourself for anything. In this situation it is normal for children to feel confused, hurt and probably not loved at all.

*Encourage the children to follow these steps when faced with these kind of situations or other difficult situations:*

- Acknowledge your feelings – it's okay to have feelings, to feel sad, angry, hurt, lonely...
- Tell the Lord how you feel about it and ask Him for guidance, for support, for love and for whatever help you need from Him.
- Get help and talk to someone who cares about your problem and you will find it will help.

### **LOOKING INTO THE WORD:**

**Psalm 91:15, “ When they call to me, I will answer them, When they are in trouble, I will be with them I will rescue them and honour them.” (Good News Bible)**

The Bible clearly states that no matter how much we go through, God will always be watching over us. He knows our problems and He will never leave us to go through hurt, pain or loneliness by ourselves. We need to turn to the Lord during times like these and ask Him to help us through. We have to trust in the Lord that He will comfort, encourage and lead us on.

### **LET'S PRAY:**

*Close in prayer, acknowledging that many children find themselves in these kinds of families and it can be very hard and painful to deal with and accept. Remind the children of how much the Lord Jesus loves them, how He does want the best for them and how He will help them through difficult times – He will never let them down!*



LESSON 15  
**GROWING UP**

# Less

The focus of this lesson is that children:

Luke 2:52, “Jesus grew in wisdom and stature, and in favour with God and men.”

- Are encouraged to desire to grow up in favour with the Lord
- Understand that they can have goals/dreams as they grow up

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

## LOOKING INTO OUR LESSON

*We are about to start a section on sexuality and sex and some of the issues that relate to those topics. This lesson serves as an introduction to those topics. In the next lesson we go on to look at the anatomy of the body and the changes that take place in our bodies as we grow up. We will often split boys and girls into separate groups and we will separate the children according to their ages when appropriate.*

Today we are going to talk about growing up. There so many different ways in which we grow up and we are going to look at some of those things today.

Growing up is something we all experience – none of us stay as babies and none of us are born as full-grown adults either!

We don't all grow up in the same way and at the same speed, do we?

*Get 3 children who are the same age to come and stand at the front.*

These children are all the same age but:

Are they all the same height?

Do they all have the same size hands? *(get them to hold their hands up for the group to see)*

Are they all in the same grade at school? *(Ask them what grade they are in)*

Do they all have the same personality?

*Now get three children to come up who are the same height.*

These 3 children are all the same height but:

- Are they all the same age? *(ask them their ages)*
- Do they have the same size feet or hands?

- Are they all in the same grade at school?

We are all different and grow up differently, but we all grow up!

### **LET'S TALK:**

*Divide the children into small groups and get them to discuss the following questions:*

- What are some of the ways in which you can see that you are growing?  
Ideas: the size of our feet, our hair grows, we get taller, etc.
- What are some of the things that you can do now that you couldn't do a few years ago?
- What are some of the things you aren't able to do yet, but that you might be able to do in a few years time? e.g. pass O levels
- What are some of the changes in your personality that you have noticed as you have grown up?

### **LET'S DRAW:**

*Give each child a piece of paper and tell them draw a few pictures of themselves growing up – starting as a baby until they are old. The pictures can show their different heights and sizes and different things they might be doing at different stages of growing up.*

*If any of the children would prefer to, they can write a paragraph about it.*

### **LET'S THINK:**

- Who thinks boys and girls grow up in the same way?
- Who thinks boys and girls grow up differently?

Boys and girls all grow up but there are many things that are different about boys and girls.

Let's think about some of the things that boys and girls like to do as they grow older that are different?

Ideas: girls like to sit around and chat, boys like to play soccer, boys like to be rough, girls like to do handwork, etc.

*As each child gives an idea, get them and a friend or two if necessary to stand up and quickly act out their idea for the group.*

God has made us all so wonderfully and has designed us perfectly. He made each of us special and unique. God made boys to be boys and God made girls to be girls.

### **LOOKING INTO THE WORD:**

The Bible talks about growing up.

It says about John the Baptist, **“the child grew and became strong in spirit.” (Luke 1:80)**

**Luke 2:52** says, **“Jesus grew in wisdom and stature, and in favour with God and men.”**

**1 Samuel 2:26** tells us, **“the boy Samuel continued to grow in stature and in favour with the Lord and with men.”**

**2 Peter 3:18** says, **“But grow in the grace and knowledge of our Lord and Saviour Jesus Christ.”**

You see, growing up is not just about how we grow up physically, although that is often the most obvious. The verses talk about growing in stature (height), but they also talk about other kinds of growth.

Becoming strong in spirit, growing in wisdom, growing in favour with God, and growing in the grace and knowledge of Jesus all talk about the growth and maturing of our personalities and our relationship with Jesus.

These verses also talk about how we grow up socially – growing in favour with men.

### **LET'S PRAY:**

So we are reminded again of the many different ways in which we grow up.

Let's ask the Lord to help us to grow up like some of these special people in the Bible, who grew up to be strong but who also grew in favour with God. As we grow up we want to become people who will please the Lord Jesus like they did.

*Encourage some of the children to pray along these lines.*

### **LET'S IMAGINE:**

We have spoken about growing up and we will all grow up into adults one day. We are going to spend a bit of time talking and thinking about what kind of adults we want to be.

*Use the activity sheet at the back of the lesson to guide you in this activity.*

*Separate the younger children who will battle with the copying and writing into a separate group and take them aside.*

#### **Older group:**

We are going to think about 4 wishes for our future:

- What we will look like
- What we want to achieve
- What kind of person we would like to be, and
- What our house will look like

As we grow up it is always good to have some dreams and goals for our future. And remember that if we want to grow up in favour with the Lord, we should include Him in our dreams for the future and ask Him to guide us.

*Either hold up the activity sheet for the children to see and copy, or draw it onto your blackboard or a big piece of paper so that everyone can see.*

*Let each child copy it onto their own piece of paper – they can use the back of the paper they used earlier in the lesson.*

*Then guide them to complete their activity.*

#### **Younger group:**

*Take them aside so that they don't disrupt the others and work through the activity with them as a group.*

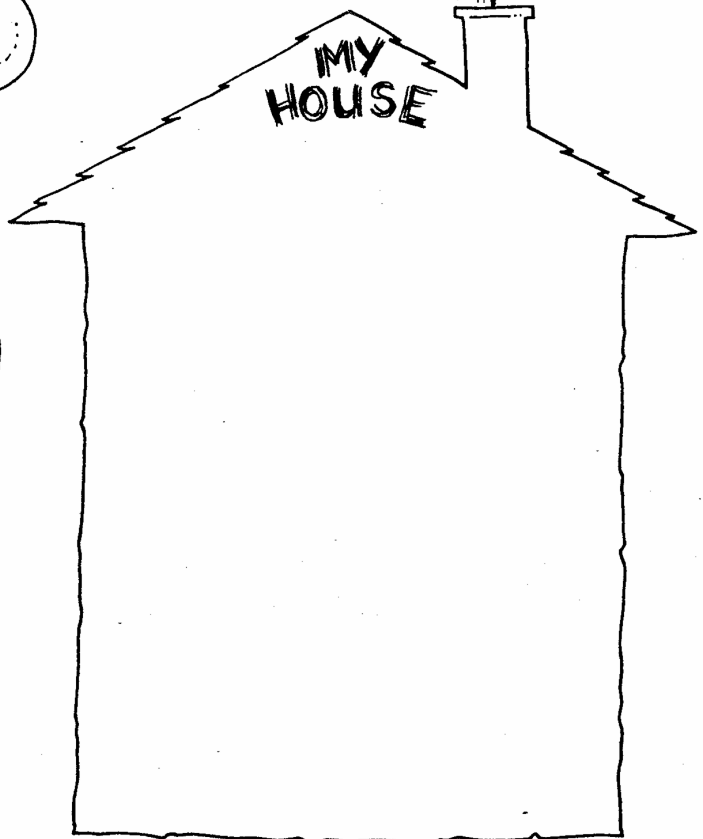
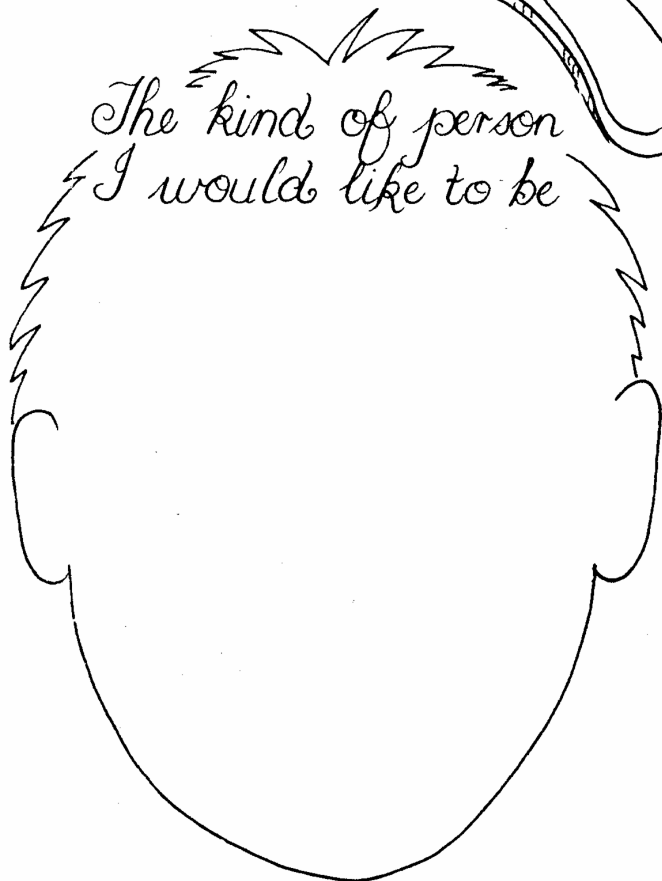
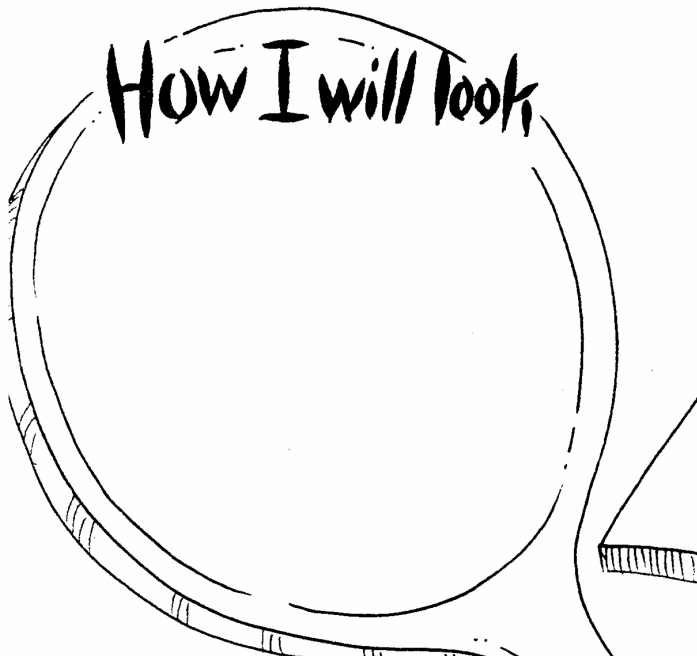
*Tell the children that you are going to talk about 4 wishes for their future. And remember that if we want to grow up in favour with the Lord, we should include Him in our dreams for the future and ask Him to guide us.*

As you ask the following questions, tell the children to close their eyes and imagine their answer. Then let several of the children respond before going on to the next question.

- What do you think you will look like?
- What do you want to achieve when you are older?
- What kind of person would you like to be?
- What do you want your house to look like when you are grown up?

*Give the children some ideas if necessary.*

# 4 wishes for the FUTURE



LESSON 16  
**OUR BODIES ARE GROWING**

# Less

**10-12 YEAR OLDS:**

The focus of this lesson is that children will have an understanding:

- Of how the body has been wonderfully designed by God
- Of what changes boys can expect as they grow up
- Of what changes girls can expect as they grow up
- Of what boys and girls need to know about each other as they grow up

Psalm 113  
mother  
works a

**6-9 YEAR OLDS:**

The focus of this lesson is that children understand that:

- We grow up in different ways
- That a girl's body develops so that she can become a mother
- That a boy's body develops so that he can become a father
- We have been wonderfully created by God

- Follow the usual programme

**LOOKING INTO OUR LESSON**

*These lessons may be hard to teach and you may feel uncomfortable about teaching them, but they are very important as we establish a positive attitude towards sexuality and sex and we need to teach these things from a godly perspective.*

*Ask the Lord to give you the boldness and sensitivity you need to teach these lessons well. Try to keep the tone of the lessons normal, natural, positive and godly. Remember that by teaching these next few lessons we hope to help these children to grow and develop positively and to live within God's standards and desires for our lives.*

**Important points:**

- If you do not have enough leaders who have **prepared** for the lessons to divide the children into **2 age groups** then teach the lesson as for the younger age group and then re-teach it for both age groups next week.
- It is ideal to have a mature man to teach the lesson for the older boys, so please try to make this possible.

Last week we learned about the different ways in which we grow up, how we grow up differently and that boys and girls grow up differently. Today we are going to talk more specifically about our bodies and how wonderfully God has made them.

### **LET'S LEARN:**

We are going to start off by learning about the IMPORTANT ORGANS IN THE BODY and what they do.

*Find the chart called "Important organs of the body" at the back of the lesson and place it up where all the children can see it.*

*Allow a normal amount of giggling and stress how wonderfully God has made our bodies.*

*Remember that the more natural and confident you are, the more effective this lesson will be.*

### **9-12 YEARS:**

*Ask the children:*

- Can you name and point out the different body parts?
- Can you tell us what the main function of each body part is?

### **6-8 YEARS:**

*Ask the children:*

- Can you name and point out the different body parts?

*Let different children come up and answer the questions. Try to have different children name and explain the different body parts. Make clear labels before the lesson so that the children can stick them next to the correct body parts.*

*You can complete what they don't know or don't want to name. Remember to be normal and natural – after all these are just parts of our body.*

### **Teacher information – descriptions of the main organs in the body**

*See the chart at the back with the labels filled in.*

- **Brain:** *The brain does all our thinking. It controls all the activities of the body*
- **Lungs:** *The air we breathe in enters into our lungs. You can get the children to put their hands on either side of their chest and then take a deep breath in – as they feel their chest moving as they breathe in and out, tell them that that is because their lungs are filling up with air and then emptying the air out. Oxygen in the air is transferred from our lungs to our blood and the blood carries it around our bodies.*
- **Heart:** *The heart lies between the lungs. It is a very strong muscle that pumps blood around our bodies.*
- **Stomach:** *Food goes from our mouth into our stomach. This is where the digestion of our food begins.*
- **Intestines:** *As our food is being digested it travels through our small intestine and then into our large intestine. The large intestine opens to the outside through the anus.*
- **Kidneys:** *Urine is waste material from our bodies, which the blood brings to the kidneys.*
- **Bladder:** *Urine moves from the kidneys to the bladder to be stored until you urinate or wee.*
- **Penis:** *The penis has the urethra down the centre. The urethra carries urine from the bladder to the outside. The urethra also carries sperm cells to the outside.*
- **Scrotum:** *This is where sperm cells are made.*
- **Liver:** *here toxins/harmful substances are removed from the blood and nutrients in the blood are processed.*
- **Spleen:** *the spleen filters blood and removes abnormal and old cells in the blood, it also makes components/parts of the immune system.*
- **Uterus:** *This is also called the womb and this is where babies develop and grow.*
- **Vagina:** *This is the opening from the uterus to the outside of a woman's body. Babies are born through the vagina and sperm cells enter a woman's body through the vagina.*

**Now divide the children into 3 groups:**

**6-8 years old – boys and girls**

**9-12 years old – girls only**

**9-12 years old – boys only. It is ideal to have a man to teach this group.**

**6-8 YEARS OLD:**

Who thinks our bodies are wonderful?

Isn't it wonderful to learn about all the different parts of our bodies that God has made? And every part of our bodies has a special job to do.

**HOW DO WE GROW?**

Last week we spoke about how we all grow up and that we grow up in different ways.

*Ask the children what they think it means to grow up in these different ways before you tell them.*

We grow physically – we get taller and stronger and our bodies change

We grow emotionally – we experience new feelings and we learn to cope better with our feelings

We grow mentally - we learn more and we learn to apply what we learn about

We grow spiritually - we grow in our relationship with the Lord and hopefully become more like Him

We grow socially - we learn to build good friendships and relationships with others

God is so clever. He designed our bodies to grow up in all of these ways.

**BOYS AND GIRLS GROW UP DIFFERENTLY:**

Who agrees that boys and girls grow up differently?

Last week we thought about some of the things boys like to do and some of the things girls like to do.

Who can remember some of those things?

Well, boys and girls don't only like to do different things as they grow up, they also look different as they grow up, don't they?

Boys and girls are different in many ways

A girl's body develops in ways that allow her to become pregnant and have children and be a mother when she is a woman.

A boy's body develops in ways that allow him to be a father when he is a man.

Parenthood is a very special gift from God and children are a blessing from God.

*Let the children come up with their own ideas about:*

- What characteristics does a good mother have?
- What characteristics does a good father have?

Do you think you have all these characteristics?

Do you think a 16 year old has all these characteristics?

To be a good mother or father is not an easy job and it is best that we wait until we are married and mature enough before we have children. This is the way God designed it to be in the first place – and is it always best to do things God's way.

Who agrees with that?

**LOOKING INTO THE WORD:**

Well God certainly has made our bodies wonderfully. All our body parts are special and are created by God. We need to show our bodies respect and take care of it every day.

There is a lovely verse in the Bible about how wonderfully God has made us:

***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."***

*Spend some time going over this verse with the children.*

*Come up with some actions for each phrase and try and make up a tune or a rap to the words in the verse.*

*Teach the children the actions and the rap or song and go over it a few times together.*

### **LET'S PRAY:**

*Close in prayer by thanking the Lord for the wonderful bodies He has given us. Thank Him for all the different parts of our bodies and for the different jobs that they do. Thank the Lord that He has designed our bodies so that we can grow up into healthy adults.*

*Ask the Lord to help us to look after our bodies and to honour God with our bodies.*

### **9-12 YEARS OLD – BOYS:**

#### **LET'S TALK:**

*Tell the boys that you are going to talk about some of the changes they can expect to take place in their bodies over the next few years. You will also talk briefly about the changes that take place in girls so that they can be sensitive. Encourage them to be natural and mature about this discussion and that they use the opportunity to learn. Don't allow joking and laughter to get out of hand, remember to keep a godly perspective and tone during this time.*

*Open the discussion by asking:*

- What changes have you noticed in yourselves or in older brothers and sisters?

*You can write some of their responses on a board, flipchart or paper*

*Ask them to think about the main changes that they can expect to take place in their bodies over the next few years.*

#### **LET'S LEARN - INFORMATION FOR BOYS:**

Most boys enter puberty at the age of 13 or 14 years. Girls tend to develop a year or two earlier than boys. Puberty is the time when a boy changes into a man and a girl changes into a woman. This is a time full of physical, emotional, mental and spiritual changes. These changes occur due to hormonal changes in the body.

#### **The main physical changes as boys approach puberty are:**

- Growth of underarm hair, pubic hair (hair around the sex organs), hair on the face and hair all over the body
- Broadening of shoulders and strengthening of muscles
- Increase in the size of the penis and testicles
- Deepening of the voice
- Increase in sweating and change in smell
- They may grow tall very quickly and may put on weight
- They may develop pimples on the face

*Go through the chart: **Male reproductive organs***

*Identify the various parts of the male reproductive system and briefly explain their function.*



- Penis: The penis has the urethra down the centre. The urethra carries urine from the bladder to the outside. The urethra also carries sperm cells to the outside
- Scrotum: The scrotum holds the 2 testicles outside the body where the sperm cells can be kept cooler than they would be inside the body.
- Testicle: A man has 2 testicles and this is where sperm cells are made. Explain that sperm cells are the male reproductive cell and that when it joins together with the female reproductive cell a baby is created.

**Erections and night-time ejaculations** (wet dreams) may also start happening.

- An erection is when the penis spontaneously becomes erect or hard. This is caused by changing hormones and may happen unexpectedly. It only lasts for a short time and although no-one will notice it can be embarrassing the first few times.
- Wet dreams happen when boys ejaculate or release sperm when they are sleeping. This happens when the reproductive system becomes full of sperm and semen (the fluid that sperm cells live in) and some of the fluid needs to be emptied outside of the body.

*Remind the boys about the need for improved hygiene – wash more frequently to avoid body odour, and change clothes and socks regularly. Washing the penis carefully is also important.*

### **What boys need to know about girls:**

*Briefly go through the chart: **Female reproductive organs**. Then use the chart to illustrate the explanation of menstruation.*

Some of the changes girls experience are similar to boys but the main differences are that girls will start to develop breasts and they will start to menstruate.

What is menstruation?

About once a month hormones in the female body cause an egg cell to be released into the uterus (womb). During this time, the lining of the uterus thickens. If the egg cell is fertilized by a sperm cell a baby will be formed. If the egg cell is not fertilized, the lining of the uterus tears away, breaks up and leaves the body through the vagina – this causes bleeding which lasts for 3-5 days.

Menstruation is a sensitive and private matter and girls should be respected. Boys should not talk to girls about menstruation, make fun of them or dig through their bags.

### **LOOKING INTO THE WORD:**

*Some of the children might find all of this quite overwhelming, but end off by reminding the children that they have been wonderfully and interestingly created by God.*

***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.”***

### **LET’S PRAY:**

*Close in prayer using the above ideas.*

### **9-12 YEARS OLD - GIRLS:**

#### **LET’S TALK:**

*Tell the girls that you are going to talk about some of the changes they can expect to take place in their bodies over the next few years. You will also talk briefly about the changes that take place in boys so that they can be sensitive. Encourage them to be natural and mature about this discussion and that they use the opportunity to learn. Don’t allow joking and laughter to get out of hand, remember to keep a godly perspective and tone during this time.*

*Open the discussion by asking:*

- What changes have you noticed in yourselves or in older brothers and sisters?  
*You can write some of their responses on a board, flip-chart or paper*

*Ask them to think about the main changes that they can expect to take place in their bodies over the next few years.*

### **LET'S LEARN – INFORMATION FOR GIRLS:**

Most girls enter puberty at the age of 11 to 13 years. Boys tend to develop a year or two later than girls. Puberty is the time when a boy changes into a man and a girl changes into a woman. This is a time full of physical, emotional, mental and spiritual changes. These changes occur due to hormonal changes in the body.

#### **The main physical changes as girls approach puberty are:**

- Growth of underarm hair and pubic hair (hair around the sex organs)
- Development of breasts
- Narrowing of the waist and widening of the hips
- Increase in sweating and change of smell
- They may grow tall very quickly and put on weight
- They may develop pimples on the face
- Menstruation is another important change that will take place.

#### ***Go through the chart: Female reproductive organs***

*Identify the various parts of the female reproductive system and briefly explain their function.*

- Vagina: This is the opening from the uterus to the outside of a woman's body. Babies are born through the vagina and sperm cells enter a woman's body through the vagina. Menstrual blood comes out of the vagina
- Uterus: This is also called the womb and this is where babies develop and grow.
- Ovaries: Eggs develop in the ovaries. One egg is released each menstrual cycle into the Fallopian tube, where it is either fertilized by a sperm cell within 24 hours or it dies
- Fallopian tubes: These tubes carry eggs from the ovaries to the uterus.
- Cervix: this is the end of the uterus which joins with the vagina

#### **What is menstruation?**

*Go through this with the chart: Female Reproductive Organs, and point out the organs as you teach*

- Girls start menstruating between 9 and 16 years of age
- The females hormones (oestrogen and progesterone) cause an egg cell in the ovaries to ripen and to be ovulated (released) about once a month
- The ripe egg cell moves from the ovaries, through the Fallopian tube into the uterus (womb) and leaves the body
- If the ripe egg cell in the Fallopian tube is fertilized by a sperm cell of a man, a baby will be formed.
- The lining of the uterus thickens as it retains water and blood.
- If the egg cell is not fertilised, it dies. The lining of the uterus tears away, breaks up and leaves the body through the vagina – this causes bleeding through the vagina which lasts 3-5 days and which is called menstruation.
- Menstruation does not usually occur regularly at first. Later it becomes a regular cycle of about 28 days.

#### **Managing your period:**

*Talk to the girls about using sanitary towels, pads or tampons during their periods. Please keep this discussion relevant to what is available/ affordable to the girls in your area. Discuss and explain their use and how they can be disposed of.*

*Suggest that it can be helpful to keep a diary or make notes so that they can be prepared for their periods.*

*Discuss the importance of personal hygiene when having their period. Girls should try to bath or shower or at least wash all around (not inside) the vagina every day.*

*Explain that some girls may experience premenstrual stress – they may feel irritated and can be bad-tempered. Some girls have menstrual pain that can be relieved by exercising or medication.*

*Help the girls to accept menstruation as part of being a woman and to feel positive about it. It is a sign of health and means that pregnancy is a possibility for them in the future.*

**What girls need to know about boys:**

*Briefly go through the chart: **Male reproductive organs.***

Some of the changes are similar but the main differences are that boys will experience deepening of their voices, and their sex organs will increase in size.

**ALL AGES:**

**LOOKING INTO THE WORD:**

*Some of the children might find all of this quite overwhelming, but end off by reminding the children that they have been wonderfully and interestingly created by God.*

***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.”***

**LET’S PRAY:**

Close in prayer using these ideas.

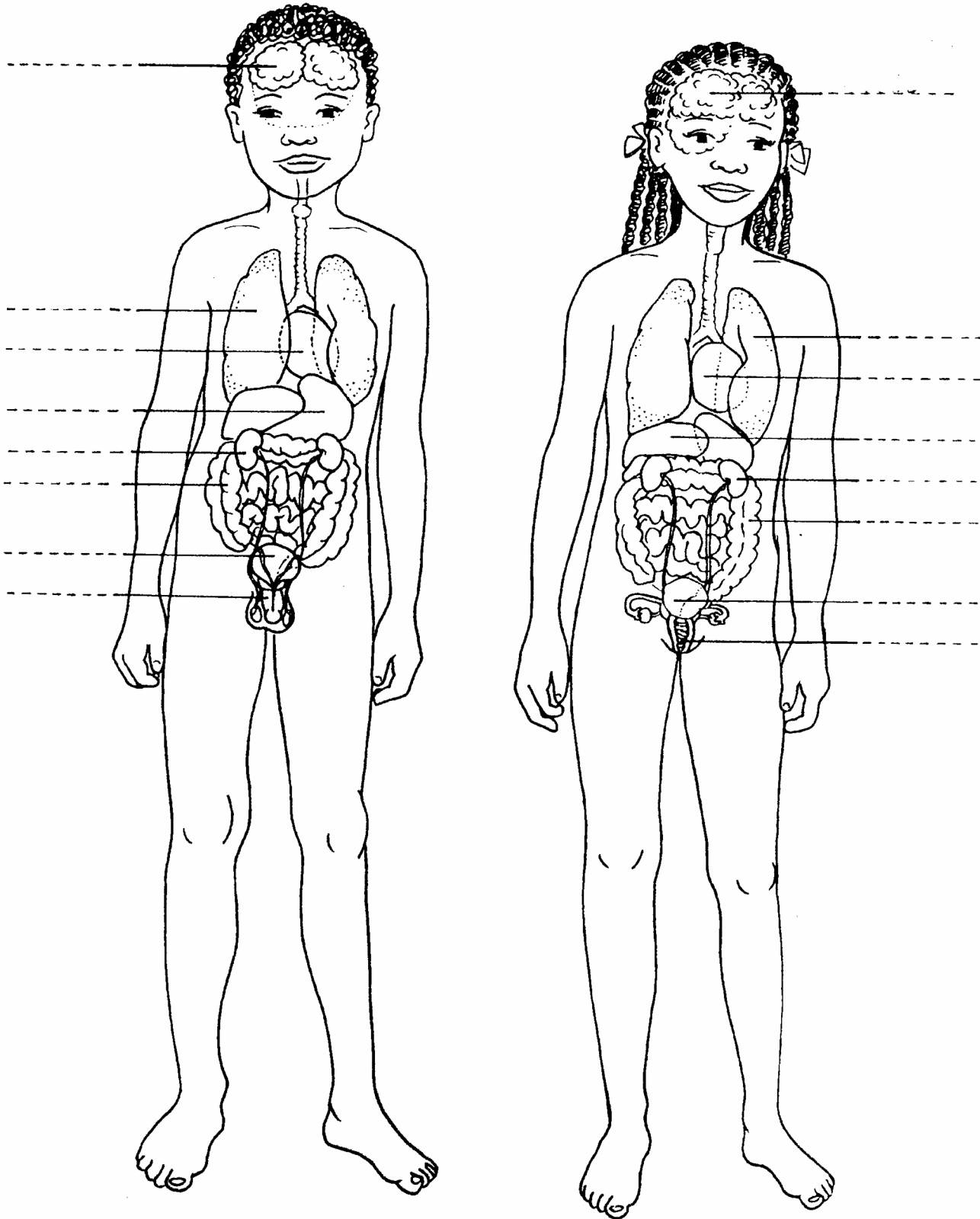
**NOTE:**

The material for this lesson has been based largely on material from Life Skills and HIV/AIDS Education, Primary School Programme, Published by the HIV/AIDS and STD Directorate, Department of Health, South Africa

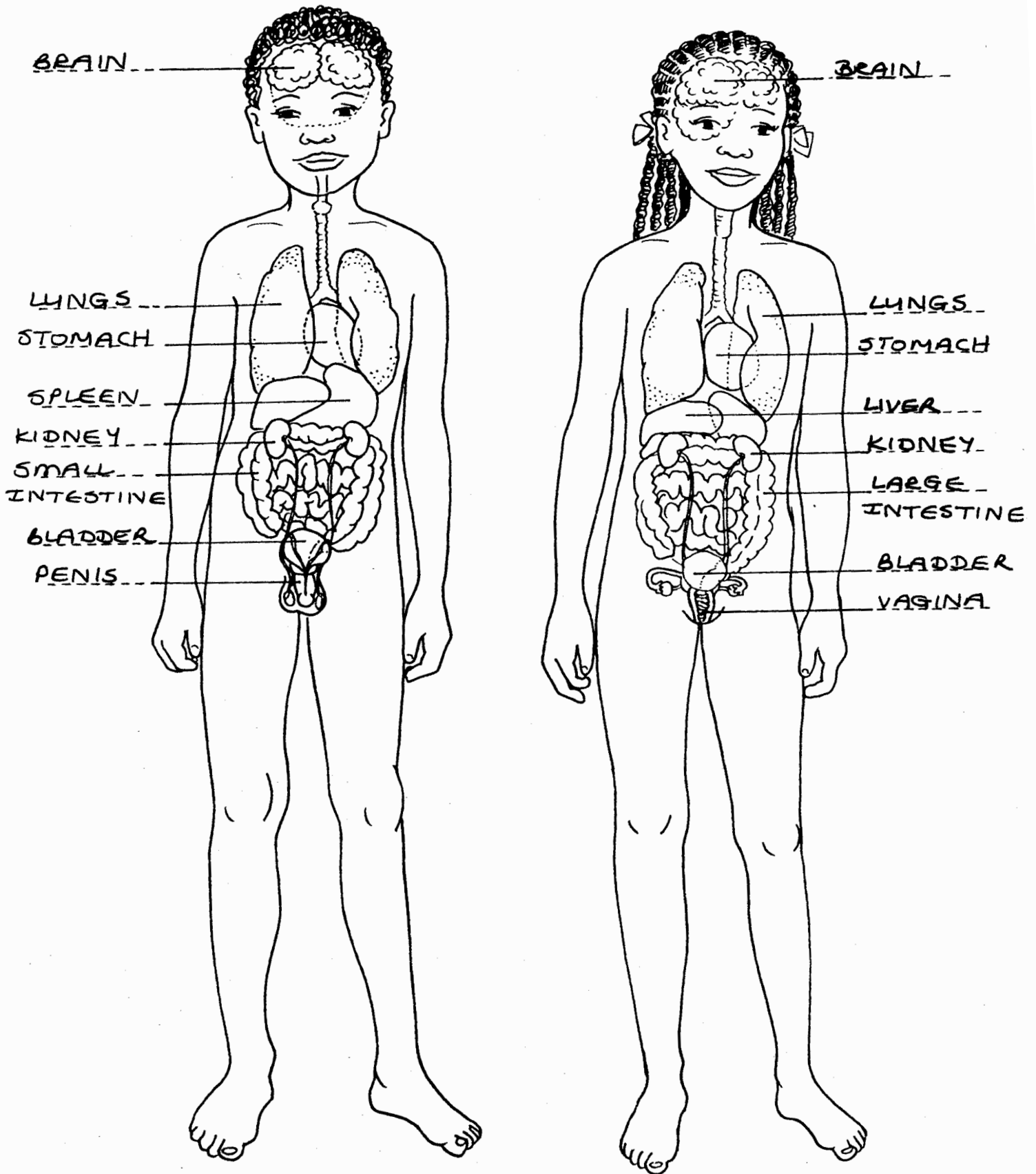
**NOTE RE: VISUAL AIDS**

- Important organs in the body – A3 page without labels – one for older age group and one for the younger age-group
- Important organs in the body – A4 size with labels (guide for the teachers) – one for the older age group and one for the younger age-group
- Female Reproductive organs – one for the older girls group and one for the older boys group.
- Male Reproductive organs – one for the older girls group and one for the older boys group

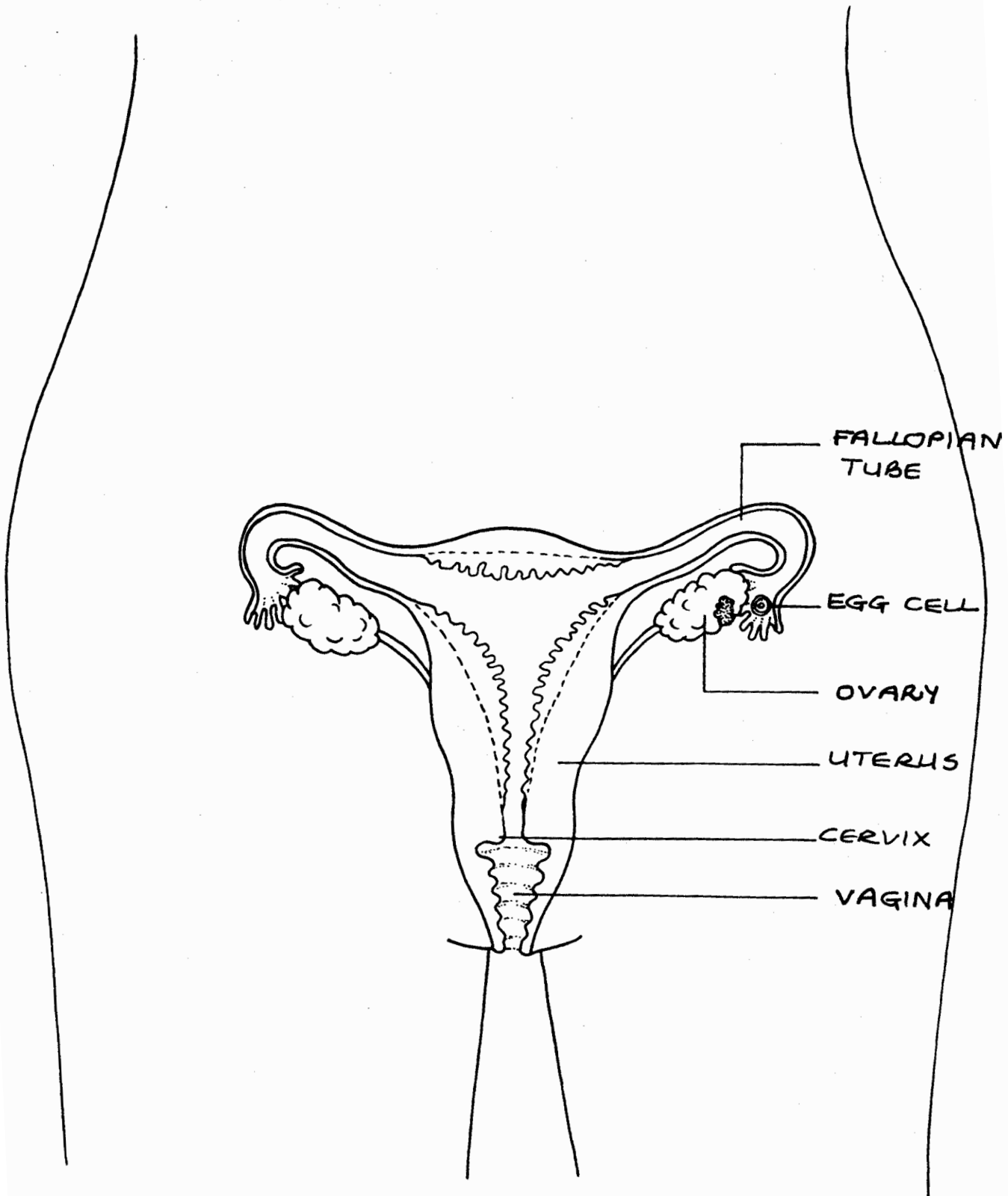
# Important organs in the body



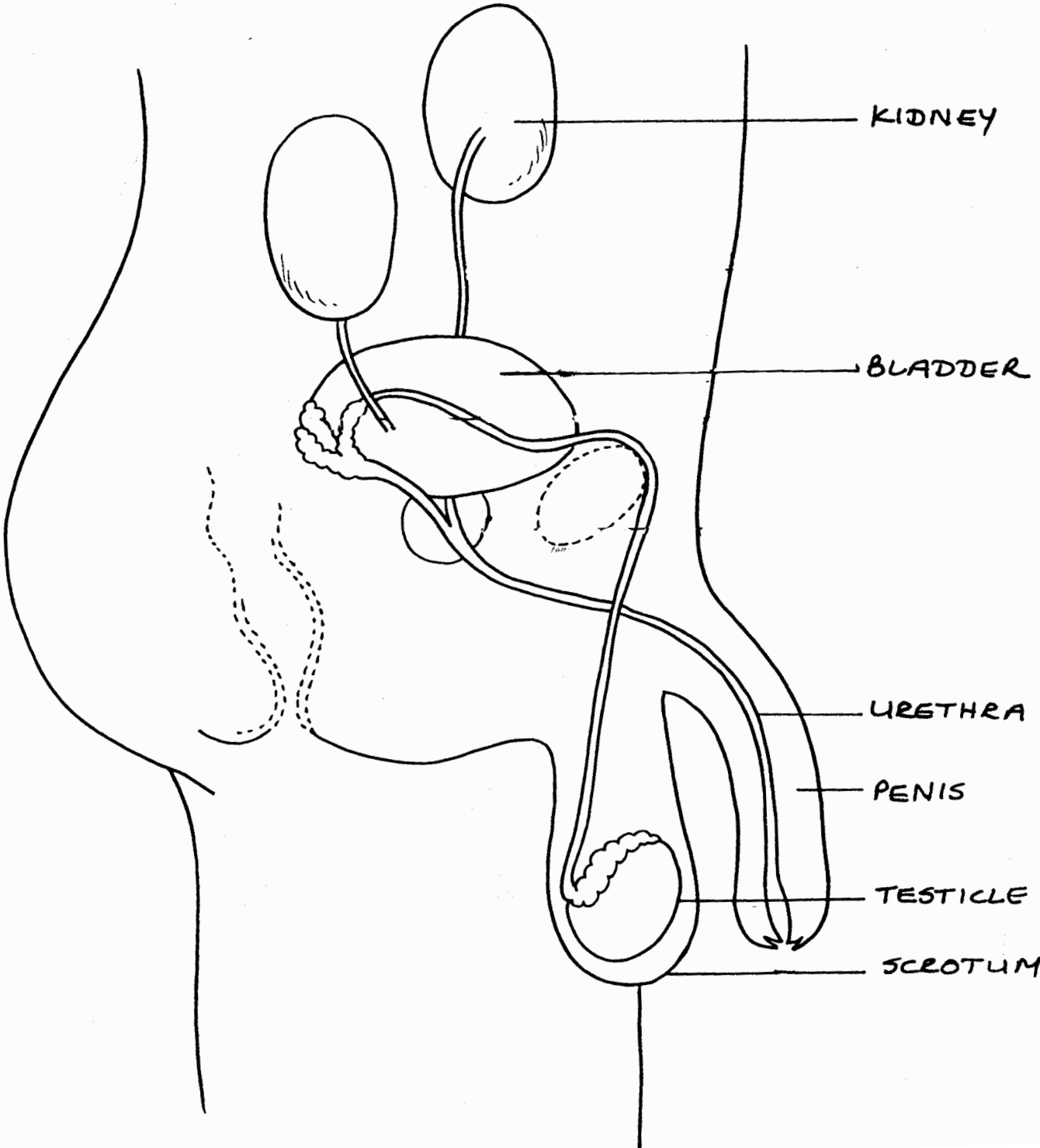
# Important organs in the body



# Female Reproductive Organs - Front View



# Male Reproductive Organs - Side View



LESSON 17  
**6-9 YEAR OLDS - COMMITMENT**

# Less

The focus of this lesson is that children:

Matthew 19:4-6 says, “at the beginning the Creator made them male and female, and said, “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.”  
1 Samuel 7:3, “commit yourselves to the Lord and serve Him only.”

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

## LOOKING INTO OUR LESSON

*These lessons may be hard to teach and you may feel uncomfortable about teaching them, but they are very important as we establish a positive attitude towards sexuality and sex and we need to teach these things from a godly perspective.*

*Ask the Lord to give you the boldness and sensitivity you need to teach these lessons well. Try to keep the tone of the lessons normal, natural, positive and godly. Remember that by teaching these next few lessons we hope to help these children to grow and develop positively and to live within God's standards and desires for our lives.*

### **Important points:**

- *If you do not have enough leaders who have **prepared** for the lessons to divide the children into **2 age groups** then teach the lesson as for the younger age group and then re-teach it for both age groups next week.*
- *It is ideal to have a mature man to teach the lesson for the older boys, so please try to make this possible.*

### LET'S TALK:



Last Week we spoke about growing up and the different ways in which we grow up. We also learned that girls grow up in a way that enables them to be mothers one day and boys grow up in a way that enables them to be fathers one day.

God has designed something very special called marriage.

Who can tell me what marriage is? What does it mean to be married?

The Bible talks about marriage and this is what it says:

**“At the beginning the Creator (God) made them male and female, and said, “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.” Matthew 19:4-6**

When two people get married they enter into a special relationship with one another and that relationship is meant to last for their whole lives.

Marriage has been specially designed by God and God’s plan is that people only have children once they are married. God’s desire is that children are born into families that have a mother and a father who are married and who have committed to spend their lives together.

**“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.**

This verse talks about the husband being united to his wife and that the two become one flesh.

This is talking about sex and God has designed our bodies in such a way that a husband and wife can enjoy a sexual relationship together. Sex is a special gift from God for married people to express their love for each other and for them to be able to have children.

**“Therefore, what God has joined together, let man not separate.”**

Now the verse also says that what God has joined together in marriage, no one must separate. It is God’s plan that when two people get married, they commit to remain in this special relationship for the rest of their lives. They should stick together through the good times and the tough times. A married man should not enter into any deep relationship with another woman and a married woman should not enter into a deep relationship with another man. It is God who has joined them together and they must remain faithful to one another if they want to please and honour God in their marriage.

- How many of you know of people who have been married for a long time and are still married?
- Do you think it is possible to stay committed to one person for your whole life? Let the children respond.  
Of course it is, because that’s the way God planned it.

We must remember that God's plans are always perfect and He has created marriage like this for our own good. He knows what is best for us.

Marriage is all about commitment. A man and a woman may love each other but if they are not committed to each other and to God it will be difficult to keep that love alive.

#### **LET’S THINK:**

- Who knows what the word commitment means?  
*Get some ideas from the children first.*  
**Commitment** is the quality of being dedicated to a person, a cause or an interest or activity

- What are some of the things we are committed to?  
Ideas: our friends, sport, doing well at our school work, a task, peace...
- How do we show that we are committed to a person/friend, activity or idea?
- Can any of you think of another relationship in which two people are committed to one another for life?  
If we have a personal relationship with the Lord Jesus then that relationship is also a commitment for life. We give our lives to the Lord Jesus and commit to following Him and He loves us and is committed to us for all eternity. Isn't that a wonderful thought?

The Bible challenges us to commit ourselves to God

In **1 Samuel 7:3** Samuel tells the people who are wanting to turn to god to, **“commit yourselves to the Lord and serve Him only.”**

There are many passages in the Bible that remind us that if we do commit ourselves to God and walk in His ways we will enjoy His many blessings.

This means that God doesn't want us to give our lives to Him and then forget about Him in a few weeks or months when the going gets tough. Following Jesus is a life-time commitment, and although there are times when we may let Him down, He will never let us down and He will always be there for us.

- How do we show that we are committed to God?

**LET'S SAY IT:**

*Divide the children into small groups.*

*Give each group one of these topics:*

- A friend – choose the name of a friend
- A sport – choose a sport
- School work
- God
- marriage

*Then tell the children that in their groups they need to come up with a short drama. They must think of a sentence that starts like this:*

*Being committed to \_\_\_\_\_ (their topic) means that \_\_\_\_\_*

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*They must use this sentence to open or close their drama.*

*Give them an example:*

Being committed to my friend Thandi means that I will still be her friend even when she is having a bad day

Being committed to my soccer means that I won't give up, I will keep practising hard until I play well

**LET'S COMMIT:**

- Who thinks commitment is easy?
- Who thinks commitment is a good thing?

There are times when it can be really tough to stay committed but remember that the Lord is always there to help – we just have to ask Him.

*Tell the children that you are going to give them a few moments to think quietly about their commitments.*

*Encourage them to ask the Lord to show them an area of their life in which they need to work on their commitment - it might be a friendship, it might be their relationship with the Lord, it might be their school work.*

*Encourage them to ask the Lord to show them ways in which they can be more committed in that area of their lives*

*Encourage them to ask the Lord to help them*

*Allow for a time of quiet and then close in prayer.*

LESSON 17:  
**10-12 YEAR OLDS – SEX: GOD’S DESIGN**

# Less

The focus of this lesson is that children:

Matthew 19:4-6 says, “at the beginning the Creator made them male and female, and said, “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.”

marriage  
for

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

## LOOKING INTO OUR LESSON

*These lessons may be hard to teach and you may feel uncomfortable about teaching them, but they are very important as we establish a positive attitude towards sexuality and sex and we need to teach these things from a godly perspective.*

*Ask the Lord to give you the boldness and sensitivity you need to teach these lessons well. Try to keep the tone of the lessons normal, natural, positive and godly. Remember that by teaching the next few lessons we hope to help these children to grow and develop positively and to live within God’s standards and desires for our lives.*

### **Important points:**

*If you do not have enough leaders who have **prepared** for the lessons to divide the children into two **age groups** then teach the lesson as for the younger age group and then re-teach it for both age groups next week.*

*It is ideal to have a mature man to teach the lesson for the older boys, so please try to make this possible.*

### LET’S TALK:

Last week we spoke about how wonderfully our bodies have been created by God and we learned about some of the changes we can expect as we grow up.

This brings us to another important topic – sex. Sex is often something we feel uncomfortable talking about but is important to understand enough about sex to know what God intended it for.

This can help us to make good decisions in the future – decisions that will be good for us and pleasing and honouring to God.

*Use these questions to get some discussion going, to encourage the children to relax and be open.*

- Who has heard about sex?
- Who thinks sex is a good thing? Why/why not?
- Who thinks sex is a bad thing? Why/Why not?
- Who are the people who have sex?
- Why do people have sex?
- What are the people around us telling us about sex?
- What does the Bible, God's Word tell us about sex?

### **LET'S IMAGINE:**

Who likes ice cream?

Do we eat ice-cream hot or cold?

You know that ice-cream is meant to be eaten when it is nice and cold. But **IMAGINE** everyone around you was telling you that the best way to eat ice-cream is when it is all hot and runny. They eat it that way and they seem to enjoy eating it that way. But, the companies that make ice cream write on the box or paper that it should be kept frozen. Surely they know best – after all, they make the ice-cream.

But everyone keeps trying to convince you that it really is best eaten warm or hot. The people telling you this have never tried it cold – the way you are told to eat it, so they wouldn't know any better. They wouldn't even know what they are missing out on.

- Who wants to settle for second best?
- What if you know in your heart that ice-cream should be kept frozen and eaten cold - Who do you listen to in the heat of the moment, when everyone else is trying to tell you to eat it hot?

We have to be prepared for the heat of the moment in life – when everyone is putting you under pressure. We need to think about things carefully and make our decisions while we are thinking clearly and we are not under pressure. Ask the Lord to guide your decisions and then ask Him to help you to stick to the decisions you know are right and pleasing to God.

- So, who is going to stick to what they know is best and eat their ice-cream cold, like the makers of the ice-cream say they should?
- Who thinks that you would give in to the pressures of everyone around you and eat it hot, even though you know it won't taste anything as nice as it should?

In the same way, God created and designed sex and so He knows best when it comes to sex. People around us might be trying to tell us something different, but God knows best and if we want the best for our lives, then we really should do things God's way.

### **LET'S LEARN:**

Before we go on, it is important that you know what we are talking about when we talk about sex. Many of you may know already and some of you may have some idea.

When a man and a woman love each other it is natural to want to be close, to hold each other and touch each other. This can lead to sex or sexual intercourse. This means that a man moves his penis into the woman's vagina. The man releases sperm cells from his penis and these sperm

cells move up the woman's vagina. If a sperm cell meets the woman's egg cell, they join together and a baby starts to develop.

God created us as sexual beings. There is much more to our sexuality than just sex. Our sexuality is what makes a man a man and a woman a woman. Sexual intercourse is part of our sexuality but only one aspect of it. It is a beautiful gift from God for married people. It brings a husband and a wife closer in their relationship. This is called intimacy and it is good.

### **LOOKING INTO THE WORD:**

Let's look at God's design for sex and then go back to some of the questions we asked at the beginning of the lesson and see what the Bible has to tell us.

As soon as God had finished creating man and woman, the Bible says,

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

**Matthew 19:4-6 says, “at the beginning the Creator made them male and female, and said, “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.”**

- Is sex a good thing or a bad thing?  
Sex is a good thing because God created it and everything God created is good. God designed it as something special and intimate for a husband and wife to share together.
- Who should be having sex?  
God created sex to be enjoyed by married people only. The Bible speaks very clearly against people having sex before they are married – this is called fornication in the Bible. The Bible also says very clearly that once people are married they should not have sexual relations with someone else – this is called adultery in the Bible (Exodus 20:14)  
The Bible often talks about sexual immorality which includes both adultery and fornication (Ephesians 5:3, Galatians 5:19, Colossians 3:5, 1 Thessalonians 4:3).
- Why do people have sex?  
God designed sex to unite a husband and wife together in a very intimate way and, therefore, sex is pleasurable.  
Sex was also created by God for the purpose of reproduction, so that a husband and a wife can have children together.

God's design for sex:

Abstain from sex until you are married

Be faithful to your marriage partner once you are married.

**Abstinence** (make sure they understand what this means) and **faithfulness** are the two key words to remember.

*Teach the children the following saying and repeat it a few times. Make it fun – we are going to use it in several lessons over the next few weeks:*

***Abstinence before marriage***

***Faithfulness in marriage***

***That's the way***

***That's God's way***

***I'm gonna do it God's way***

**MAKE A DECISION:**

In the same way that the people who make ice-cream know that it is best to keep it cold and eat it frozen, so God, who created sex, knows best how it should be enjoyed.

Remember the ice-cream story and how we said that it was important to make decisions when we are not in the heat of the moment and under pressure. We need to make decisions about the way we want to live our lives in moments when we have time to think things through, when we see what is right and true.

Each of you needs to make a decision about how you are going to conduct yourself sexually as you get older. Now is the time to be thinking things through and choosing to behave in a way that will be pleasing to God. Remember, that although these decisions can be hard to stick to, God is always there to help us if we ask for it. When people choose to conduct themselves sexually in ways that are not pleasing to God, they always land up hurting someone – others and themselves, for example feeling used, guilt, anger, regret, rape and abuse, contracting a sexually transmitted infection, unwanted pregnancies.

**LET'S PRAY:**

Thank you Lord for the beautiful gift of sex that you have given to be enjoyed by a husband and wife. Lord, your Word tells us clearly that sex is something to be shared by married people only. Help us to desire to please you and to choose to honour and please you in the way we conduct ourselves sexually as we get older.

## 6-9 YEAR OLDS - THE LORDSHIP OF CHRIST

# Less

The focus of this lesson is that children:

2 Peter 3:18, "But grow in the grace and knowledge of our Lord and Saviour, Jesus Christ."

Luke 1:37, "For nothing is impossible with God."

of our

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

### LOOKING INTO OUR LESSON

#### LET'S TALK:

Over the last few weeks we have been talking about growing up, we have spoken about marriage and we have spoken about mothers and fathers. We want to grow up into adults who are pleasing to the Lord. Today we are going to talk about how making Jesus the Lord of our lives affects our behaviour and the decisions we make.

- What are some of the things God has commanded us not to do?  
*Write their ideas on the board*  
Ideas: Do not steal, do not lie, do not murder, do not worship idols, do not serve other gods, do not use the Lord's name in vain, do not commit adultery, do not be sexually immoral
- Do we think that certain circumstances or the way we feel at a certain time change what God expects of us?
- Does what God says in the Bible only apply to certain people and certain situations?

Now we have agreed that what the Bible says does not change according to our circumstances or our feelings. So why do you think people try to come up with excuses when they don't want to obey God's commands?

- What are some of the things people say to try and make their wrong actions seem okay?

Ideas: God's ways are too difficult  
I couldn't help it  
My friends forced me to do it  
No-one was looking  
Just once doesn't matter, I won't do it again  
No-one finds out



As long as nobody gets hurt  
I'm poor and I need the money or food  
It's fun, so why not  
Everyone is doing it

- Who is saying these kinds of things?
- Is this what God desires from us?
- Whose opinion and approval really matters?

Remember that God sees everything we do, even the things we do in secret. He wants us to live in His ways but He is very loving and He will forgive us when we make mistakes - if we are sorry. God's commands for our lives are for our good. He knows what we are like and knows the way in which we should live in order to get the best out of life and please Him. God never asks us to do something that is impossible. It may be difficult but never impossible. He is always ready to help us to obey and give us the strength to stand firm. All we have to do is ask Him and trust Him to help us.

The Bible says that, **“nothing is impossible with God.” Luke 1:37**

### **WHO IS THE LORD OF YOUR LIFE?**

The Bible talks about Jesus being our Lord and Saviour.

**“But grow in the grace and knowledge of our Lord and Saviour, Jesus Christ.” 2 Peter 3:18**

When we accept the Lord Jesus into our lives we accept Him as our Lord and Saviour. What does this mean?

To accept the Lord as **Saviour** means that we admit that we are sinners and that we need to be saved from our sins in order to be acceptable to God. It is Jesus who has made the way open for us to be acceptable to God by dying on the cross and paying the price for our sins.

To accept Christ as **Lord** means that we put Jesus on the throne of our lives and we submit to Him. This means that we are willing to obey His commands and allow Him to control every part of our lives. If Christ is the Lord of our lives it means that if we are doing something that is not honouring to God - we need to stop doing that, ask Him to forgive us and ask Him to help us to move on to activities that will honour Him. This is not always easy, But the Lord Jesus has assured us that He will always be with us, He will strengthen and enable us to live lives that are honouring to Him.

### **LET'S ACT:**

*Divide the children into small groups and tell them to come up with a short drama about a king and his subjects (the people who live in His kingdom). The King is a loving King – he loves his people and the people love their King.*

*Their drama can be about something the King might ask his subjects to do and how they will respond.*

Jesus is like that King if we have asked Him to be our Lord. He loves us and we love Him. He sits on the throne in our lives and our desire is to please Him and do what He asks.

### **LET'S ACT:**

#### **THE JESUS DRAMA**

*This drama needs 2 people – 1 to be a scholar – Rumbi (or any other name), the other to be Jesus. There is another copy of the drama at the back of the lesson so that you can both have the script.*

Opening scene: Rumbi has just got back from school, she is tired and just wants to relax.

There is a knock at the door. She says to herself, "Oh, who's coming to see me now, just as I've got home. I just want to rest."

Rumbi ignores the knock

There is knocking at the door again

Rumbi ignores the knocking

Knocking again Rumbi says, "Oh all right, I'm coming"

She opens the door, "Oh Jesus.... Please come in... I wasn't expecting you, come in, here's a chair, would you like some tea? Would you like some coffee?"

No answer, Jesus just looks at Rumbi.

"Well, okay... let's have tea." She starts making her way to the kitchen, "Please sit down, I'm just going to the kitchen."

Jesus gets up and follows Rumbi.

Rumbi takes Jesus back to his seat and says, "Please Jesus, sit here and wait, I'll just be in the kitchen making the tea."

Rumbi goes off again and Jesus gets up and follows.

Rumbi says, "Well, okay, just let me get the tea ready."

The tea is made and Rumbi takes it back into the lounge and asks, "Please sit down Jesus, sit, here is your tea."

The phone rings and Rumbi goes to answer. Jesus follows her.

Rumbi answers, "Hi, How are you? Just hold on a minute..." She says to Jesus, "Please Jesus, just sit down, I'm just on the phone to a friend, I won't be long."

Jesus sits down.

Rumbi carries on talking to her friend on the phone and then she says in a whisper to her friend, "yes, I would love to come to the party with you, but you'll never guess who's visiting me, it's Jesus..... Yes, the Jesus from heaven..... Anyway, I'll sort something out and I'll see you in 10 minutes."

Rumbi goes back to Jesus to try and explain that she needs to go out.

She says, "Jesus, I just need to go out for a while. Please just make yourself at home, there's the TV, here's the control, put your feet up... I'm just going out with a friend, I will be back later."

As Rumbi walks out the door, Jesus follows.

She says, "No, No, please Jesus, just go back to your chair and sit down. I won't be too long."

Jesus follows her again. Rumbi says quite firmly, "No Jesus, I am going out, you are staying here."

She goes to the door and Jesus follows again.

Now Rumbi takes one of Jesus' hands and holds it up as though He were on the cross, she acts as though she is hitting a nail into his hand, and shouts, "Jesus."

She then takes his other hand and does the same thing, shouting, "Jesus."

Jesus acts as though he is on the cross and lays his head to one side as though he has died.

Rumbi gets on her knees in front of Jesus.

Jesus then looks up and says, "Why, why don't you let me into every part of your life, Rumbi. I love you."

This drama helps to illustrate the fact that many of us don't like to let Jesus into every part of our lives.

### **LET'S DRAW:**

*Draw a big picture of a house with a number of different rooms. Then tell them that the house represents their life and the different rooms are the different parts of their lives. Get the children to*

*help you choose labels for the different rooms e.g. family, friends, school work, dreams and desires, goals, behaviour, etc.*

*Then go through each room with them and ask them to imagine the things or people that might be in that room. Then ask them whether they think Jesus is Lord of that room in their lives.*

If Jesus is Lord of our lives, He should have access to every room and we should be able to share every part of our lives with Him and be willing to obey and follow Him in every part of our lives.

Sometimes it can be hard to allow the Lord into every part of our lives and we may feel worried or afraid. But remember that Jesus loves us, He wants the best for us and we can trust Him.

*Challenge them to ask the Lord to help them to give over to Him the rooms over which they have not made Him Lord.*

**LET'S PRAY:**

*Encourage the children to make Jesus the Lord of their lives - He is the best person that we could put in charge of our lives.*

*Encourage the children to give over each room of their lives to Jesus and allow Him control over every part of their lives.*

As we make Jesus the Lord of every part of our lives, ask Him to help you to want to obey Him and please Him.

## THE JESUS DRAMA

Opening scene: Rumbi has just got back from school, she is tired and just wants to relax.

There is a knock at the door. She says to herself, "Oh, who's coming to see me now, just as I've got home. I just want to rest."

Rumbi ignores the knock

There is knocking at the door again

Rumbi ignores the knocking

Knocking again Rumbi says, "Oh all right, I'm coming"

She opens the door, "Oh Jesus.... Please come in... I wasn't expecting you, come in, here's a chair, would you like some tea? Would you like some coffee?"

No answer, Jesus just looks at Rumbi.

"Well, okay... let's have tea." She starts making her way to the kitchen, "Please sit down, I'm just going to the kitchen."

Jesus gets up and follows Rumbi.

Rumbi takes Jesus back to his seat and says, "Please Jesus, sit here and wait, I'll just be in the kitchen making the tea."

Rumbi goes off again and Jesus gets up and follows.

Rumbi says, "Well, okay, just let me get the tea ready."

The tea is made and Rumbi takes it back into the lounge and asks, "Please sit down Jesus, sit, here is your tea."

The phone rings and Rumbi goes to answer. Jesus follows her.

Rumbi answers, "Hi, How are you? Just hold on a minute..." She says to Jesus, "Please Jesus, just sit down, I'm just on the phone to a friend, I won't be long."

Jesus sits down.

Rumbi carries on talking to her friend on the phone and then she says in a whisper to her friend, "yes, I would love to come to the party with you, but you'll never guess who's visiting me, it's Jesus..... Yes, the Jesus from heaven..... Anyway, I'll sort something out and I'll see you in 10 minutes."

Rumbi goes back to Jesus to try and explain that she needs to go out.

She says, "Jesus, I just need to go out for a while. Please just make yourself at home, there's the TV, here's the control, put your feet up... I'm just going out with a friend, I will be back later."

As Rumbi walks out the door, Jesus follows.

She says, "No, No, please Jesus, just go back to your chair and sit down. I won't be too long."

Jesus follows her again. Rumbi says quite firmly, "No Jesus, I am going out, you are staying here."

She goes to the door and Jesus follows again.

Now Rumbi takes one of Jesus' hands and holds it up as though He were on the cross, she acts as though she is hitting a nail into his hand, and shouts, "Jesus."

She then takes his other hand and does the same thing, shouting, "Jesus."

Jesus acts as though he is on the cross and lays his head to one side as though he has died.

Rumbi gets on her knees in front of Jesus.

Jesus then looks up and says, "Why, why don't you let me into every part of your life, Rumbi. I love you."

LESSON 18  
**10-12 YEAR OLDS –  
SEX: THE LORDSHIP OF CHRIST**

# Less

The focus of this lesson is that children:

2 Peter 3:18, “But grow in the grace and knowledge of our Lord and Saviour, Jesus Christ.”  
Luke 1:37, “For nothing is impossible with God.”

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

## LOOKING INTO OUR LESSON

*These lessons may be hard to teach and you may feel uncomfortable about teaching them, but they are very important as we establish a positive attitude towards sexuality and sex and we need to teach these things from a godly perspective.*

*Ask the Lord to give you the boldness and sensitivity you need to teach these lessons well. Try and keep the tone of the lessons normal, natural, positive and godly. Remember that by teaching these next few lessons we hope to help these children to grow and develop positively and to live within God’s standards and desires for our lives.*

### **Important points:**

*If you do not have enough leaders who have **prepared** for the lessons to divide the children into 2 **age groups** then teach the lesson as for the younger age group and then re-teach it for both age groups next week.*

*It is ideal to have a mature man to teach the lesson for the older boys, so please try to make this possible.*

### **LET’S TALK:**

Over the last few weeks we have been talking about growing up, about the changes that will take place in our bodies, we have spoken about marriage and we have spoken about sex and what

God intended it to be. Today we are going to carry on talking about some of these things and how making Jesus the Lord of our lives affects our behaviour and the decisions we make.

- What are some of the things God has commanded us not to do?  
Write their ideas on the board  
Ideas: Do not steal, do not lie, do not murder, do not worship idols, do not serve other gods, do not use the Lord's name in vain
- Do we think that certain circumstances or the way we feel at a certain time change what God expects of us?
- Does what God says in the Bible only apply to certain people and certain situations?
- What does the Bible say about sex?  
We have already learned that the Bible says that we must not commit adultery and warns against sexual immorality. Well, what does that mean? – it means no sex before marriage (abstinence) and it means that a husband and wife must remain faithful to one another and not have any sexual relations with anyone else. (Matthew 19:18, Ephesians 5:3, Galatians 5:19, Colossians 3:5, 1 Thessalonians 4:3)

Now we have agreed that what the Bible says does not change according to our circumstances or our feelings. So why do you think people are so ready to come up with excuses when it comes to sex?

- What are some of the things people say to try to make sexual immorality seem okay?

Ideas: To sleep around is cool  
As long as no-one finds out  
As long as you don't fall pregnant – it's okay  
I'm poor and I need the money  
It's the only way that he/she will know that I love them  
It's fun, so why not  
Everyone is doing it

- Who is saying these kinds of things?
- Is this what God desires from us?
- Whose opinion and approval really matters?
- Do we want to be "cool" in God's eyes or in the eyes of those who are trying to pressurize us to behave in this way?

Remember that God sees everything we do, even the things we do in secret

It is so important to get our thinking straight now and not when we are in a difficult situation.

- Can anyone remember the saying we learned last week about abstinence and faithfulness?  
***Abstinence before marriage***  
***Faithfulness in marriage***  
***That's the way***  
***That's God's way***  
***I'm gonna do it God's way***

### **WHO IS THE LORD OF YOUR LIFE?**

The Bible talks about Jesus being our Lord and Saviour.

**"But grow in the grace and knowledge of our Lord and Saviour, Jesus Christ." 2 Peter 3:18**

When we accept the Lord Jesus into our lives we accept Him as our Lord and Saviour.  
What does this mean?

To accept the Lord as **Saviour** means that we admit that we are sinners and that we need to be saved from our sins in order to be acceptable to God. It is Jesus who has made the way open for us to be acceptable to God by dying on the cross and paying the price for our sins.

To accept Christ as **Lord** means that we put Jesus on the throne of our lives and we submit to Him. This means that we are willing to obey His commands and allow Him to control every part of our lives. If Christ is the Lord of our lives it means that if we are doing something that is not honouring to God - we need to stop doing that, ask Him to forgive us and ask Him to help us to move on to activities that will honour Him. This is not always easy, But the Lord Jesus has assured us that He will always be with us, He will strengthen and enable us to live lives that are honouring to Him.

*Encourage children who have not accepted Jesus as Lord and Saviour of their lives to come and talk to you afterwards if they would like to know more.*

### **LET'S ACT:**

#### **THE JESUS DRAMA**

*This drama needs two people – one to be a scholar, Rumbi (or any other name), the other to be Jesus. There is another copy of the drama at the back of the lesson so that you can both have the script.*

Opening scene: Rumbi has just got back from school, she is tired and just wants to relax.

There is a knock at the door. She says to herself, "Oh, who's coming to see me now, just as I've got home. I just want to rest."

Rumbi ignores the knock.

There is knocking at the door again.

Rumbi ignores the knocking.

Knocking again - Rumbi says, "Oh all right, I'm coming"

She opens the door, "Oh Jesus.... Please come in... I wasn't expecting you, come in, here's a chair, would you like some tea? Would you like some coffee?"

No answer, Jesus just looks at Rumbi.

"Well, okay... let's have tea." She starts making her way to the kitchen, "Please sit down, I'm just going to the kitchen."

Jesus gets up and follows Rumbi.

Rumbi takes Jesus back to his seat and says, "Please Jesus, sit here and wait, I'll just be in the kitchen making the tea."

Rumbi goes off again and Jesus gets up and follows.

Rumbi says, "Well, okay, just let me get the tea ready."

The tea is made and Rumbi takes it back into the lounge and asks, "Please sit down Jesus, sit, here is your tea."

The phone rings and Rumbi goes to answer. Jesus follows her.

Rumbi answers, "Hi, How are you? Just hold on a minute..." She says to Jesus, "Please Jesus, just sit down, I'm just on the phone to a friend, I won't be long."

Jesus sits down.

Rumbi carries on talking to her friend on the phone and then she says in a whisper to her friend, "yes, I would love to come to the party with you, but you'll never guess who's visiting me, it's Jesus..... Yes, the Jesus from heaven..... Anyway, I'll sort something out and I'll see you in 10 minutes."

Rumbi goes back to Jesus to try to explain that she needs to go out.

She says, "Jesus, I just need to go out for a while. Please just make yourself at home, there's the TV, here's the control, put your feet up... I'm just going out with a friend, I will be back later."

As Rumbi walks out the door, Jesus follows.

She says, "No, No, please Jesus, just go back to your chair and sit down. I won't be too long." Jesus follows her again. Rumbi says quite firmly, "No Jesus, I am going out, you are staying here."

She goes to the door and Jesus follows again.

Now Rumbi takes one of Jesus' hands and holds it up as though He were on the cross, she acts as though she is hitting a nail into his hand, and shouts, "Jesus."

She then takes his other hand and does the same thing, shouting, "Jesus."

Jesus acts as though he is on the cross and lays his head to one side as though he has died.

Rumbi gets on her knees in front of Jesus.

Jesus then looks up and says, "Why, why don't you let me into every part of your life, Rumbi. I love you."

This drama helps to illustrate the fact that many of us don't like to let Jesus into every part of our lives.

### **LET'S DRAW:**

*Give each child a piece of paper and tell them to draw a picture of a house with a number of different rooms. Then tell them that the house represents their life and the different rooms are the different parts of their lives e.g. family, friends, school work, dreams and desires, goals, behaviour, etc.*

*Tell the children to label each of the rooms of their house.*

*Then ask them to look through each room, imagining the things or people that might be in that room, and ask themselves whether Jesus is Lord of that room. If not, why not?*

*Challenge them to ask the Lord to help them to give over to Him the rooms over which they have not made Him Lord.*

If Jesus is Lord of our lives, He should have access to every room and we should be able to share every part of our lives with Him and be willing to obey and follow Him in every part of our lives.

Sometimes it can be hard to allow the Lord into every part of our lives and we may feel worried or afraid. But remember that Jesus loves us, He wants the best for us and we can trust Him.

### **LORD OF OUR SEXUALITY:**

We should want to honour God in our sexual behaviour. We should take pride in our virginity (a virgin is someone, boy or girl, who has not had sex) because it is pleasing to God. We should encourage those around us to do the same. Imagine you and a group of friends could stand together against these pressures and give a different message to those around you – that it's virginity that is cool!!

God never asks us to do something that is impossible. It may be difficult but never impossible. He is always ready to help us to obey and give us the strength to stand firm. All we have to do is ask Him and trust Him to help us.

The Bible says, "**nothing is impossible with God.**" **Luke 1:37**

As you grow and develop you will find that you experience sexual desires and urges, there will also be plenty of people around you encouraging you to follow your desires. We need to be prepared. When sexual pressures come, we need to be ready to resist and say no! Remind yourself of who is Lord of your life.

### **LET'S PRAY:**

*Encourage the children to make Jesus the Lord of their lives - He is the best person that we could put in charge of our lives.*



*Encourage the children to give over each room of their lives to Jesus and allow Him control over every part of their lives.*

As we make Jesus the Lord of every part of our lives, ask Him to help you to want to obey Him and please Him.

## THE JESUS DRAMA

Opening scene: Rumbi has just got back from school, she is tired and just wants to relax.

There is a knock at the door. She says to herself, "Oh, who's coming to see me now, just as I've got home. I just want to rest."

Rumbi ignores the knock

There is knocking at the door again

Rumbi ignores the knocking

Knocking again Rumbi says, "Oh all right, I'm coming"

She opens the door, "Oh Jesus.... Please come in... I wasn't expecting you, come in, here's a chair, would you like some tea? Would you like some coffee?"

No answer, Jesus just looks at Rumbi.

"Well, okay... let's have tea." She starts making her way to the kitchen, "Please sit down, I'm just going to the kitchen."

Jesus gets up and follows Rumbi.

Rumbi takes Jesus back to his seat and says, "Please Jesus, sit here and wait, I'll just be in the kitchen making the tea."

Rumbi goes off again and Jesus gets up and follows.

Rumbi says, "Well, okay, just let me get the tea ready."

The tea is made and Rumbi takes it back into the lounge and asks, "Please sit down Jesus, sit, here is your tea."

The phone rings and Rumbi goes to answer. Jesus follows her.

Rumbi answers, "Hi, How are you? Just hold on a minute..." She says to Jesus, "Please Jesus, just sit down, I'm just on the phone to a friend, I won't be long."

Jesus sits down.

Rumbi carries on talking to her friend on the phone and then she says in a whisper to her friend, "yes, I would love to come to the party with you, but you'll never guess who's visiting me, it's Jesus..... Yes, the Jesus from heaven..... Anyway, I'll sort something out and I'll see you in 10 minutes."

Rumbi goes back to Jesus to try and explain that she needs to go out.

She says, "Jesus, I just need to go out for a while. Please just make yourself at home, there's the TV, here's the control, put your feet up... I'm just going out with a friend, I will be back later."

As Rumbi walks out the door, Jesus follows.

She says, "No, No, please Jesus, just go back to your chair and sit down. I won't be too long."

Jesus follows her again. Rumbi says quite firmly, "No Jesus, I am going out, you are staying here."

She goes to the door and Jesus follows again.

Now Rumbi takes one of Jesus' hands and holds it up as though He were on the cross, she acts as though she is hitting a nail into his hand, and shouts, "Jesus."

She then takes his other hand and does the same thing, shouting, "Jesus."

Jesus acts as though he is on the cross and lays his head to one side as though he has died.

Rumbi gets on her knees in front of Jesus.

Jesus then looks up and says, "Why, why don't you let me into every part of your life, Rumbi. I love you."

LESSON 19  
**SELF CONTROL**

# Less

The focus of this lesson is that children:

**2 Timothy 1:7, “For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control. “ (Good News Bible)**

- Realise that the Holy Spirit helps us to be self-controlled
- Are encouraged to exercise more self-control in their lives

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

## LOOKING INTO OUR LESSON

### LET’S TALK:

Today we are going to talk about self-control.

- Who knows what self-control is?

Self-control is taking charge of yourself: your thoughts, your words and your actions, and being responsible at all times.

Self-control is being able to control yourself, the way you think, speak and act, in a good or bad situation. It is being able to take charge of your life and your behaviour.

### LET’S THINK:

Sometimes young people are so worried about not being accepted that they would do almost anything to get their friends' and peers' acceptance.

*Hand out paper and pencils so children can answer the following questions after some of these scenarios. Allow them to give feedback.*

- **Chipo’s situation:**

Two of her older brother’s friends are sleeping over at their house. They invite Chipo to play ‘spin the bottle’. They spin a cold drink bottle around and if the bottle points at a person that person is supposed to do anything the others want him/her to do without refusal.

Her brothers’ friends say, “Chipo come and play ‘spin the bottle’ with us “

As Chipo hesitates they say, “Are you a chicken or are you just a baby?”

- What do you think she should do? Should she play or not?
- What are the good things?
- What are the bad things?
- What do you think she should say?
- How can Chipo exercise self-control in this situation?

Ideas:

Sticking to her values, make sure she doesn't do anything she will regret, not give in to peer pressure just to please others, not doing something she doesn't want to do

- **Sam's situation:**

Sam became friendly with Joe, his soccer team mate. Sam and Joe have finished playing soccer, their team won and the two friends are ready to go home. Joe has some alcohol in his bag and some cigarettes. He is pressuring Sam to have alcohol and just to try a cigarette because no-one is looking.

Joe says, "Sam, let's celebrate! You should try this, it will make you feel great."

As Sam hesitates he says, "Don't worry, you want to be cool, or was I wrong? Or are you just a sweet mommy's boy?"

- What do you think Sam should do?
- Is it possible for Sam to say no?
- Do you think he can give in easily?
- What do you think he should say?
- How can he exercise self-control in this situation?

- **Tino's situation:**

Tino is on holiday and goes to work with his mom. His mom is a housemaid and while he is with her he sees that the owner of the house has left some money lying around. Tino starts to think of all sorts of things he could do with that money.

What should he do? Should he take it?

What should he be thinking about?

How can he exercise self-control in this situation?

- **Tadi's situation:**

Tadi discovers that someone in the class copied her test and got really good marks. She knows that this person never prepares for exams, and *she* always works very hard. She is so angry and upset.

- What should Tadi do? What should Tadi say?
- How can she exercise self-control in this situation?

### **BEING RESPONSIBLE:**

We all need to know how to deal with temptation and peer pressure to prevent running risks of doing things we don't really want to do or things that are wrong or unhealthy for us, for example, getting involved with alcohol or smoking, stealing, cheating or becoming sexually active.

#### ***What is being responsible?***

Responsibility is doing what you are supposed to do and doing what is right. Responsible people think ahead, set reasonable goals, control their tempers and always do their best. They don't give up easily, especially when others are counting on them. They are accountable for the

consequences of their choices, they don't blame others for their mistakes. Responsible Christians rely on God's help and His Holy Spirit to help them to exercise self-control.

**LET'S PLAY:**

Let's play the 'I say you say' game.

Examples of how the game is played:

I SAY: "Let us have some beers"

YOU SAY: "No thanks, can I have a coke please?"

I SAY: "Come to my place. You can trust me nothing will happen"

YOU SAY -----

I SAY: "Your parents won't find out, I promise"

YOU SAY-----

I SAY: "If you really love me you will do as I say"

YOU SAY-----

I SAY: "Try this, don't you want to be cool?"

YOU SAY-----

I SAY: "Let's bunk lessons and have fun"

YOU SAY-----

I SAY: "If you love me, you will have sex with me?"

YOU SAY: -----

*The children can add their own examples. Challenge them if they say something inappropriate.*

- How do we see self-control in these situations? Ideas: We need to resist the temptation to do things that we know are wrong or could get us into trouble
- We need to resist peer pressure and not give in just to please others
- We need to act according to our values and beliefs
- We need to act in a way that is pleasing to God
- To do this takes self-control
- Do you think it is always easy to be self-controlled?

**BEING ASSERTIVE:**

- What does it mean to be assertive?

Assertiveness means standing up for your rights and beliefs without violating other people's rights. Assertiveness is a skill to be acquired – it requires a readiness to act on your beliefs and stand up for yourself. It is not who you are but what you do. Being assertive can be difficult, but the Lord encourages us to be bold and courageous for He is with us always (Joshua 1:9)

**LET'S RAP:**

Add some actions to the words.

UNDER  
PRESSURE I WILL  
ASK SOME QUESTIONS TOO  
AND I CAN SAY NO TO YOU AND  
DECIDE FOR MYSELF, WHAT I WANT TO DO.

### **LOOKING INTO THE WORD:**

**2 Timothy 1:7, “For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control. “ (Good News Bible)**

This Scripture clearly explains that we, as children of God who have accepted Jesus into our lives, have been given a spirit of power and of self-control. The Spirit we are given does not make us lukewarm or scared to stand up for what is right - rather his Spirit fills us with power and love and self-control. Whatever obstacles come our way, we can be self-controlled and act right, through the power of His Spirit.

**Galatians 5:22, “But the fruit of the Spirit is..... self-control.”**

If we are Christians, the presence of the Holy Spirit in our lives helps us to exercise self-control.

Our desire should be to please Jesus in all that we think, say and do. To do this, we will need to learn self-control – there are many situations in which we will need the Holy Spirit’s help to be self-controlled.

*Urge the children to strive for self-control in their lives at all times. Keep your goals in mind and work hard to try and achieve them. Remember that our ultimate goal should be to please the Lord Jesus.*

If you see friends trying to persuade you to do wrong things, don’t give in, rather tell them about Jesus. Jesus is watching and we can never hide from Him. We can fool everyone around us but we can’t fool Jesus.

### **LET’S PRAY:**

*Encourage the children to think about areas in their lives where they need to exercise more self-control.*

*Ask the Lord to help us to be more self-controlled in these areas of our lives. Ask the Lord to help us to be self-controlled in all that we think, say and do.*

*Ask the Lord to help us to be bold and courageous and to stand up for what we believe and for what we know is right and best for us.*

*Encourage the children to pray for those who do bad things and battle to stand up for themselves.*

*Encourage the children to always focus on the Lord in everything they do.*

LESSON 20  
**SAYING A POSITIVE NO**

# Less

The focus of this lesson is that children learn:

- About saying 'Yes' and 'No'
- That they should mean what they say
- The value of thinking before making a decision
- To say 'No' in the context of abuse and sexual temptation
- How to say 'No' positively

**Matthew 5:37, "But let your 'Yes' be 'Yes', and your 'No', 'No'. For whatever is more than these is from the evil one." (New King James Version)**

**Psalm 138:3, "When I called, you answered me; you made me bold and stouthearted."**

**Joshua 1:9, "be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go." (New Living Translation)**

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

## LOOKING INTO OUR LESSON

### **SAYING YES AND SAYING NO:**

Most people experience saying 'no' or 'yes' in their daily talk.

- How many of you use these words often every day? Yes, we all do.

These responses can be given in a pleasing way or in an unpleasing way. However, many people use either of these words wrongly.

*Ask the children:*

- When it is wrong to say 'no' and when it is right to say 'no'?
- When it is right to say 'yes' and when it is wrong to say 'yes'?

*Do this exercise by asking the children to raise up their hands.*

**Tell the children:**

**Some of the ideas for saying No may include:**

- When someone you do not know so well says, "Come here," it is right to say "No".
- When a teacher tells you to remain behind in their office, and you feel uncomfortable or afraid to be alone with that teacher, say "No" or ask if your friends can stay behind with you.
- When you are commanded to do something you cannot afford to do, say, "No"

**Tell the children:**

**Some of the ideas for saying "Yes" may include:**

When someone asks you if they can borrow your spare pen, you can say, "Yes"

When asked to help with some home chores you can say, "Yes"

When you are taught good things such as ironing, washing, cooking, etc., say, "Yes"

**SAY NO WHEN YOU MEAN NO:**

In Africa, many people say 'no' when in actual sense they want to say 'yes'. Likewise, many say 'yes' when they want to say 'no'

*For example, I used to act like that in my childhood experiences. Many times, I used to be invited for food by the people next door, but I used to emphatically say no, when in fact I was very hungry.*

*How many of you, when asked if you like something or are in agreement with something, feel you have to say yes?*

- Are there any of you who are acting like that?  
*As volunteers, feel free to share your experience in line with this situation.  
Allow a few of the children to share some of their experiences.*

The Bible encourages us to be honest and true to our word, saying, "**But let your 'Yes' be 'Yes', and your 'No', 'No'. For whatever is more than these is from the evil one.**" **Matthew 5:37 (New King James Version)**

**DECIDING TO SAY 'NO':**

*Teach the children that they need to make an informed decision in order for them to be able to say a positive 'No'.*

*Tell the children that before they make a decision to say 'No', each one should be able to ask himself/herself the following questions in each and every situation:*

1. Will I be hurt or harmed?
2. Will I gain or benefit?
3. Will some one else be harmed or hurt if I do this?
4. Will anyone gain or lose if I do this?
5. What will my parents or teacher say, feel and do if I do this?
6. What would Jesus do in a situation like this?

**SAY 'NO' TO SEX BEFORE MARRIAGE:**

*Volunteers please teach this appropriately for the age group you are teaching.*

In the last few lessons we have spoken about God's design for sex and how if Jesus is the Lord of our life, then we need to obey Him and live in a way that is pleasing to Him.

It is very important to be able to say 'No' to sexual temptations and friends who are encouraging us and pressuring us to sleep around. We have just spoken about thinking before we make a decision and it is important that in these situations we take the time to think carefully!!!

**SAY 'NO' TO CHILD ABUSE:**



***The children should be able to say no as a preventative measure to child abuse.***

A very important situation in which we need to be wise and brave, and know how to say 'No' is that of possible abuse.

*Teach the children that they need to know themselves and be aware of the following:*

- **Recognise the touch.** Who touches me? Why are they touching me? Is this touching good or bad?
- **Say no.** If the touch is bad refuse the advance, do what ever you can to refuse. If you are feeling at all unhappy, uncomfortable or afraid – be brave and learn to day, “No”
- **Flee from the situation.** Say “No” once you as a child recognise that this event could be leading to abuse. Try your best either to flee or shout for help.
- **Tell a trusted adult.** After you have said no, always try to tell someone you trust. Having someone you trust to share your personal life with is very helpful when we face very difficult situations.

**SAYING “NO” POSITELY**

To help you to say 'No' we are going to learn about, “**Say NO sandwiches**” (This is another wonderful idea from Scripture Union).

- Who of you can remember what we learned earlier on this year about the say 'No' sandwich?

*Remind the children that a sandwich consists of 2 pieces of bread with something in the middle.*

*Try to have a sandwich with you to show the children.*

The jam/cheese/meat/peanut butter on our sandwich is going to be like our NO. But we are going to learn to sandwich our NO between 2 positives i.e. the 2 pieces of bread. In this way we can learn to say NO without losing our friends or getting into trouble.

There are 3 steps:

- Say something positive e.g., “I am glad you're my friend.”
- Say NO and mean it e.g., “I'm NOT going there today.”
- Suggest doing something else instead e.g. “Let's go and play soccer”

Can you see how we sandwiched our NO in between 2 positives?

Saying 'No' takes boldness and courage, but we are encouraged in the Bible that the Lord will be with us and He will help us.

**Psalms 138:3, “When I called, you answered me; you made me bold and stouthearted.”**  
**Joshua 1:9, “be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go.” (New Living Translation)**

**LET'S ACT:**

*Get some children to act in front of the others. One child tries to influence another while another one is refusing by saying 'no'*

When you as a child practise saying 'no' in a positive way you are taking care and control of your bodies.

***Let the children read I Thessalonians 4:3-4, “it is God's will that you should be sanctified: That you should avoid sexual immorality; that each of you should learn to control his own body in a way that is honorable.”***

*Divide the children into groups and tell them to prepare a short drama that gives an example of making a careful decision and saying a positive 'No'*

*Encourage them to use scenarios about saying 'No' to:*

- abuse-type situations
- friends putting on pressure to have sex before marriage
- a partner pressurizing the other partner to have sex before marriage

*Please be sensitive about the dramas and the age of the children. It may be wise to divide the children into the older and younger age groups. It is very important that the older children are encouraged to think of these kinds of scenarios and how they can say "No".*

**LET'S PRAY:**

Pray that God helps you to: Say no in a positive way so as to live in a way that is pleasing to Him (be able to protect your bodies). Ask the Lord to help you to make wise and informed decisions and to be bold and brave enough to say "No".

LESSON 21  
**GOOD AND BAD TOUCHES**

# Less

The focus of this lesson is that children should know:

~~The difference between good and bad touches~~

1 Peter 2:11, "I appeal to you, my friends, as strangers and refugees in this world. Do not give in to bodily passions, which are always at war against the soul." (Good News Bible)

Joshua 1:9, "be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go." (New Living Translation)

hes

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

## LOOKING INTO OUR LESSON

### INTRODUCTION:

Today we are going to talk about "touch". The human touch can be a very special thing – it can comfort and show care, it can show love and appreciation, it can encourage and motivate, it can heal and it can help, it can discipline and it can guide.

Think of situations in which you have experienced these kinds of touches.

There is great power in human touch and God would certainly want us to use this gift in a good and healthy way.

However, because we are sinful we often use the power of our touch in wrong and hurtful ways.

What are some of these ways?

Ideas: hitting, slapping, pushing, kicking, abusing, raping...

Today we are going to talk about touch and how we can use touch in the way God designed and how we can try to protect our bodies from harmful touching.

### GOOD AND BAD TOUCHES:

#### **What are good touches?**

- *Ask children to list a few:*
  - Kiss on the cheek or lips, done openly
  - A pat on the back
  - A handshake
  - A hug

- *Ask the children how good touches make us feel*

Good touches make us feel comfortable, happy and encouraged. Good touches are done openly and when there is a group of people around. When a child does something good they are praised for their effort by their teacher, headmaster... and this praise may be shown with a touch.

- *Ask the children to name a few other situations when children may be shown encouragement, love or affection through touch e.g.*

Church  
Community  
Homes  
Sports

### **What are bad touches?**

- *Ask the children to name a few:*

Excessive tickling  
Hitting, pushing  
Lingering touching  
Inappropriate kissing or hugging  
Touching of private parts

- *Ask the children how bad touches make us feel*

Bad touches are done in secret where no one is looking or watching. Bad touches leave us feeling hurt, disturbed, worried, afraid, guilty, angry etc. Sometimes a person may become aggressive or threaten to touch or force himself/herself on someone. We are normally left to feel ashamed, embarrassed, confused or afraid.

*Volunteers should be sensitive and check if there are children who are feeling uncomfortable with the lesson. Give opportunity for children to come and talk to you or another leader after the programme.*

- *Ask the children to think about who bad touches might come from. Remind the children that bad touches could come from adults, a boyfriend or girlfriend, other children or teenagers they know as well as from relatives and strangers.*

Sometimes we are found in a tricky or difficult situation. We have to learn to stand up for ourselves when a person tricks or traps us into doing something we don't want to do. The person may be friendly and we may trust him/her. He/she may give us gifts or love and attention that we don't expect. He/she may do something that makes us feel uncomfortable or confused.

### **LET'S TALK ABOUT OUR BODIES:**

*Boys and girls should be separated, and if possible into different age groups.*

#### **6-9 YEARS - GIRLS:**

God has made our bodies very specially, they are ours to look after and care for. We should use our bodies to glorify God. We should respect our bodies and we should respect the bodies of other people as well.

- *What parts of our bodies should not be touched by other people? Encourage the children to talk openly and try to get them to give the answers.*

*Girls have breasts and a vagina – these parts of our bodies are very special and can be very sensitive. You must remember that no-one is allowed to touch them except your mum or anyone close to you that you trust, or a nurse or doctor.*

#### **10-12 YEARS – GIRLS:**

Add:

These parts of our bodies can be used in situations of sexual intimacy and we know that God has designed sex and sexual intimacy for marriage. We should never allow anyone to touch us in a way that is uncomfortable for us, inappropriate or threatening.

### **6-9 YEARS – BOYS:**

God has made our bodies very specially, they are ours to look after and care for. We should use our bodies to glorify God. We should respect our bodies and we should respect the bodies of other people as well. We should never touch other people's bodies inappropriately.

- What parts of our bodies should not be touched by other people?

*Encourage the children to talk openly and try and get them to give the answers.*

Boys have a private part that is called a penis. This is a very special part of your body and nobody should be allowed to touch it except you or if you have a problem tell mum or dad quickly.

### **10-12 YEARS – BOYS:**

Add:

These parts of our bodies can be used in situations of sexual intimacy and we know that God has designed sex and sexual intimacy for marriage. We should never allow anyone to touch us in a way that is uncomfortable for us, inappropriate or threatening.

### **LET'S SING:**

*Start it slow and then faster:*

My body is my body, but mine  
You run your body  
Let me run mine

### **WHAT TO DO:**

#### **SAY NO**

If you don't like what is happening, act immediately and say, "NO". Get away from the situation and find help if necessary. Telling others or letting others know your boundaries through confident words, actions and body postures, will help you feel safe and free. Tell an adult, teacher or pastor if you are unhappy, afraid or threatened.

Remember that saying, "NO" takes boldness and courage, but the Lord is always there to help us.

**Joshua 1:9, "be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go." (New Living Translation)**

### **AVOIDANCE**

Avoid situations in which you may be exposed to bad touches. If you have a boyfriend or girlfriend, avoid being alone in situations that may encourage wrong sexual behaviour – rather stay in groups of friends when you spend time together.

Avoid being alone with people whom you do not feel comfortable with or who have touched you inappropriately before.

### **LET'S ACT OR DISCUSS:**

*Children could get into groups and act out or discuss the following scenarios and should clearly show how to avoid bad touches.*

For example:

One day the father next door asked Mary to play in his pool. He told her that the yard was private so she wouldn't need to wear a swimsuit. Mary did not know what to think or do about this.

Ask questions such as:

- “Why do you think Mary felt funny?”
- “What should she do?”
- “Did the man do anything wrong?”
- “What if he acts angry?”
- “Should Mary tell anyone?”

*Make sure children know that no one has the right to suggest that children remove their clothes or watch them undressing. Children must know how important it is for Mary to say NO, to leave the yard immediately, and to tell a trusted adult what has happened. They should not worry if a person like the man in this story acts angry or hurt. He is the one who has done something wrong.*

#### **Scenarios:**

*Help the children to find some good solutions and actions in these situations, and be sensitive to age.*

- An older man/woman offers you money, pays your fees, gives you food in exchange for sexual touching and pleasure
- A young girl goes to help her sister who has had a baby. While she is there her sister's husband starts to behave inappropriately towards her, with wrong touching and trying to get her on her own
- Your boyfriend or girlfriend is starting to touch you in ways that you are uncomfortable with.
- Your parents go away and want you to go and stay with your uncle. You don't feel comfortable when you are with him because he tries to get close to you, so you don't want to stay there.
- A stranger offers a lift

#### **LOOKING INTO THE WORD:**

**1 Peter 2:11, “I appeal to you, my friends, as strangers and refugees in this world. Do not give in to bodily passions, which are always at war against the soul.” (Good News Bible)**

This simply means that your bodies are special to God because He is the one who created you. So when you misuse your bodies by giving into sexual acts God will not be happy. Our bodies are special because we were created in a unique way, so let's be proud of our bodies and not let anyone or you misuse your body and let's be sure to respect other people's bodies.

**Joshua 1:9, “be strong and courageous! Do not be afraid or discouraged. For the Lord your God is with you wherever you go.” (New Living Translation)**

Our bodies have been wonderfully created by God and we have a responsibility to look after our bodies to the best of our ability. When it comes to touching, we can enjoy good touches and the way they make us feel but we need to be cautious of bad touches and be bold and courageous enough to resist and avoid them.

Close in prayer using this as a guideline.

LESSON 22  
**HEALTHY RELATIONSHIPS**

# Less

The focus of this lesson is that children should know:

- The value of relationships
- How to distinguish between healthy and unhealthy relationships
- About developing healthy boy/ girl relationships God's way
- The importance of having healthy relationships and the danger of unhealthy relationships

— —

**1 Corinthians 15:33, "Do not be fooled, "Bad companions ruin good character." Come back to your right senses and stop your sinful ways. I declare to your shame that some of you do not know God." (Good News Bible)**

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

## LOOKING INTO OUR LESSON

*Be sensitive to age groups, it may be an idea to separate some parts of the lesson into younger and older age groups if you can. It is important to discuss this openly with the older children to encourage them to set good dating habits and boundaries.*

### LET'S TALK RELATIONSHIPS:

Life is meaningless without relationships.

- What does it mean to have a relationship with someone? Ideas: knowing one another, sharing values, spending time together
- Which of you think you would enjoy a life with no relationships?
- Which of you would agree that relationships make life more enjoyable?

We as children have relationships with teachers, brothers, sisters, parents and friends. Although our various relationships have different values and serve different functions, there are also common factors in all relationships.

### **WHAT ARE HEALTHY RELATIONSHIPS?**

Someone said, "True friends are like diamonds, precious but rare. False friends are like autumn leaves, scattered everywhere."

It is possible that some friends can be true friends and other friends can be false.

- Which of you agree with this or have experienced this to be true?

A healthy relationship is when trust, commitment and love are involved.

- Who thinks these qualities are important in a friendship?
- Who thinks these qualities are important in a boy/ girl relationship?
- Who thinks these qualities are important in a marriage relationship?

Remember that when you meet a boy/ girl you like, all these things should be present before you think of becoming intimate. Rather take the time to become friends first and you will soon find out whether that person has these qualities.

If you love someone, you want to be with him/ her for the rest of your life. That is what we call total commitment. So, it is better to wait until you are older, have a job, etc., and are in a relationship with a person who has such qualities before you consider an intimate relationship with a man or woman.

Although these qualities are important in all relationships, today we are going to talk more specifically about boy/ girl relationships.

- How many of us want to be in this type of relationship? A relationship characterised by trust, commitment and love.
- Are any of you noticing members of the opposite sex?  
*Their response will vary according to age.*  
It is quite normal for younger boys and girls to have no interest in the opposite sex, but as you get older it is a normal part of growing up to start noticing members of the opposite sex.
- Do any of you have a boyfriend or girlfriend?  
*This usually causes giggles and laughter.*  
This can be a very special part of growing up if we are wise and careful, and seek to do things God's way.
- What must you do if you like (fancy) someone?  
Volunteers try to get responses such as:  
I must get to know him/her.  
I must like him/ her and we must respect each other.  
We must both like school.  
We should be friends first  
We should have the same values and beliefs

*Stress that asking for a date is not a lifelong commitment and that nobody should feel compelled to go on a date.* There is only one way to find out whether or not you like someone and that is to spend time together, getting to know each other.

*Discuss the following issues regarding dating for this age group.*

How can you ask someone to go out with you?

- Ideas:
- Face to face
  - Telephone
  - Writing a letter
  - Invitation to go to a party, movie, etc.

Who should ask who out? The boy or the girl?



*Try to encourage the children that when they out to parties, movies, ice-cream and sport meetings they should go out in groups.*

Why do you think you should go out in groups?

*Encourage them to respond first, although they may feel shy.*

If we date in groups:

- \* It is safer
- \* We are less likely to get into situations of sexual temptation
- \* We are less likely to be pressurised into sexual compromise
- \* We should always take a friend we can trust

### **WHAT ARE UNHEALTHY RELATIONSHIPS?**

Unhealthy relationships are when friends, boyfriends or girlfriends put pressure on you to do something you do not want to do.

Here are two examples:

- How many of you have gone to a party and your friends ask you to drink or even smoke? Is this a healthy habit or an unhealthy habit?

Is this a healthy or unhealthy relationship? No good friend, who loves and respects us, should pressurise us to do something we don't want to do

- You are with your boyfriend and he starts to touch your breasts and even your private parts and you are alone.

- Is this a healthy or unhealthy relationship?
- What should you do in order to avoid getting yourselves in such a mess?

*Volunteers, please add that once we allow a boy to touch us in such a manner, it is easy for things to get carried away and we could end up being pregnant and carry a baby when we are not at all ready. This is a hard job and that means all our dreams and even our careers can be shattered. Being a mother/father at an early age is a big drawback in life. For medical reasons giving birth at an early age could lead to complications or even death.*

*We could also land up with a very unwanted sexually transmitted infection.*

### **GOD'S WAY:**

*Remind the children that in the Bible it is clearly written that we must respect our bodies for they are the temple of God, and, therefore, we should honour and glorify God with our bodies.*

- What does it mean to honour/ glorify God with our bodies? Let them respond first. We honour and glorify God with our bodies when we use our bodies in ways that are pleasing to the Lord and in obedience to His teaching.

We have also learned that God has designed sex for marriage.

- Who remembers the saying we learned about abstinence and faithfulness? (always make sure that the children understand the word abstinence – to refrain from sexual intercourse and immorality)

***Abstinence before marriage***

***Faithfulness in marriage***

***That's the way***

***That's God's way***

***I'm gonna do it God's way***

Never lose focus on the Lord and with His help we can work towards achieving our dreams. Encourage your friends who do not believe in God to come to Nhasi Zve Mangwana and invite them to Church. Try and do good all the time and I bet you when you get praises from your teachers and parents, the other children will want to follow in your footsteps.

**Ephesians 4:29, “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.” (Good News Bible)**

**Matthew 5:16, “Let your light shine before men, that they may see your good deeds and praise your Father in heaven.”**

### **LOOKING INTO THE WORD:**

**1 Corinthians 15:33, “Do not be fooled “Bad companions ruin good character” Come back to your right senses and stop your sinful ways. I declare to your shame that some of you do not know God.” (Good News Bible)**

This verse clearly warns us that if we get involved in bad, unhealthy relationships, it will ruin our good character. Remember that if, however, we do wrong or get involved in an unhealthy relationship the Lord God is always forgiving and He gives us a second chance to do what is right. He will also give us the strength and wisdom we may need to get out of an unhealthy relationship.

- Who wants to do what is right?  
*Acknowledge that doing what is right is not always easy; in fact it can be very difficult. Do remember that the Lord is always there to help and guide us.*
- Who here is involved in unhealthy relationship and wants God to forgive them?  
*Pray: Thank the Lord that these children realize that they are in unhealthy relationships and that they need God’s help and forgiveness. Thank the Lord that He is faithful and forgives us when we are sorry. Ask the Lord to help each of these children to have the wisdom and the courage to end this unhealthy relationship.*

If you are shy, please come to any of the leaders after the lesson, because this is why we are here - for all you wonderful children and we pray that each and everyone sitting here today will be our future doctors, lawyers, accountants, pilots, pastors, teachers, etc.

### **LET’S SING:**

Know we not, know we not  
We are the temple  
We are the temple of the Holy Ghost  
Full of praise  
Full of power  
Full of Glory  
We are the temple of the Holy Ghost

*Encourage the children to live lives that are worthy of the Holy Spirit – who lives in them.*

### **LET’S PRAY:**

*Thank the Lord for the blessing of healthy relationships in our lives. Thank the Lord that He wants the best for us and the best from us. Ask the Lord to guide the children in their relationships and to help them to establish and enjoy many healthy relationships. Pray that the Lord would help them to make the right friends and as they enter into the stage of their lives when they will have relationships with members of the opposite sex, that the Lord would help to lead them into healthy relationships that will please and honour Him.*



LESSON 23  
**CHILD ABUSE**

# Less

The focus of this lesson is that children:

- Are given a definition of abuse
- Develop more of an understanding of child abuse
- Are taught to honour and obey their parents
- Are taught about God's perception of children
- Are sensitized about abuse

- Follow the usual **— —** programme

**I Thessalonians 4:3-4, "it is God's will that you should be sanctified: That you should avoid sexual immorality; that each of you should learn to control his own body in a way that is honourable"**

**Ephesians 6:1-4, "Children, obey your parents in the Lord, for this is right." Honour your father and mother" which is the first commandment with a promise " that it may go well with you that you may enjoy long life on earth" Fathers, do not exasperate your children; instead bring them up in the training and instruction of the Lord."**

## LOOKING INTO OUR LESSON

*Children are so special and they have an important place in society and in the home. However, some adults do not value children in the way that they should and do not understand the importance of children. So, they may abuse them in many different ways.*

*Child abuse is widely known in many communities. It is widely believed that the action of abuse is always found in each and every community. Today we are going to concentrate on the definition of abuse and gain an understanding of child abuse. We are going to look at God's perception of children and sensitize children about abuse.*

- Which of you have heard about child abuse?
- Which of you know someone who has been abused?

### **LET'S TALK AND WRITE:**

*Divide the children into groups to talk about what they think child abuse is. Let the children write their thoughts down and perhaps get each group to give feedback.*

*Thereafter, teach the children the following definition:*

Child abuse is defined as **an unwelcome action, which endangers or impairs a child's physical or emotional health**. There are so many forms of child abuse.

- *What do you think are some of the ways in which children can be abused?* Encourage the children to start talking about this difficult issue.  
*Ideas: being beaten, insulted, forced to work long hours; care givers failing to offer help to children such as medical help, shelter, food; sexual abuse which may happen to girls or boys.*

### **Sensitize children about the forms of child abuse**

- Physical abuse - this is when an adult or another child intentionally harms a child, such as severely beating, kicking, punching, poisoning, leaving the child unattended and so on.
- Pre-school child neglect - for example a child of pre-school age is not going to pre-school.
- Neglect of school-going age children – for example a child of school age is not going to school
- Emotional abuse – adults shout and swear at children, insult and abuse them with their words.

### **LET'S THINK:**

#### **Understanding child abuse**

There is a saying that says, "It is the one who is running who gets tired and not the one who is seated. It is for you as a child to know and recognise, "**I am being abused**" How would you react once realising that you are being abused?

*Nevertheless, children should also understand that parents and guardians have got a special role to play in their lives. Children should not think that they are abused when they are practically taught some chores at home, or reasonably punished for bad behaviour. When that happens, children should not think that they are being abused. For example the bible requires children to be obedient to their parents. Read:*

**Ephesians 6:1-4, "Children, obey your parents in the Lord, for this is right." Honour your father and mother"- which is the first commandment with a promise - "that it may go well with you that you may enjoy long life on earth." Fathers do not exasperate your children; instead bring them up in the training and instruction of the Lord."**

*Ask children how they can obey their parents or guardians?*

*Remind them that they are required to do this by the Word of God, the Bible*

### **LET'S MAKE AN ACTION:**

#### **God's perception of children**

**Matthew 18:2-4 says, "He called a little child and had him stand among them. And He said: "I tell you the truth, unless you change and become like little children, you will never enter the kingdom of heaven."**

This verse shows how important children are in God's sight. God values children.

How much do you think your community and your families value you as a child?

*Get answers from children.*

*Ideas: May include being considerate to children, caring for them and so on.*

As much as you as children are instructed in the Bible to obey and honour your parents

(Ephesians 6:1-4), the Bible also instructs adults about how they should be treating children.

*If time permits, let the children act out a drama about how much children are either valued or under-valued in their community and by their own families.*

We are taught that we should honour and obey our parents.

We know that we should respect our elders

We know that God loves children and that they are precious to Him

So you do need to honour your parents and respect your elders but this does not mean that you should continue in a situation of abuse. Tell someone you can trust, go and seek help, and ask the Lord to help you.

**LET'S PRAY:**

*Finally, remind the children of what they have understood about abuse and God's perception of children. Remind the children of how precious they are in God's sight and how much He loves them. Encourage children who may be feeling abused to talk to someone and to ask the Lord for His help.*

*Let them pray for themselves.*

LESSON 25  
**I AM SPECIAL –  
BUILDING A POSITIVE SELF-IMAGE**

# Less

The focus of this lesson is that children understand:

Psalm 139:14, “I praise you because I am fearfully and wonderfully made.”  
Psalm 139:1-2, “O Lord you have searched me and you know me...”  
Jeremiah 31:3, “I have loved you with an everlasting love.”  
John 3:16, “For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.” en we

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

## LOOKING INTO OUR LESSON

Today we are going to talk about building a positive self-image.

- Who knows what the word self-image means?
- This is the picture or feeling we have about ourselves. The way we feel about ourselves affects the way we think, what we say and what we do. People who have a good self-image are often confident and happy and will do well in life. People with a weak or poor self-image tend to lack confidence, they give in to the pressures around them more easily and they do not believe that they can do well or be good at anything.

It is so important that we build up a good self-image as this will help us to become the best that we can be in life. We need to make sure that we are building our self-image on truth and on things that really count in life.

### LET'S TALK:

- Who thinks we are all special?
- Do you think some people are more special than others? Why/why not?

*Tell all the children who think they are special to stand up.*

- What makes you think that you are special?

Ideas: what people say about you, lots of people like you, having lots of friends, having lots of

money or nice clothes, your father drives a nice car, you are clever and get good grades, your family love you, God loves you, the Bible says that you are special....

- Why are we special? Lots of the things we have already talked about us help us to feel special but what is it that really makes us special? Are some people really more special than other people?

### **WHAT THE BIBLE SAYS:**

The Bible teaches that every single one of us is special in God's eyes, and who in the world is more important than God? If God thinks that we are special then it has got to be true, even if we don't feel special or if other people don't make us feel special.

Here are a few things the Bible tells us that help us to know that we are special:

- We have been wonderfully made by God  
**Psalm 139:14, "I praise you because I am fearfully and wonderfully made."**
- We have been made in God's image. **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."**
- God knows us and he knows everything about us. **Psalm 139:1-2, "O Lord you have searched me and you know me. You know when I sit and when I rise; you perceive my thoughts from afar. You discern my going out and my lying down; you are familiar with all my ways."**
- God watches over us. **Psalm 121:7-8, "The Lord... he will watch over your life; the Lord will watch over your coming and going both now and forevermore."**
- God loves us very much. **Jeremiah 31:3, "I have loved you with an everlasting love."**
- God loved us so much that He sent His Son to die for us so that we could be saved. **John 3:16, "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."**
- So, which of you think that there are enough reasons for every single one of us here today to feel special?

Now, everyone who feels special stand up.

*All the children should be standing, as well as all the volunteers.*

*Say together and add some actions:*

I AM SPECIAL  
I AM SPECIAL,  
BECAUSE GOD LOVES ME  
AND HE THINKS I AM SPECIAL

No-one is more special than anybody else in God's eyes; we are all equal in God's eyes.

### **LET'S THINK:**

We all know now that we are special, but there are times when we don't feel very special and it is hard to remind ourselves that we are indeed very special.

- What sort of situations make us feel that we are not special?
- When do we not feel good about ourselves?  
Ideas: when we fail, when people/friends reject us, when people tease or bully us, when our parents or family members shout at us or abuse us in some way, when we feel neglected, when we feel sick or sad...etc.

### **SCENARIOS:**

- Thadi's parents are constantly shouting at her, they make her do a lot of the work around the house and she battles to complete her school work. She tries hard but it never seems good enough, they are always moaning at her, telling her she is too slow or too stupid to do anything properly, they say she is lazy and that she doesn't deserve what she has, they never seem to say anything good about her. Thadi feels unloved and uncared-for by her parents.



- Does Thadi feel special at home?
  - Do her parents help her to feel good about herself?
  - Is Thadi special?
  - Why?
  - How can Thadi remind herself of the truth that she is special?
- Chris tries so hard at school, especially at his maths. He does his homework and prepares hard for his tests, but he just never seems to be able to do well. In fact, quite often he fails or just manages to pass. He feels so discouraged, he feels stupid and wonders whether he should carry on trying so hard.
    - Does Chris feel special?
    - Do his grades help him to feel good about himself?
    - Is Chris special?
    - Why?
    - How can Chris remind herself of the truth that he is special?
- Tino's father drinks too much. He is often round the house and when he is drunk is swears a lot and is aggressive. When Tino does something wrong his father beats him terribly and sometimes he just beats him for no reason at all. Tino's mother doesn't seem to say anything or do anything about it.
    - Does Tino feel special at home?
    - Does his father help him to feel good about himself?
    - Is Tino special?
    - Why?
    - How can Tino remind herself of the truth that he is special?
- Ruth's family is very poor. They are doing their best to be able to keep paying her school fees so that she can finish her education, but they really battle to buy clothes for her. Her uniform is old and worn out and she feels embarrassed about the clothes she wears. She worries about what people think of her.
    - Does Ruth feel special?
    - Do her clothes help her to feel good about herself?
    - Is Ruth special?
    - Why?
    - How can Ruth remind herself of the truth that she is special?
- Chris has trained hard with his friends to get into the soccer team, but when the teams are chosen he realizes he has not been given a place on the team. He is so disappointed, all his friends are together on the team except him. He is worried that he won't fit in with them now and that they will forget about him.
    - Does Chris feel special?
    - Does his sport help him to feel good about himself?
    - Is Chris special?
    - Why?
    - How can Chris remind himself of the truth that he is special?
- Margaret's father died a few years ago and her mother died last year. She is an orphan and she is living with her mother's brother's family. She worries that she is a burden to them and she doesn't feel as though she belongs as a true member of the family. She feels bad when she has to ask for things like stationery, school books or clothes. She feels sad and alone.

- Does Margaret feel special?
- Does her family help her to feel good about herself?
- Is Margaret special?
- Why?
- How can Margaret remind herself of the truth that she is special?

There are times when we will find ourselves in situations that make it hard for us to believe that we are special, like the children we have been talking about.

Can we rely on people, achievements, money or friends to make us feel special?

At times all of these things will let us down.

The only way in which we can build a good self-image, that won't crumble and fall apart when things get tough, is to base our self-image on what the Bible teaches us about God. We have learned many things that teach us that we are special in God's sight, and no matter whether we **feel** special or not, we are always special in God's eyes.

### **WHAT CAN WE DO?**

**Remind** yourself often about how special you are in God's sight.

**Remind** yourself often about why you are so special in God's sight – that He made you, He loves you, He knows you and watches over you, He made a plan to save you.

**Ask** the Lord to help you to know that you are special to Him.

**Help** other people to feel special about themselves by being kind and loving and reminding them about how special they are to God.

When you are not feeling very special remind yourself of our "I AM SPECIAL" saying:

I AM SPECIAL

I AM SPECIAL,

BECAUSE GOD LOVES ME

AND HE THINKS I AM SPECIAL

*Ask all the children who now know that they are special to stand up.*

*Stand together and repeat the saying a few times with the actions.*

### **LET'S PRAY:**

*Close in prayer, reminding the children that even though they will find themselves in situations that don't make them feel special – they are very special indeed, and precious in God's sight.*

LESSON 26  
**DEALING WITH HURTS POSITIVELY**

# Less

The focus of this lesson is that children:

**Deuteronomy 30:19, “I have set before you life and death, blessings and curses. Now choose life....”**

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

s help.

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

## LOOKING INTO OUR LESSON

We have often spoken of life as a journey. Any journey will have easy stages as well as difficult stages. Sometimes in life things can happen that hurt us – they may hurt us physically (our bodies), emotionally (our feelings), spiritually (our beliefs) or intellectually (the way we think). Any of these hurts can be hard to handle and difficult to accept. However, although we can't always prevent these things from happening to us, we can choose how we deal with these hurts. How we deal with our hurts is what we are going to talk about today.

### LET'S TALK:

Firstly, let's think about some of the things that can happen on our lives that hurt us in some way.

- What are some of the things that hurt us in life?

*Write down their responses on the board.*

Ideas: An accident of some sort  
Being let down by a friend  
Divorce or separation of parents  
Fighting within our families  
Any kind of abuse  
The loss of a parent  
Rejection by parents, family or friends  
Being misjudged or unfairly treated or punished  
Being robbed or attacked

## Unable to make friends or fit in well with others

There are so many different things that cause us hurt and pain as we go through our life-journeys. Each one of us will experience hurt at some time or other and our experiences will be different, and the way we deal with our hurts will be different.

### **LET'S THINK:**

- Do you agree that we all experience hurt in our lives at some time or other?
- Do people react to these hurts in the same way?
- Do you think we have a choice as to how we deal with our hurts?
- Do you think we have to let our hurts get the better of us?
- Who can think of someone they know who has dealt with hurt in a negative way? *Let a few children share*
- Who can think of someone they know who has dealt with hurt in a positive way? *Let a few children share. A wonderful example of someone who has dealt with much pain and hurt so positively is Nelson Mandela – don't you agree?*

It is important for us to realise that we can either:

Allow our hurts to get us down and get the better of us- we can allow them to fill us with bitterness, anger, self-pity and sadness, and prevent us from moving forwards in life- this kind of response can destroy us

**OR**

We can choose to allow these hurts to make us into better people, to shape the way we think and feel in a way that helps us to move forwards in life. We can allow these hurts to grow us in strength, belief and character.

We do have a choice!

Do you all agree?

Do you think this is an easy choice? NO

Do you think that making a positive choice means that we don't feel the pain, the anger, the sadness? NO

What it does mean, is that we choose not to let the pain, the anger and the sadness prevent us from moving on to a place where we can live life positively again.

This is not an easy choice, but it is always the choice that will help us move towards wholeness, healing, peace and perseverance. This is the best choice we can make for ourselves. A choice like this can help to lift us out of the most difficult times and get up and keep walking on our journey.

When we don't make this kind of choice we allow the pain, the anger, the bitterness, the hurt to grip us, to hold us and stop us from getting on our feet again. This gives victory to no-one and by doing this we can allow these hurts to have a truly devastating effect on our lives.

- Do we help ourselves when we dwell on the pain? NO

*Remind the children of the people they thought of who have dealt positively or negatively with hurts and how it has affected them.*

*Let some of the children give some feedback.*

### **LET'S ACT:**

We are going to act out a few scenarios in which someone is hurt in some way – we will act out how they might deal with their hurt negatively and how they might deal with their hurt positively. *For each scenario, choose children to act out these responses. Give them ideas if necessary. You tell the scenario, then they act out the negative response and then the positive response.*

*(Remind the children if necessary that responding positively doesn't mean they don't feel any of the pain, they just respond to it differently.)*

Scenarios:

- Someone is robbed by someone of another racial group.  
**Negative response:** be filled with anger and bitterness, allow racism to grow in your heart, think only bad things of all people of that racial group, treat them with disrespect, self-pity for all that was stolen, allow fear to grow in your heart.  
**Positive response:** remind yourself that everyone will have to answer to God for their actions and God will deal fairly with all people, ask the Lord to remove any fear from your heart, ask the Lord to help you to forgive the person, ask the Lord to help you not to grow feelings of hatred and racism, etc.
- Someone is let down by a friend e.g. the friend promised to invite them to a party but did not.  
**Negative response:** allow anger to build up, choose to break off the friendship, withdraw from that friend, behave rudely to the friend, allow yourself to be consumed with feelings of rejection etc.  
**Positive response:** ask the friend why they didn't invite you, express your feelings to your friends, evaluate your friendship and ask the Lord to help to know whether to continue building that friendship or not, etc.
- Someone is unfairly treated e.g. accused by a teacher of cheating in an exam because they got such a good mark.  
**Negative response** – just get angry, shout or swear at the teacher and with their friends about it, behave badly in the teacher's class, show no respect for that teacher, tell everyone what you think of that teacher, etc.  
**Positive response:** ask the teacher for an opportunity to meet to discuss it, express your feelings to the teacher and explain the truth – that you didn't cheat and that you studied really hard or had some extra lessons, speak to the teacher politely and with respect, etc.
- A parent is always telling you that you are worthless and good for nothing, they wish you had never been born (verbal abuse)  
**Negative response:** believe everything that parent tells you is true, allow that parent to destroy your self-esteem, allow those comments to prevent you from doing your best or even trying to be someone with good character.  
**Positive response:** remind yourself that God loves and values you, remind yourself of others who love you and care for you and treat you with respect, ask the Lord to encourage you to do your best even though your parent makes you feel as though you are worthless and can't do anything, etc.
- Someone is in an accident and is seriously injured by a drunken driver.  
**Negative response:** dwell on feelings of anger and bitterness towards the driver and even his family, allow self-pity to grow in your heart and focus on blaming him for what happened, develop into a bitter and negative person.  
**Positive response:** ask the Lord to help you to deal with your anger and bitterness towards the driver, ask the Lord to help you to forgive him in time, ask the Lord to help you to accept your injuries and do your best to recover, etc.

#### **LET'S TELL:**

Well, we have acted out some scenarios, now we are going to hear some real life stories of people who have dealt positively with their hurts.

Here is a story about the power of Determination and about a little boy who made up his mind to respond positively to severe physical hurt:

## STORY:

The little country schoolhouse was heated by an old-fashioned coal stove. A little boy had the job of coming to school early each day to start the fire and warm the room before his teacher and his classmates arrived.

One morning they arrived to find the schoolhouse engulfed in flames. They dragged the unconscious little boy out of the flaming building more dead than alive. He had major burns over the lower half of his body and was taken to the nearby hospital.

From his bed the dreadfully burned, semi-conscious little boy faintly heard the doctor talking to his mother. The doctor told his mother that her son would surely die – which was for the best, really - for the terrible fire had devastated the lower half of his body.

But the brave boy didn't want to die. He **made up his mind** that he would survive. Somehow, to the amazement of the physician, he did survive. When the mortal danger was past, he again heard the doctor and his mother speaking quietly. The mother was told that since the fire has destroyed so much flesh in the lower part of his body, it would almost be better if he had died, since he was doomed to be a lifetime cripple with no use at all of his lower limbs.

Once more the brave boy **made up his mind**. He would not be a cripple. He would walk. But unfortunately from the waist down, he had no ability to move his legs. His thin legs just dangled there, all but lifeless.

Ultimately he was released from the hospital. Every day his mother would massage his little legs, but there was no feeling, no control, nothing. Yet his determination that he would walk was as strong as ever.

When he wasn't in bed, he was confined to a wheelchair. One sunny day his mother wheeled him out into the yard to get some fresh air. This day, instead of sitting there, he threw himself across the grass, dragging his legs behind him.

He worked his way to the white picket fence bordering their lot. With great effort, he raised himself up on the fence. Then, stake by stake, he began dragging himself along the fence, resolved that he would walk. He started to do this every day until he wore a smooth path all around the yard beside the fence. There was nothing he wanted more than to develop life in those legs.

Ultimately through his daily massages, his iron persistence and his resolute determination, he did develop the ability to stand up, then to walk haltingly, then to walk by himself - and then – to run. He began to walk to school, then to run to school, to run for the sheer joy of running. Later in college he made the track team.

Still later in Madison Square Garden this young man who was not expected to survive, who would surely never walk, who could never hope to run – this determined young man, Dr Glenn Cunningham, ran the world's fastest mile!

*(Burt Dubin, from Chicken Soup for the Soul)*

There are two people in the Bible who also show us an amazing response to people who hurt them – Jesus and a man named Stephen:

- Jesus was beaten, mocked, spat on, laughed at and crucified by the people in Jerusalem, but listen to His words from the cross, **“Father, forgive them, for they do not know not what they do,” Luke 23:34 (New King James Version)**
- Stephen, one of the early church leaders, was stoned to death because the Jewish leaders didn't like what he was saying about Jesus, and while they were stoning him he said, **“Lord, do not hold this sin against them.” Acts 7:60**

We might not get stoned but sometimes people's words and actions can feel as though they are throwing stones at us.

Only by God's grace and help can we respond like this.

## **RESPONDING POSITELY TO HURTS**

Well, how do we do it?

How do we respond positively to the hurts we experience in our lives?

We need to ask the Lord Jesus to help us and we need to look at what His Word has to teach us about this.

#### LOOKING INTO THE WORD:

The Bible teaches us so many things that can help us to deal with our hurts positively:

- Jesus is close to those who have been hurt, **Psalm 34:18**, “**The Lord is close to the brokenhearted and saves those who are crushed in spirit.**”
- Jesus can heal our hurts, **Psalm 147:3**, “**He heals the brokenhearted and binds up their wounds.**”
- Jesus helps us through these times, **Psalm 46:1**, “**God is our refuge and strength, an ever-present help in trouble.**”
- Jesus teaches us to forgive those who persecute us and to pray for them, **Matthew 5:44**, “**Love your enemies and pray for those who persecute you**”, and **Matthew 6:14**, “**For if you forgive men when they sin against you, your heavenly Father will also forgive you.**”
- The Bible teaches us not to sin in when we are angry, “**In your anger do not sin.**” **Ephesians 4:26**
- He helps us to deal with our pain and move on, **Psalm 40:2-3**, “**He lifted me out of the slimy pit, out of the mud and mire; he set my feet on a rock and gave me a firm place to stand. He put a new song in my mouth...**”
- He helps us to choose life. After talking to the people about choosing God’s ways and enjoying the blessings that will follow, or disobeying God’s ways and suffering the consequences, Moses says to the people, “**I have set before you life and death, blessings and curses. Now choose life....**” **Deuteronomy 30: 19**
- If we are Christians, God is able to use these things for our good, **Romans 8:28**, “**And we know that in all things God works for the good of those who love him, who have been called according to his purpose.**”

Come to Jesus with your hurts, lay them at His feet and allow Him to work in your hearts and minds.

Let’s **choose life** by choosing to respond positively to our hurts and trusting the Lord that He can indeed work all these things together for our good.

#### LET’S PRAY:

*Use the above Scriptures to help you to close in prayer. Ask the Lord to help the children to deal with their hurts positively, encourage them to put their trust in Him and allow Him to work all things out for their good.*

*Give opportunity for children who feel they need prayer to come for prayer afterwards. There may be some who need counseling.*

## SEXUALLY TRANSMITTED INFECTIONS

# Less

The focus of this lesson is that children:

- Understand the importance of looking after the bodies that God has given them
- Have an understanding of sexually transmitted infections
- Understand God's design for sex
- Understand that prevention is better than cure
- Understand the importance of sexual purity and doing things God's way

I Corinthians 6:13-20, "...The body is not meant for sexual immorality, but for the Lord, and the Lord for the body...Do you not know that your bodies are members of Christ himself? Shall I then take the members of Christ and unite them with prostitute? Never! Do you not know that he who unites himself with a prostitute is one with her in body? ... Flee from sexual immorality. All other sins a man commits are out side his body, but he who sin sexually sins against his own body. Do you not know that your body is the temple of the Holy Spirit, who is in you, whom you received from God? You are not your own; you were bought at a price. Therefore honour God with your body." I Thessalonians 4:3-4 says, "it is God's will that you should be sanctified: That you should avoid sexual immorality; that each of you should learn to control his own body in a way that is honourable."

- Follow the usual programme

### LOOKING INTO OUR LESSON

- *Our bodies are a gift from God. They have been wonderfully designed and created by Him. We need to take care of our bodies.*

How do we take care of our bodies?

Ideas: *Get answers from children and then add these:* we feed our bodies, we wash them, we clothe them and so on. In the same way, we also need to look after our sexual health. We honour the Lord by looking after our bodies, so it is important to do this.

Today we are going to talk about our sexual health and about sexually transmitted infections - known as STI's. I'm sure that many of you have heard about STI's.



STI's are infections that are transmitted through sexual intercourse. Some of these infections are very dangerous to our private parts and to our bodies. It can cause sores, blood coming out from private parts and so on.

*Emphasize to the children that these infections and many others are dangerous to our human bodies and can cause much suffering. Therefore, each child should take his/her own body seriously and care for it properly.*

### **LET'S TALK ABOUT SEXUALLY TRANSMITTED INFECTIONS:**

These types of infections can cause your private parts to rot (get sores, warts, smelly discharges). Some of these infections can be treated but the treatment can be unpleasant and severe e.g. some boys/men have their private parts/penis cut off and just a pipe to help with urination replaces it. Sometimes these infections can't be completely cleared with treatment. *Let the children understand that some STI's are so serious that they can cause the following disorders in human beings:*

- Brain and heart damage
- Infertility (kushaya mbereko in shona)
- Blindness
- Permanent deformities in babies

### **LET'S IMAGINE:**

*Ask the children to close their eyes and imagine themselves in 5 to 10 years time. Imagine how you look.*

Are you healthy?  
Are you dressed?  
Are you happy?

Now imagine that you have an STI.

- How does that change the picture you see and the way you feel?  
Imagine that that STI is one that will never leave your body. Your body will never be the same; it will never be completely well and healthy. This infection has the power to change your future completely

None of us wants to get an STI, so let's look at how we can avoid this and keep our bodies sexually pure and healthy.

So, be careful about your bodies and your private parts. Your private parts are specially created by God to be used in the right time.

*Ask the children what they understand by right time?*

Of course, it is marriage time.

### **LOOKING INTO THE WORD:**

#### **Abstinence from immoral sexual activities:**

- What have we learned about God's design for sex?  
Sex is God's design and it needs to be done in the right time - that is in a marriage relationship.
- What does the Word of God tell us about sex?  
I Thessalonians 4:3-4 says, "it is God's will that you should be sanctified: That you should avoid sexual immorality; that each of you should learn to control his own body in a way that is holy and honourable."

The Bible teaches us that children and adults should flee from improper sexual behaviour.

We need to be guided by the Word of God, which tells us that it is God's will for sex to belong in marriage. This is God's principle. If people would observe this principle, there would be very few, if any, sexually transmitted infections (STI's) that people would suffer from.

**The Bible and sex:**

**Hebrews 13:4 says that, "marriage should be honoured by all, and the marriage bed be kept pure, for God will judge the adulterer and all the sexually immoral."**

*Explain to children in your own words your understanding of these words:*

- God's way is **Abstinence** before marriage and **Faithfulness** within marriage.
- Make sure the children understand what the word abstinence means.  
*A person should never do sexual activities until one is married to his wife or her husband.*
- Remind the children of this saying:

**Abstinence before marriage**

**Faithfulness in marriage**

**That's the way**

**That's God's plan**

**I'm gonna choose God's way!**

*Say it out aloud several times*

We need to be guided by the word of God

God's way = way to health

God's way = no STI's

Let's choose God's way

**LET'S PRAY:**

*Encourage each child to pray that as they grow and enter into adulthood, the Lord helps them not to be involved in immoral sexual behaviour BUT rather to **abstain from it**.*

*Encourage the children to keep their bodies healthy, which is honouring to God.*

LESSON 28  
**HIV PREVENTION**

# Less

The focus of this lesson is that children:

- Learn the basics of HIV and AIDS
- Learn the 3 ways in which HIV is spread
- Learn about ways of preventing the spread of HIV
- Are encouraged to live a purpose driven life and in so doing, avoid sexual immorality

**I Corinthians 6:13-20, "...The body is not meant for sexual immorality, but for the Lord, and the Lord for the body...Do you not know that your bodies are members of Christ himself? Shall I then take the members of Christ and unite them with prostitute? Never! Do you not know that he who unites himself with a prostitute is one with her in body? ... Flee from sexual immorality. All other sins a man commits are out side his body, but he who sin sexually sins against his own body. Do you not know that your body is the temple of the Holy Spirit, who is in you, whom you received from God? You are not your own; you were bough at a price. Therefore honour God with your body."**

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

## LOOKING INTO OUR LESSON

Today we are going to talk about HIV/AIDS and how we can prevent it from spreading. In this context, prevention is the process of reducing risky behaviour that increases the transmission of HIV.

Former South Africa president Nelson Mandela as quoted by Mpofu and others in 2003 said, "AIDS is a war against humanity," and he called for, "an end to the stigma of HIV which afflicts millions in rural Africa."

Therefore, it is very important for you children to learn about HIV and protect yourselves from the pandemic, because it has caused a lot of suffering.

- What sort of suffering have HIV and AIDS brought? *Let children answer.* Ideas: orphans, child-headed families, a lot of deaths, sicknesses and deterioration of human bodies, loss of income and so on.

### **LET'S LEARN:**

#### **REVISION OF WHAT HIV IS AND HOW IT IS SPREAD:**

Write the letters and what they stand for on the board or manila boards for the children to see

<b>H</b>	stands for Human
<b>I</b>	stand for Immunodeficiency
<b>V</b>	stands for Virus

This means that HIV is a virus that attacks the human body. It attacks our immune system, which is the system in our bodies that fights off infections.

<b>A</b>	stands for Acquired which means (not inherited)
<b>I</b>	stand for Immuno, which means (body's defence against disease)
<b>D</b>	stands for Deficiency, which means lack of (or weakness of the body's immune system)
<b>S</b>	stands for Syndrome which means collection of (or combination of ) signs and symptoms of illness

This means that AIDS is something we get as a result of infection by the HIV virus. The virus attacks our immune system and gradually weakens it - this is what is meant by immune deficiency. Eventually our immune system is so weak that a number of different infections can attack our body and eventually cause our death.

How does HIV spread? *As a matter of revision ask children if they still remember or know. Teach them the following:*

#### **THERE ARE 3 WAYS IN WHICH HIV IS SPREAD:**

1. Through sexual intercourse - this is the main way in which HIV is spread
2. Through HIV-infected blood gaining entry into the body
3. Through an infected mother-to-child transmission

### **LET'S DISCUSS:**

#### **Group work:**

*Get the children into groups for a discussion of ways of preventing themselves from contracting HIV. Let each group share one of their ideas with the rest of the children*

#### **Simple ways of preventing oneself from contracting HIV.**

*Teach the children about taking care of themselves in terms of HIV prevention.*

For example: do not touch any blood, do not use someone else's razor blade..

What should you do if a friend is hurt and there is blood coming out of the wound? Do not touch the blood but help the friend with hands wrapped with plastic or gloves, or call an adult.

Most importantly - avoid sexual intercourse since it is the major means of contracting HIV, and encourage your friends to do the same - their lives are special.

Remind the children of our saying:

#### **Abstinence before marriage**

**Faithfulness in marriage  
That's the way  
That's God's plan  
I'm gonna choose God's way**

Repeat this several times

**LOOKING INTO THE WORD:**

Have a purpose-driven life, so that you do not spoil your future. Remind yourself of your dreams for the future (you may want to give the children a few moments to think back and remind themselves of their dream for the future.) Our dreams are so special.

*What does it mean to live a purpose-driven life?*

- Know your dream for the future
- Know what you want to become in future
- Be guided by what your ambitions are for the future

So, have a purpose-driven life and watch out for activities and decisions that may spoil your dreams. Abstain from sexual activities until marriage time.

Let's see what the Bible has to say:

**I Thessalonians 4:3-4 says, "it is God's will that you should be sanctified: That you should avoid sexual immorality; that each of you should learn to control his own body in a way that is holy and honourable,"**

**I Corinthians 7:2 says, "... But since there is so much immorality, each man should have his own wife, and each woman her own husband."**

*God's way is **Abstinence** before marriage and **Faithfulness** within marriage.*

*Make sure the children understand what the word abstinence means. A person should never do sexual activities until one is married to his wife or her husband.*

*Let the children say that saying again.*

*Teach children about Centres purposed to test your HIV status for your benefit. The test is so helpful because after you have found out your status, you will be able to get adequate help and advice. This is only possible if you ask permission from your parents or guardians to go for the test. There is a small amount of money required for payment of the service.*

*The volunteers need to know where HIV status is tested in their community so as to give correct information to the children.*

**LET'S PRAY:**

*Finally, remind children about the definition of HIV and AIDS and simple ways of preventing themselves from contracting it. Remind them to live a purpose-driven life by avoiding activities that may spoil their future.*

*Let children shout ' **May God help me to live an HIV-free life** ' in prayer.*

*Remind the children lovingly that although we can do our best to keep ourselves HIV free, some children, youth and adults find themselves in situations in which they have no control and are unable to protect themselves. We have discussed this in previous lessons. Remind them of the importance of going for help and that children are welcome to talk to any of the volunteers if they want to.*

LESSON 29  
**PRACTICAL CARE/ KEEPING HEALTHY**

# Less

The focus of this lesson is that children understand:

I Thessalonians 5:23-24, “May God himself, the God of peace, sanctify you through and through. May your whole spirit, soul and body be kept blameless at the coming of our Lord Jesus’ Christ. The one who calls you is faithful and he will do it.”

strong,

- The importance of proper health-care when sick
- That we honour God by looking after the bodies He has given us

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

## LOOKING INTO OUR LESSON

Today we are going to talk about the importance of looking after ourselves and keeping ourselves healthy.

How important or special do you think you are?

What causes you to think that way?

God has made each one of us special and unique. He has given us our bodies and our health.

We can honour the Lord by looking after the bodies He has given us.

*Ask two children to stand up. One **must pretend to be dirty and the other must pretend to be smart.** Let the other children comment and then ask them to sit down. Thereafter, ask some of the children to share with the others how they go about looking smart. You may call it '**the story of smartness**'*

### LET’S TALK:

#### **General hygiene:**

*We need to teach the children about the importance of general hygiene.*

- What is general hygiene?

Ideas: keeping clean, dressing neatly, wearing clean clothes, keeping healthy...

- What is so important about hygiene?

Ideas: We honour God by looking after the body that He has given us, it makes us socially acceptable (no-one likes to be close to someone who smells or is very dirty,) it helps us to feel good about ourselves because cleanliness is next to godliness

*Now, if possible, divide the children into two groups, with the girls in one group and the boys in the other.*

*First and foremost, be sure that you have enough volunteers who are prepared, in order to divide the children into two groups. For the boys try to use a male volunteer if there is one, and for the girls, use a female volunteer.*

Discuss:

- **General hygiene**

*If you were able to divide into groups, include taking care of the private parts in your talk.*

- **Bathing**

*Teach about bathing separately as well.*

*Experience has shown that grouping children according to gender is the best for these kinds of discussions.*

### **LET'S LISTEN:**

#### **Eating a balanced diet:**

*As you discuss this, bear in mind that in most cases children do not determine what should be eaten in the home, the parents and guardians make these decisions. Nevertheless, children should be taught about a well balanced diet.*

**1 Thessalonians 5:23-24 says, "May God himself, the God of peace, sanctify you through and through. May your whole spirit, soul and body be kept blameless at the coming of our Lord Jesus' Christ. The one who calls you is faithful and he will do it."**

- *Who knows what it means to eat a balanced diet?*  
*This means eating a variety of different types of food at each meal or throughout the day*
- *Why is it important to eat a well balanced diet?*  
*This is important because different types of food have different benefits for the body and together they help to keep our bodies strong and healthy*

Some of the foods to be eaten are as follows:

#### **Group 1 Starch**

Sadza, porridge, sorghum (mapfunde) Millet (rapoko, zviyo, mhunga) mugaiwa, whole-wheat brown bread, potatoes

#### **Group 2 Vegetables**

pumpkin, butternut, carrots, sweet potato, green spinach, rape, muboora (pumpkin leaves), covhu

#### **Group 3 Protein**

All kinds of dry beans, peas, nuts, peanut butter (dovi,) chick peas, nyemba, nyimo, chicken, meat, eggs, milk

*Try to bring an example or two of each food group, or bring pictures.*

### **LET'S LEARN:**

#### **Medication:**

*Sensitise the children to the fact that they need to be free to share with their parents or guardians any kind of sickness that they may feel, and ask them to take them to a clinic.*

Some children do not want to go to clinic.

- *What are some of the reasons you may not want to go to the clinic?*
- *Why is it important to go to the clinic?*

*Emphasize the value of early treatment: the infection may be healed.* Once we have an infection that needs treatment, the sooner we start treatment the sooner we will get better and we can prevent an infection from getting more serious.

Some illnesses don't need treatment from a clinic but can be cared for at home.

- *What sort of sicknesses do you think can be treated at home?*
- *What are some of the things you can do at home for minor illnesses?*
- *Ideas e.g. Common cold - keep warm, either at the fire or wear a jersey, rest, if coughing - prop your bed/pillows up or sit; diarrhoea - drink lots of water and use sugar solutions*
- *What sort of sicknesses is best treated through a clinic?*  
Ideas: malaria, bad diarrhoea, a bad chest infection
- *What might the treatment involve?*

*Remind the children of the value of medical care and that God wants us to look after our bodies wisely.* God is the one who made man clever enough to develop all the medicines that are available today. God is the one who has given some people the ability and training to be able to care for us when we are sick.

It is always a good idea to pray before going to the clinic and ask the Lord to give the nurse or doctor who sees you wisdom to know how best to treat you.

Whenever we are sick, we should pray and ask the Lord Jesus to help us to get better.

Sometimes God heals people; other times he uses medical people and medicine to help us to get better.

#### **LET'S ACT:**

*If there is time, let the children act out different illnesses and what they should do e.g. tell their parents/guardian, rest at home, go to the clinic, take medicine, drink lots of water, use cold face-cloth or have a cool bath (for high temperatures).*

#### **LET'S PRAY:**

*At the end of this lesson ask the children what they have learnt about hygiene, bathing their own body, medical treatment and eating a balanced diet. Make sure that the children are not confused. Pray with them.*



LESSON 30  
**DEALING WITH DEATH AND LOSS**

# Less

The focus of this lesson is that children understand:

I Thessalonians 4: 13-14, "Our brothers, we want you to know the truth about those who have died, so that you will not be sad, as are those who have no hope. We believe that Jesus died and rose again, and so we believe that God will take back with Jesus those who have died believing in him." (Good News Bible)  
Psalm 46:1, "God is our refuge and strength, an ever-present help in trouble."

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

## LOOKING INTO OUR LESSON

### ***"Thought for the teacher"***

*It is important for the one taking this lesson to be comfortable with the topic and have dealt with his/her own personal loss and grief because of emotions that can be evoked during teaching*

### **LET'S TALK:**

- Have you ever lost anything you treasured?  
It could be money, friends, clothes, toys.
- How did you feel when you lost your.....?

You may have experienced different types of loss and experienced different reactions to loss. Some of the things we have lost can be replaced, e.g. get new clothes, get some money again, make new friends, but losing someone through death is a permanent loss and it is very difficult to cope with. Loss, no matter how big or small, results in change.

Many people go through stages of the grieving process. Some people experience these stages in different degrees and for different lengths of time. This is very difficult and the sequence of stages can also differ and people can move forwards or backwards even years later.

### **STAGES OF LOSS:**

These are some stages people go through after suffering some form of loss (e.g. death)

### **SHOCK**

The reality of the loss has not yet sunk in. Often the person experiences numbness, denial, disbelief and slow thinking. Suicidal thoughts are also possible.

**Let's Act:**

*Get a couple of children to come up and act out some of these feelings or reactions.*

**PROTEST**

Strong and powerful feelings are common in the struggle to come to terms with the reality of the loss, like sadness, guilt, fear, relief, longing and searching. Distress and poor sleeping can be experienced.

**Let's Act:**

*Get a couple of children to come up and act out some of these feelings or reactions.*

**DISORGANISATION**

When the reality of loss becomes real, the bereaved person feels confused, restless and depressed. This phase is marked by low self-esteem and loneliness as well as poor concentration and memory.

**Let's Act:**

*Get a couple of children to come up and act out some of these feelings or reactions.*

**REORGANISATION**

It is a slow process when a bereaved person starts rebuilding his/her life in a meaningful way. They start developing a new sense of purpose and direction in their lives. Even though we get over our grief to a point of managing to live life positively, there will still be times we experience sadness and grief.

**Let's Act:**

*Get a couple of children to come up and act out some of these feelings or reactions.*

**LET'S ENCOURAGE:**

- What sort of words or expressions are used to say that someone has died?  
Words which are generally used for death are: passed away, deceased, gone to Heaven, moved on, gone to a better place, gone to be with the Lord, with ancestors or gone away permanently. It is not easy to talk about death; people tend to try and make it softer or use other phrases to describe it. Some cultures also use different words or terms but death affects all people. It doesn't matter what age, race, culture or religion you are, we all have to learn how to cope with death.

**HOW DO PEOPLE BEHAVE?**

- How do people behave when someone they love has died?  
Death normally causes crying or sadness for the family and loved ones, so we don't find it easy to talk about. People may feel angry, guilty and confused, and they may feel angry with God. It is important to learn to talk about death, because it is important for us to be able to carry on with our lives even if we have lost a person close to us through death.

**LET'S SHOW WE CARE:**

It is important to have a compassionate heart for others. Jesus always has compassion for everyone. Compassion is also a choice. It means understanding the pain of another person and wanting to do something to help. The Lord is also our comfort and He will be with us and help us.

- What can we do to have a compassionate heart?

*Draw a big heart and write their responses in the heart.*

Ideas:

Say hello

Celebrate special days

Clean the house

Do shopping for them

Ask how you can help

Take them for a walk when possible

Listen to and share music

If he/she does not go to church encourage them to go church

Give a hug

Sit quietly with them

*Please make the children aware that dealing with grief is a long journey and one can still struggle with sadness and loss years later. This is okay and we can always turn to the Lord, our friends and family for comfort and encouragement.*

### **OUR HOPE:**

God made us and He knows the day each and everyone one of us will die. We should not be afraid of death but rather be ready by asking Jesus into our hearts and lives.

*Encourage all the children who have lost a loved one who was a Christian that there is hope at the end of the tunnel, if you believe in God and have received Jesus as your personal Saviour. I have great news for you - we will join with our loved ones again in Heaven one day.*

**I Thessalonians 4: 13-14, “Our brothers, we want you to know the truth about those who have died, so that you will not be sad, as are those who have no hope. We believe that Jesus died and rose again, and so we believe that God will take back with Jesus those who have died believing in him.” (Good News Bible)**

Volunteers, please encourage the children *to have positive attitudes even if things are going wrong. We must remember that God is our comforter, an ever-present help in times of trouble, and we all have a turn to die.*

### **LET’S PRAY:**

**Psalm 46:1, “God is our refuge and strength, an ever-present help in trouble.”**

*As you pray, remind the children that through these very difficult times, the Lord is with us, He is our comfort and an ever-present help. Encourage the children to show love, compassion and practical help to those who have lost loved ones.*

*Reassure them of the joy we will have one day when we as Christians will re-unite with those we have lost who were also Christians.*

LESSON 31  
**CHARACTER COUNTS – CHARACTER**

# Less

The focus of this lesson is that children understand:

1 Samuel 16:7, "... Man looks at the outward appearance, but the Lord looks at the heart."

- The concept of the 6 pillars of character
- That they need to make a choice to develop good character

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

## LOOKING INTO OUR LESSON

*Character is spoken of worldwide as something important in one's life. Today we are going to introduce the children to the concept of good character and to the six pillars of character. These pillars represent the characteristics of the kind of character we should desire to have. They are trustworthiness, respect, responsibility, fairness, caring and good citizenship. If you want to be a person of good character then each one of you needs to make a decision to develop into a **child of character**.*

Character is all about who you really are rather than what you are or what you look like. It's who you are on the inside. It's how you act when no-one is looking.

### WHAT IS CHARACTER?

To help us to understand more about character, I am going to read you some statements and you must decide whether they are true or false of good character.

1. Character is putting one's values into action	True
2. Character is about knowing the difference between right and wrong	True
3. Character is about looking after your own interests	False

4. Good character means making decisions after listening to your conscience	True
5. Character means having a well developed conscience and the willpower to do the right thing	True
6. Character means we don't have to treat people with Respect	False
7. Good character allows you to steal from your friend	False
8. Good character involves helping with home chores	True
9. Character means taking advantage of others for our own gain	False
10.Character is about having self-respect and taking responsibility for your actions	True
11. Good character means living by good values	True

**LET'S MEMORIZE:**

Today we are going to memorize a few important phrases that will help us to remember why it is so important to build good character. These lessons are going to be all about building good character. Good character is not something we are born with or something we inherit. Building character is a process and we need to choose to develop good character. Over the next few weeks we will help you to understand more about good character and how you can develop and grow in character.

The first important question is:

**Why is character so important?**

When we ask the question, you must answer:

**'Because character counts'**

*Make sure the children understand what this means. 'Character counts' means that character is important and valuable.*

The next important question is:

**Why does character count? (Why is character valuable and important?)**

When we ask this question, you must answer:

**'Because who I am is more important than what I am'**

*This means that who I am on the inside is more important than whether I am a boy or girl, tall or short, clever or not, a good sportsman or a bad one etc.*

*Now ask the children these questions and they must shout out the answer. Repeat this a few times – we are going to repeat these questions and answers in every lesson about character.*

*You can also use drama to help the children to remember this. Get a few pairs of children to come up to the front and let each pair act out the asking and answering of these two questions.*

*Encourage them to use each others' names. You could let two of the volunteers go first.*

- i.e. Charles, Why is character so important?  
 Because character counts, *Simba*  
 But Charles, why does character count?  
 Because who I am is more important than what I am, *Simba*

**WHAT DOES GOD SAY ABOUT CHARACTER?**

Which of you thinks that the Bible teaches us about character?

The Bible is full of passages that teach us about character, about how we should develop good character as Christians, about how we should try to imitate the character of Christ, about how the Holy Spirit will help us to be people of good and godly character.

Today we are going to look briefly at a story in the Bible that teaches us that God is interested in our character and not in how we look, what job we have, how much money we have or how many friends we have – God looks at our hearts.

In the book of 1 Samuel we learn that God sent his prophet Samuel to go and anoint the new king of Israel. God sent Samuel to the house of Jesse and told Samuel that He had chosen one of his sons to be the next king.

When Jesse brought his sons before Samuel, he looked at each one of them. Then God said these amazing words to Samuel, **“Do not consider his appearance or his height, for I have rejected him. The Lord does not look at the things man looks at. Man looks at the outward appearance, but the Lord looks at the heart.” 1 Samuel 16:7**

It is the same with us. God is not interested in how we look; He is interested in our hearts and in our character.

Let all children say, **“Man looks at the outward appearance, but the Lord looks at the heart.” 1 Samuel 16:7**

### **MAKING CHARACTER OUR FOCUS:**

We need to build a community of good character. However, in order for that to be possible, we need:

- **Families of character**  
To have families of character
- **We need people of character**  
To have people of character
- **We need each child/person to make one good decision or choice at a time**

In order for this to become a reality, we should develop the following attitudes as pillars of good character in our everyday lives. Each of these pillars has a theme verse which will help you to understand what it means.

*Get a child to come and hold the visual aid of each pillar of character as you mention it. At the end show them how it makes a strong, well-supported wall of character.*

- The pillar of trustworthiness  
**Luke 16:10, “Whoever can be trusted with very little can also be trusted with much ...”**
- The pillar of respect  
**Matthew 7:12, “So in everything, do to others what you would have them do to you...”**
- The pillar of responsibility  
**Romans 14:12, “So then, each of us will give an account of himself to God.”**
- The pillar of fairness  
**2 Chronicles 19:7, “... Judge carefully, for with the Lord our God there is no injustice or partiality or bribery.”**
- The pillar of caring  
**Philippians 2:4, “Each of you should look not only to your own interests, but also to the interests of others.”**
- The pillar of citizenship  
**Romans 13:1, “Everyone must submit himself to the governing authorities, for there is no authority except that which God has established...”**

These pillars all stand together to build a solid wall of good character.

Which of you would like to see your lives characterized by these pillars of character?  
It is exciting and it is also challenging. We will learn more about these pillars of character in the next few lessons, so don't miss out!

**Why is character so important?**

**Because character counts**

**Why does character counts?**

**Because who I am is more important than what I am**

**LET'S WRITE:**

*Write on the board the following headings:*

- At home
- At school
- In the community

*Divide the children into groups and give each group newspaper and a pencil to write down their answers to the following questions. Give each group one of the above headings to focus on.*

*What are the problems that you experience every day in your home/school/ community?*

- What factors contribute most to the problems you have just mentioned?

*Some ideas include: Lack of: trust, respect, responsibility, fairness, caring, good citizenship*

*Do you think that if we saw more of the characteristics of good character in our homes, schools and communities, it would make a difference?*

*Do you think this would make a big difference or a small difference?*

*Get feedback from the groups on some of their answers to these questions.*

Well, as we have already said, building character starts with ourselves.

**LET'S PRAY:**

*Just before you pray ask the children the question below. Let them give their answer by raising their hands and then pray with them for the Lord to enable them to develop these characteristics in their lives.*

- Who chooses to say, "**from this day on I am determined to live out the six pillars of character**"?

*Pray with the children that God may help them to be children of character, so that when God looks at their hearts and their characters He will be well pleased.*

*The Character Counts teaching material is based on that of the Ethics and Leadership Institute, Somerset West, South Africa. See Reference list.*

LESSON 32:  
**CHARACTER COUNTS – PILLAR 1 & 2:  
TRUSTWORTHINESS AND RESPECT**

# Less

The focus of this lesson is that children understand:

Luke 16:10-11, “Whoever can be trusted with very little can also be trusted with much...”

Matthew 7:12, “So in everything, do to others what you would have them do to you.”

- Why it is important to show respect

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

## LOOKING INTO OUR LESSON

*There is a lot to fit into these lessons on character, so whilst encouraging participation and discussion – keep it focused and to the point.*

We have been learning all about character and today we are going to learn about the first two pillars of character, but before we continue:

- Who can remember?

### **Why is character so important?**

*When you ask the question, they must answer:*

**Because character counts**

The next important question is:

### **Why does character counts?**

*When you ask this question, they must answer:*

**Because who I am is more important than what I am**

*This means that who I am on the inside is more important than whether I am a boy or girl, tall or short, clever or not, a good sportsman or a bad one, etc.*

*Make sure that the children understand that when we say ‘character counts’ it means that character is important and valuable.*



*Repeat these questions again and they must shout out the answers. Repeat this a few times – we are going to repeat these questions and answers in every lesson about character.*

- Who can remember our theme verse about character?

**1 Samuel 16:7, “... Man looks at the outward appearance, but the Lord looks at the heart.”**

Today we are going to learn about trustworthiness and respect.

## **PILLAR 1 - TRUSTWORTHINESS**

Today we are going to start learning about the pillars of character. Each of these pillars stands for an important characteristic of a person with good character. The first pillar is the pillar of trustworthiness.

*Please use the visual aids for trustworthiness and respect to help you with this lesson.*

### LET'S TALK:

- What does it mean to be trustworthy?  
*Let the children come up with some ideas and write some key words on the blackboard.*
- How many of us think it is a good thing to be trustworthy, and why?  
I am very sure that all of us want to be trustworthy but sometimes it is not easy, and sometimes if we are trustworthy, consequences may occur.

Trustworthiness is being reliable and honest at all times. It means telling the truth, keeping your word and being loyal so that people can trust you. Trustworthy people don't lie, cheat or steal. They have the courage to do the right thing and stand up for their beliefs even when it is hard to do so.

So, **TRUSTWORTHINESS IS ...** being honest and keeping your word.

*For each pillar we will have a short phrase to describe the pillar and help the children to remember what that pillar stands for. The more you repeat and emphasise these phrases the better the children will remember them. Get the children to repeat it a few times out loud.*

### LET'S IMAGINE:

We are going to imagine three scenarios and see what they teach us about trustworthiness.

#### **Scenario 1:**

You see your best friend Tatenda stealing from your teacher's wallet. Your friend says, "Please don't say a word. I need this money to buy books and if I don't have these books the teacher will send me home. You know that my dad died and my mother has got four other children to look after."

The teacher, Mrs Sithole, was very angry when she discovered that someone had stolen money from her wallet. She is going to punish the class. The money was going to pay for her daughter's exam.

- What is the right thing to do?
- Do you think David should tell the teacher?
- Is it easy telling the truth?

David does not want to lose his friendship with Tatenda.

What should he do?

Tatenda has stolen this money for a genuine reason but is it right or wrong?

This is a very tricky scenario and if we look at it closely, some of us would feel sorry for Tatenda and probably say he did it for a worthy cause. Looking at this scenario from God's way shown in the Bible, it is clear that what Tatenda did was wrong.

Those of you who said that David should tell the teacher: you are right. Always remember to tell the truth, even when it costs you more than you want to pay.

### **Scenario 2:**

Rudo and Chipo grew up together. They were special cousins who shared everything together: their food, toys, clothes and even secrets. They promised that they would never tell each other's secrets.

Now it happened that Chipo was getting top marks in her school work and Rudo started to feel jealous because most of the teachers and some of the students were full of praise for Chipo. Rudo then started to tell other students about Chipo and even went on to tell everyone all the secrets Chipo had told her.

- Do you think breaking a promise has anything to do with being trustworthy?
- How did Rudo break a promise she had made?
- How do you think Chipo feels?
- Do you think Chipo is going to share any secrets with Rudo again?

*Encourage the children to understand that it also makes God sad when we spread hurtful things about others or secrets.* If someone tells you their secrets and talks to you about things that are private and important to them, it is very special because it shows that that person trusts you and believes in you. Remember to keep the things your friends or relatives tell you in a private a secret. Don't spread these things around but rather be a loyal and trustworthy friend. In this way you build close relationships. It is so much better to keep your word and keep a secret rather than to lose a friendship. Don't you agree, boys and girls?

### **Scenario 3:**

Tapiwa is a boy of fourteen years old and he has two young sisters aged 3 and 6. His parents asked him to stay at home because they were rushing to see someone in hospital. They warned Tapiwa not to leave until they got back. He agreed but as soon as they turned their backs, Tapiwa thought about how boring it was to stay at home and look after his two naughty sisters. He went out and told his sisters that he would be back soon. Now a terrible thing happened while he was away. His sisters were hungry, so they wanted to warm some food using the paraffin stove. They got badly burned and the neighbours had to rush them to hospital. When Tapiwa returned he heard the terrible news and he cried. You can imagine how the parents reacted.

- What did Tapiwa do that was untrustworthy?
- How do you think he felt when he found out that his sisters got burned?
- What could he have done to avoid such a tragedy?

Now children, do you see the importance of obedience and being reliable when asked to do something? Please, young boys and girls, always try to be trustworthy in every situation – whether it be at home, school, church or even in our communities.

- So, who thinks it is important to be trustworthy?  
These scenarios have really helped us to see how important trustworthiness is in our everyday lives.

### **LOOKING INTO THE WORD:**

**Luke 16:10-11** says, “**Whoever can be trusted with very little can also be trusted with much** and whoever is dishonest with very little will also be dishonest with much. So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches?”

*The section in bold is the part of the verse we want the children to remember as the theme verse.*

This is a lovely verse that teaches us about trustworthiness.

When we show people that they can trust us with small things or in small ways, they will start to see that they can trust us with more.

If we want the Lord to use us in his Kingdom or in spiritual ways, we first need to be trustworthy with the material things we have.

Let us always focus on God and that will help us to be trustworthy because remember that in everything we do God is watching us.

So remember, **TRUSTWORTHINESS IS** ... being honest and keeping your word.

Now we are going to go on to learn about respect

## **PILLAR 2 - RESPECT**

The second pillar of character is Respect. *Show them the visual aid of the pillar of respect and stand it next to the first pillar.*

### **LET'S TALK:**

Respect means showing others that they are valued for who they are, not what they look like or what they have. It means treating others the way you want to be treated, never insulting or making fun of others. A respectful person is polite and treats everyone with respect regardless of whether they are rich, poor, black or white.

So, **RESPECT IS** ... treating people the way you want to be treated.

*For each pillar we will have a short phrase to describe the pillar and help children to remember what that pillar stands for. The more you repeat and emphasise these phrases the better the children will remember them. Get the children to repeat it a few times out loud.*

### **LET'S ACT:**

*Divide the children into small groups and let them act out these dramas. Give each group a different drama. Tell them they must do a short act about someone being respectful or disrespectful. Once they have acted it out, the rest of the class must decide whether it was respectful or disrespectful.*

*Here are some ideas, but the children can come up with their own:*

- Students are sitting in a classroom and the teacher is teaching but the students are busy talking.
- Putting your hands in your pockets when your parents are telling you something
- Talking with food in your mouth
- You are talking to someone and the person is not listening at all
- You are holding the door open for a lady or girl to pass
- A new girl in school is wearing old, faded clothes. You are making fun of her because it makes your friends laugh
- You see an old lady struggling with parcels. You go and offer to help her
- There is someone in your class from a different culture and he/she is doing strange things. The rest of the class keep their distance but you tell him/her that you are there as a friend.

### **WE ARE ALL DIFFERENT:**

Just imagine if we were all the same. Life would be so dull.

We all come from different backgrounds and families. We do things differently and we have different views, values and beliefs.

Some of us come from different **mushas** and have different ways of doing things. One example is that if you come from Mutoko and you have visited there, you are not allowed to shake hands with anyone unless they give you water to wash your hands.

- Can any children stand up and tell us about which kumusha they come from and tell us what you do?  
*Volunteers from different areas or who know about some of these differences can also share with the children.*

There are so many examples of how different we are. We all need to respect each other and respect what we believe in and what's important to us no matter how silly we think it is.

### **WHAT DOES THE BIBLE SAY?**

In **Matthew 7:12** Jesus says, "**So in everything, do to others what you would have them do to you.**"

The Bible teaches us to show respect and this is just one of these passages. If we apply this principle, we can't go wrong. If we treated others as we wanted to be treated we would be showing them the respect they deserve, and more.

### **How do you want to be treated?**

*Let the children answer yes or no to the following questions:*

- Do you want to be pushed around?
- Do you want people to show you respect and love?
- Do you want people to laugh at you or talk about you behind your back?
- Do you want to be admired?
- Do you want people to show that they care about your feelings?

Let us all make an effort to remember this verse as we make an effort to treat people with respect and develop this pillar of character in our lives. *Repeat the verse again with the children.*

### **WE CAN MAKE A DIFFERENCE:**

It was not long ago that school-children travelling in buses would stand up and offer elders their seats, but now they look up and carry on talking and they seem not to care anymore.

We can make a difference and bring about change in our communities.

Some examples are:

- When wearing a hat we can take it off when we greet our elders.
- We can form little clubs to start picking up litter from the streets.
- Treat others well even if they look and act differently
- If there is time, think of some ways in which we can help in the communities in which we live.

So, **RESPECT IS** ... treating people the way you want to be treated.

### **LET 'S PRAY:**

*Ask the Lord to help the children to grow in the areas of trustworthiness and respect.*

*Ask the Lord to help each child to grow and develop in good character, that more and more they will reflect the good and perfect character of Christ*

### **LET'S REMEMBER:**

*Revise the first two pillars with the children:*

*Let them all say together with you:*

**PILLAR 1 – TRUSTWORTHINESS IS** ... being honest and keeping your word

**PILLAR 2 – RESPECT IS** ... treating people the way you want to be treated

**TRUSTWORTHINESS IS...**  
**...being honest and keeping your word**



## **TRUSTWORTHINESS**

“Whoever can be trusted with very little can also be trusted with much..”

Luke 16:10

## RESPECT IS...

...treating people the way you want to be treated



## RESPECT

“So in everything, do to others what you would have them do to you...”

Matthew 7:12

LESSON 33:  
**CHARACTER COUNTS – PILLAR 3 & 4:  
RESPONSIBILITY AND FAIRNESS**

# Less

The focus of this lesson is that children understand:

Romans 14:12 says, "...each of us will give an account of himself to God."  
2 Chronicles 19:7b, "Judge carefully, for with the Lord our God there is no injustice or partiality or bribery."

- What fairness is
- The importance of fairness

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

## LOOKING INTO OUR LESSON

*There is a lot to fit into these lessons on character, so whilst encouraging participation and discussion – keep it focused and to the point.*

We have been learning all about the six pillars of character and today we are going to learn about the third and fourth pillars of character, but before we continue:

Who can remember:

**Why is character so important?**

*When you ask the question, they must answer:*

**Because character counts**

The next important question is:

**Why does character counts?**

*When you ask this question, they must answer:*

**Because who I am is more important than what I am**

*This means that who I am on the inside is more important than whether I am a boy or girl, tall or short, clever or not, a good sportsman or a bad one, etc.*

*Make sure that the children understand that when we say 'character counts' it means that character is important and valuable.*

*Repeat these questions again and they must shout out the answers. Repeat this a few times – we are going to repeat these questions and answers in every lesson about character.*

Who can remember our theme verse about character?

**1 Samuel 16:7, "... Man looks at the outward appearance, but the Lord looks at the heart."**



Briefly review the pillars they have learned about. As you revise them, hold up the card for each pillar and see if the children can remember the definition.

**PILLAR 1 – TRUSTWORTHINESS IS** ... being honest and keeping your word

**PILLAR 2 – RESPECT IS** ... treating people the way you want to be treated

Today we are going to learn about responsibility and fairness.

### **PILLAR 3 - RESPONSIBILITY**

The third pillar is responsibility.

*Add the responsibility pillar to the other two pillars in the wall of wisdom.*

#### **LET'S THINK:**

Who can tell us what the word responsibility means? Or what does it mean to be responsible?

*You may want to jot down some of the key words that come up on the blackboard. Include the following points if they have not come up already. Ideas:*

Responsibility is doing what you are supposed to do.

Responsible people think ahead, they set reasonable goals, they are self-controlled and they do their best.

Responsible people do not give up easily, especially if people are counting on them.

Responsible people consider the consequences of their decisions and they don't blame other people for their mistakes.

So, **RESPONSIBILITY IS** ... being answerable for your actions and choices

*For each pillar we will have a short phrase to describe the pillar and help children to remember what that pillar stands for. The more you repeat and emphasise these phrases the better the children will remember them. Get the children to repeat it a few times out aloud.*

#### **LET'S DISCUSS:**

Now we are going to look at a few scenarios. After each one, you will hear three possible reactions. You need to decide which is the most responsible reaction and why.

*With each situation, explain why a reaction was or wasn't responsible – or get the children to explain. Remember responsibility includes not expecting others to do your work for you, not blaming others for your mistakes and doing your best.*

**You are sitting at your desk ready to start work on an essay, but you can't find your pencil.**

**What do you do?**

- Yell to your teacher "Hey, somebody stole my pencil! I need a new one."
- Forget about it and just sit there without doing your work.
- Ask a classmate, "Could you please help me find my pencil?"

**Your teacher finishes explaining your maths assignment, but you're still a little confused.**

**What do you do?**

- Stay at your desk and hope that your teacher will come to help.
- Yell out in class, "I don't know how to do this!"
- Raise your hand to get your teacher's attention and then explain the problem.

**You've worked long and hard writing a special story. When you get your book back from the teacher, the grade is lower than you think you deserve. What do you do?**

- Feel sad and upset with your teacher, but say nothing.

- Angrily tell your classmates, “I hate my teacher, she is totally unfair!”
- Go to your teacher’s desk and ask politely, “Can you please explain why I got this grade on my story?”

### **RESPONSIBILITY ON THE JOB:**

Let’s think about what it means to be responsible in certain professions or jobs.

*Write the following occupations (or others you think of) on pieces of paper or on the board and then have them up in front of the children as you ask these questions.*

PILOT, DOCTOR, ENGINEER, BUILDER, BUSINESSMAN, FIREMAN

- In which of these jobs is responsibility important?
- Why?

Ideas:

Pilot – has a lot of lives in his hands

Doctor – he/she is responsible for someone’s health and life

Engineer/Builder - is responsible for the safety of people in the building he has designed or built.  
etc.

### **MY OWN RESPONSIBILITIES:**

It is quite obvious what their responsibilities, are but what about us?

What responsibilities do you have – for your own life (your health, safety, decisions etc..) in your home, your school, your church, your community, your country?

*Spend some time discussing this, then ask the children to think about which of these areas they are least responsible in. Encourage them to ask the Lord to help them to be responsible in this area.*

### **LOOKING INTO THE WORD:**

**Romans 14:12 says that, “...each of us will give an account of himself to God.”**

Ultimately we will be answerable to God. Let us strive to live responsibly before the Lord in all that we do.

So remember, **RESPONSIBILITY IS** ... being answerable for your actions and choices  
*Say this together with the children.*

## **PILLAR 4 - FAIRNESS**

The fourth pillar of character is called Fairness.

### **LET’S TALK:**

- What do you think it means to be fair?
- To be fair is to give people a fair chance.
- How do we feel when we are treated unfairly?
- How do you feel if you want to say something and the person you are talking to does not listen? Doesn’t it feel unfair?
- How does it feel if someone is being favoured? Unfair!
- How does it feel if someone takes advantage of you? Say, for example, if you have to do favours for someone but that person never returns a favour or does something for you? That is unfair!

Fairness asks us to think carefully before making a judgment. Consider what people have to say before you decide. Be careful – get all the facts before making decisions.

## **WHAT IS FAIRNESS?**

A fair person:

- Sees that everyone knows the rules – in order to be fair people must know the rules and what is expected of them. This applies to games, sports, school, and the home.
- Does not show favour – this means you don't take sides and you don't give preference to certain people, you treat all people equally.
- Gets all the facts – never be quick to accuse people but be sure to get all the facts and make a fair decision.
- Gives a fair hearing – allow people to tell their side of the story and be willing to listen carefully before making a judgment.

So **FAIRNESS IS** ... treating people equally and honestly

*Repeat this several times with the children.*

*As you talk about fairness, challenge the children to spend a moment thinking about how fair they are in the way that they treat other people.*

## **LOOKING INTO THE WORD:**

We find fairness in the Bible in a number of ways:

The Bible certainly makes it very clear to us what the “rules” are, we know exactly what is required of us if we want to be saved and enjoy eternal life with Jesus. The Bible tells us that we will all stand before God one day and we know the criteria with which we will be judged – those who believe will spend eternity in heaven, those who do not believe will spend eternity in hell (John 3:16). We know that we will get a fair hearing because God is just (Psalm 9:16, Psalm 97:2) and He certainly knows all the facts, for He is an all-knowing God (Job 21:22).

The Bible also tells us that God is not partial (2 Chronicles 19:7)

**2 Chronicles 19:7b, “Judge carefully, for with the Lord our God there is no injustice or partiality or bribery.”**

To show partiality means to show favour to some people and not others – God is not like this and He doesn't want us to be like this either.

Let us make every effort to be fair in our dealings with others as God is fair with us.

So remember **FAIRNESS IS** ... treating people equally and honestly

## **LET'S PRAY:**

*Ask the Lord to help the children to grow in the areas of responsibility and fairness. Allow some of the children to say a short prayer along these lines.*

*Ask the Lord to help each child to grow and develop in good character, that more and more they will reflect the good and perfect character of Christ*

## **LET'S REMEMBER:**

*Revise the first four pillars with the children:*

*Let them all say together with you:*

**PILLAR 1 – TRUSTWORTHINESS IS** ... being honest and keeping your word

**PILLAR 2 – RESPECT IS** ... treating people the way you want to be treated

**PILLAR 3 – RESPONSIBILITY IS** ... being answerable for your actions and choices

**PILLAR 4 – FAIRNESS IS** ... treating people equally and honestly

**RESPONSIBILITY IS...**  
**...being answerable for your actions and choices**



## **RESPONSIBILITY**

“...Each of us will give an account of himself to God.”

Romans 14:12



**FAIRNESS IS...**  
**...treating people equally and honestly**



## **FAIRNESS**

"...Judge carefully, for with the Lord our God there is no injustice or partiality or bribery."

2 Chronicles 19:7

LESSON 34:  
**CHARACTER COUNTS – PILLAR 5 & 6: CARING  
AND GOOD CITIZENSHIP**

# Less

The focus of this lesson is that children understand:

- The importance of caring
- What it means to be a caring person
- Practical ways in which they can show that they care
- What it means to be a good citizen
- How they can be good citizens

Philippians 2:4, “Let each of you look out not only for his own interests, but also for the interest of others.” (New King James Version)  
Romans 13:1, “Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.”

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

## LOOKING INTO OUR LESSON

*There is a lot to fit into these lessons on character, so whilst encouraging participation and discussion – keep it focused and to the point.*

We have been learning all about the 6 pillars of character and today we are going to learn about the last 2, but before we continue:

- Who can remember?

**Why is character so important?**

*When you ask the question, they must answer:*

**Because character counts**

The next important question is:

**Why does character counts?**

*When you ask this question, they must answer:*

**Because who I am is more important than what I am**

*This means that who I am on the inside is more important than whether I am a boy or girl, tall or short, clever or not, a good sportsman or a bad one, etc.*

*Make sure that the children understand that when we say 'character counts' it means that character is important and valuable.*

*Repeat these questions again and they must shout out the answers. Repeat this a few times – we are going to repeat these questions and answers in every lesson about character.*

- Who can remember our theme verse about character?

**1 Samuel 16:7, "... Man looks at the outward appearance, but the Lord looks at the heart."**

*Briefly review the pillars they have learned about. As you revise them, hold up the card for each pillar and see if the children can remember the definition.*

**PILLAR 1 – TRUSTWORTHINESS IS ...** being honest and keeping your word

**PILLAR 2 – RESPECT IS ...** treating people the way you want to be treated

**PILLAR 3 – RESPONSIBILITY IS ...** being answerable for your actions and choices

**PILLAR 4 – FAIRNESS IS ...** treating people equally and honestly

Today we are going to learn about caring and good citizenship.

**PILLAR 5 - CARING**

*Add the caring pillar to the other 4 pillars in the wall of wisdom.*

**LET'S DISCUSS:**

Everyone in the world wants to be cared for. However, caring requires action and effort and we need to understand what it means to care for other people and be cared for.

*Ask the children the following questions:*

- Who wants to be cared for?
- Why?
- What do you expect from a person who is trying to show his/her care for you?
- Should we wait for people to care for us or should we be the ones to start caring for others?
- Why? The Bible says that we should do unto others as they would have us do unto them (Matthew 7:12).
- Who thinks caring for others is a sign of good character?
- Why?

**LET'S THINK:**

*Draw a picture of a heart on the board or on the newsprint paper and stick it at the chalk board. Explain to the children that the heart symbolizes love and care.*





Now ask the children to think of different ways in which we can show others that we care. What are some of the characteristics of a person who is caring? List some of these characteristics on the blackboard or manila boards.

These are ideas that you can include if the children don't come up with them:

- **Caring is being kind**
- **Helpful and generous to everyone**
- **Unselfish**
- **Considerate to other children**
- **Being compassionate**
- **Doing good deeds without thought of rewards**

This heart reminds us that caring comes from the heart, if we have no love for others in our hearts it will be very difficult to care for them.

### **LET'S DISCUSS IN GROUPS:**

Divide the children into groups and give each group one of the following topics to discuss. Encourage them to think of practical ways in which they can show these different aspects of caring. Write these 4 main points about caring on the board and then get feedback from the different groups. Let all the groups who discussed the first topic give a one-sentence feedback, then the groups that discussed the second point and so on. Add some of the ideas below if necessary.

**We can care for others in the following ways:**

- **Be compassionate and sympathetic.**
  - Being sensitive to other children's needs
  - Being unselfish
  - Be available to render help wherever it is possible
- **Be kind, loving and considerate**
  - Be nice to other children
  - Avoid being rude
  - Have a caring heart
- **Be thankful and express gratitude**
  - Do small things with great love
  - In all circumstances, do things in love
- **Be forgiving**
  - Be willing to forgive other children who might have wronged you
  - Be reconciled to other children

Always give compliments for shared thoughts and ideas.

Teach the children that John Wesley once said in his teaching about caring:

**“Do all the good you can  
By all the means you can  
In all the ways you can  
In all the places you can  
For as long as you can.”**

So we can say that **CARING IS** ... showing others that you love them

For each pillar we have a short phrase to describe the pillar and help children to remember what that pillar stands for. The more you repeat and emphasise these phrases the better the children will remember them.

## **WHAT DOES THE BIBLE SAY ABOUT CARING?**

Jesus taught that when we show care for others it is as though we are doing it to Him.

**Matthew 25:35-40** “For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink...”

Remembering this will help us to care for others.

**Philippians 2:4** says, “Let each of you look out not only for his own interests, but also for the interest of others.” (New King James Version)

If we put the interests of others before our own we will be showing them that we care.

While Jesus was on earth He showed His care for others in many different ways. If we want to be like Jesus and please Him, then we need to do the same. Here is an example of a time where we can see how Jesus cared for someone.

**John 11:33** says, “Therefore, when Jesus saw her weeping ... He groaned in the spirit and was troubled“ (New King James Version)

This shows how He identified with her in her time of trouble and that Jesus cared for her. We should do the same for others.

So, **CARING IS** ... showing others that you love them

## **PILLAR 6 - GOOD CITIZENSHIP**

The last pillar of character is called ‘Good Citizenship’.

What do you think it means to be a good citizen?

### **LET’S TALK:**

The Bible says in **Romans 13:1** “Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.”

Who are the authorities being referred to here?

Ideas: It is the chiefs, local authority, any community leader, parents and family members

How does God put governments in place?

Ideas: God in His almighty knowledge allows certain people to be leaders. However, they are accountable to God Himself.

How do we submit to the government?

Ideas: Submission to God is only possible when you as an individual submit to the authorities in the following kinds of ways:

1. Perform your civic duties
2. Do your share (in the home, school, family, country)
3. Obey the rules
4. Respect the law and authority

*If there is time you could spend some time discussing what these points might involve.*

If we are putting all the other pillars of character into practice in our lives, then we will naturally tend to be good citizens.

**GOOD CITIZENSHIP IS** ... showing your concern by doing your duty

*For each pillar we have a short phrase to describe the pillar and help children to remember what that pillar stands for. The more you repeat and emphasise these phrases the better the children will remember them.*

**LET'S PRAY:**

*Pray with the children that God would grant them a spirit of caring and obedience*

**LET'S REMEMBER:**

*Revise the 6 pillars with the children:*

*Let them all say together with you:*

**PILLAR 1 – TRUSTWORTHINESS IS ...** being honest and keeping your word

**PILLAR 2 – RESPECT IS ...** treating people the way you want to be treated

**PILLAR 3 – RESPONSIBILITY IS ...** being answerable for your actions and  
choices

**PILLAR 4 – FAIRNESS IS ...** treating people equally and honestly

**PILLAR 5 – CARING IS ...** showing others that you love them

**PILLAR 6 – GOOD CITIZENSHIP IS ...** showing your concern by doing your duty

**LET'S CLOSE**

Challenge the children to think about which of these aspects of good character they are weakest in and encourage them to work on improving in that area.

Close in prayer, asking the Lord to help each child to grow and develop in good character, that more and more they will reflect the good and perfect character of Christ.

**CARING IS...**  
**...showing others that you love them**



## **CARING**

"Each of you should look not only to your own interests, but also to the interests of others."

Philippians 2:4



**GOOD CITIZENSHIP IS...**  
**...showing your concern by doing your duty**



## **GOOD CITIZENSHIP**

“Everyone must submit himself to the governing authorities, for there is no authority except that which God has established...”

Romans 13:1