

Situation 1

Golden Rule—Primary

1. Introduce verse—Luke 6:31
2. Discussion about verse
3. Stories
4. Golden Rule Hunt—Have pupils find other pupils using Golden Rule
5. Write Experience Charts based on Golden Rule Hunt or make book
6. Student draw pictures of Golden Rule
7. Memorize verse

Resources

I. Nature Stories

Fear Not page 55

Little Things page 57

II. Bird Life in Wington

Golden Rule page 101

III. Thinking of Others

Jingling Quarters page 21

Situation 1

Golden Rule—Intermediate

1. Introduce Luke 6:31
2. Paraphrase, reading in different translations
3. Group formulate definition, put in notebook
4. Lead a discussion on application
5. Have Golden Rule Hunt—Pupils share them during devotions or anytime it's applicable.
6. Watch Golden Rule grow by adding paper rule for every application of Golden Rule or put leaves on tree for application...

7. Individual response to project

8. Pupils prepare devotions

Stories

- I. Our Heritage
 - Jokers page 266
 - II. Thinking of Others
 - Watch Out for Your Brother page 101
 - Paper Route page 34
 - III. Bird Life in Wington
 - Learning to Control Temper page 76
 - Learning to Face Fear page 66
- Understanding Kim

Situation 1

Golden Rule—Junior High

1. Memorize Luke 6:31
2. Read from different translations
3. Write a paraphrase
4. Write an application (real or otherwise)
5. Lead a discussion on the application
6. Chalkboard definition
7. The Golden Rule Hunt

Resources

Thinking of Others

The Burning Sacrifice page 30

Loving others as yourself—The Golden Rule

A. Scripture: Luke 6:31. “And as ye would that men should do to you, do ye also to them likewise.”

B. Procedure to follow

Successful teaching of this value depends on the students’ understanding exactly what the Golden Rule means. The following steps will help them understand it and make it a part of their behavior.

1. Have Luke 6:33 read from several different translations.
2. Make two assignments.
 - a. Write a paraphrase of the Golden Rule.
 - b. Describe a school situation (real or imaginary) where the Golden Rule could be applied.
3. Lead class in discussion of the Golden Rule. Have students take notes, revising or expanding their ideas.

In leading a discussion, a teacher should be aware of two valuable groups in the classroom:

- a. The creative thinkers. They will have written the best situation.
- b. The students with the most peer influence. Other students will more readily accept their ideas. The older the students, the more influence they will have on each other.

While a teacher will want to make use of the gifts of creativity and leadership God has given to the students, he will also want to be careful to listen with respect to the not-so-gifted student who wants to make a contribution.

Collect the papers. A teacher may want to grade the papers if his students expect to have all assignments graded.

4. Role Play. A day or so after the students have handed in their papers have students form small groups to role play some of the examples chosen by the teacher for this purpose.

The groups could be assigned by the teacher or allowed to form naturally. However, the teacher will want to practice the Golden Rule principle here by making sure that no students are made to feel unwanted or ignored.

When students do their own grouping, some unhappiness may result.

As the students role-play the situation the teacher should ask questions to help the students see the reality of each situation as well as to help them recognize the Golden Rule situation, an opportunity to “do unto others.”

The objective is to help the students form a mental yardstick that will enable them to recognize a Golden Rule situation and plan a response.

The teacher could ask questions like these:

Have you ever been in a similar situation?

Did A treat B the way A would like to be treated?

Can you suggest some other response A could have made? ...that B could have made?

Do you think that A showed love to B?

When the teacher senses that students (especially those who are vocal and respected by their peers) have grasped concepts that are basic to this principle, he should move to the next step.

5. Chalkboard definition with rules of measurement.

Following role play and discussion of situations in which the Golden Rule could be applied, students should be ready to formulate a definition of the Golden Rule and list characteristics of the actions of a person who lives by it.

If the definitions and characteristics come from the students themselves, the ideas will be far more acceptable to them and more natural to implement than if the teacher suggests them. Therefore, the teacher should talk as little as possible during this activity. The students should be able to feel that the statements on the board are their very own work.

If this principle will be emphasized only in one particular class, among the students in one particular room or throughout the day, the statements should reflect these limitations. Until the student internalizes the principle, he may turn on and off his behavior, depending on what he feels is expected of him. After some time of practicing the principle in rather limited settings, he will begin to use it in his relationships outside the school.

The statements compiled by the students should be copied in their notebooks or Bible books. They could also be posted on a bulletin board.

6. The Golden Rule Hunt. The teacher tells his class they are now ready to go on a Golden Rule hunt. He encourages them to observe the interactions of the whole group including the teacher. He encourages them to look especially for a positive application, someone practicing the Golden Rule. Normal school activities, such as classes and recess, should continue until someone observes a "do unto others" situation which he reports to the teacher. For older students, the teacher can postpone discussion of the incident until the next Bible class or devotional period. The teacher of younger students will probably want to talk about the incident immediately.

If the teacher helps the students look for positive applications and to discuss the incident from a positive viewpoint, letting the students

involved tell how good the experience made them feel, the students will be more likely to develop a positive reaction to the use of Biblical principles. They will not be so likely to think of the Bible as a book that only shows them what they do wrong.

When a negative application is observed, the teacher should use great care to have the students see the occasion as an opportunity to learn from mistakes.

There are several approaches a teacher may use in a discussion of an incident where the Golden Rule was not applied.

- a. If the teacher has a sense of humor, the situation can be made funny in order to relax the students and take away the pain. "I used to do things like that until I became perfect," or "I'm glad teachers are perfect." Naturally, this will only work if students are used to the teacher's humor.
- b. If the situation could have an obvious positive ending, the students involved should be encouraged to repeat the event and act out "the happy ending." Follow with discussion. If necessary, to get students talking, use questions similar to those listed in #4.
- c. If the situation is more difficult with no easily-arrived-at solution, the students involved should be encouraged to act out the incident. If any are unwilling to, choose other students to act it out. Let the class, discuss the situation and, using the definitions and characteristics (the yardstick) they have agreed upon earlier, suggest possible solutions. The teacher should especially give opportunity for those students whose words are respected and who can respond in a loving, caring way to speak. However, any contribution must be treated with respect.

Step 6, the Golden Rule hunt, will be repeated until the recognition and commendation of Golden Rule responses are a natural part of the school or classroom behavior.

C. Special problems of which to be aware.

1. When the teacher makes a mistake. Students will examine a teacher's actions more closely than they examine their peers' actions. According to James 3:1, God also expects more from teachers: "My brethren, be not many masters, knowing that we shall receive the greater condemnation." When a student points out a teacher's use of a positive application of the Golden Rule, the teacher may rejoice. He must also rejoice when a student questions his actions. Often having students act out the incident will show a teacher how students read and interpret his words and actions. When a teacher has violated the Golden Rule, he must let the students take him through a discussion of the incident. A teacher's willingness to admit his mistakes and ask for a student's forgiveness is a powerful example for the whole class. I Peter 5:3, although addressed to elders, is applicable for teachers: "Neither as being lords over God's heritage, but being ensamples to the flock."
2. Development of over-critical attitudes. Some students may be prone to notice mainly the breaking of the Golden Rule and overlook the practicing of it. Words of commendation for those who recognize the positive, as well as for those who practice it, will help students develop a good attitude, affirming rather than criticizing. However, if a student is consistent in negative criticism, a teacher may assign him an individual project of reporting only positive observations for a definite period of time, perhaps for a two-week period.