

Situation II

LOVING OUR FRIENDS - PRIMARY

I. Introduce Galatians 6:1-3

Ask questions:

1. How many like to be loved?
2. Name someone who loves you.
3. How do you know?
4. Were you ever hurt or tattled about?

Explain meaning of Gal. 6:1-3 in their language:

1. Magic circle
2. Puppets

Stories:

Child for Christ

A Battle Won page 58

Merry Christmas page 80

Bird Life Wington

Orphan Child page 25

Situation II

LOVING OUR FRIENDS ~ INTERMEDIATE

Introduce Galatians 6:1-3

- I. Write these four questions on the chalkboard.
  - A. What happened?
  - B. What did someone else say happened?
  - C. To whom did he tattle?
  - D. What was the result?
    1. What did the teacher do?
    2. How did you feel?
- II. Ask each student to write about a situation where another student tattled on him. Follow steps.
- III. Tell about situation where someone helped you. Using four steps again.
- IV. Read Gal. 6:1-3 from different translations. Group formulates a statement of the meaning. Write in notebook.
- V. Plan some activity where pupils can share what they appreciate in each other. Put up some form of mailbox. Like valentines.
- VI. Select a friend who has a problem. Pray for him everyday. Help him whenever you can.

Situation II - Intermediate - continued

VII. Memorize Galatians 6:1-3

VIII. Resources:

Child for Christ

Battle Won page 58

Lesson Learned page 37

Bird Life in Wington

Ruffled Feathers page 58

Forbid Them Not

False Witness page 17

Three Minute Devotions

unit: How Selfish Are You? page 114

IX. Special problems:

One to one by teacher

X. Skits

Situation II

LOVING OUR FRIENDS - JUNIOR HIGH

Galatians 6:1-3

Procedures:

- (1) Ask students to recall a hurt.  
Write four questions on blackboard
  - A. What happened?
  - B. What did someone else say happened?
  - C. To whom did he tattle? (no names)
  - D. What was the result?
- (2) Ask each to write about an experience.
- (3) Discussion
  - A. Have student present his writing
  - B. Have students paraphrase the presentation
  - C. Watch faces to determine understanding
- (4) Bible study - Gal. 6:1-3
  - A. Have several translations read
  - B. Paraphrase
  - C. Memorize
- (5) Chalkboard Statement
  - A. Develop a class paraphrase
  - B. Have students copy in their notebooks

Situation II - Junior High - continued

- (6) Comparison of Natural to Kingdom response
  - A. From a student's writing
  - B. Develop a skit
  
- (7) Putting the principle to work
  - A. Look for a tattler or talked about problem
  - B. Seek to have peer leaders to express feelings if they have been the offended.
  
- (8) Celebration
  - A. Sharing the feelings of brotherhood
  - B. Rewards:

Special problem:

- (1) Teachers correct on a one to one
- (2) Stress security over gossip
- (3) Over critical student
  - A. teacher use Gal. 6
  - B. discuss Gal. 6:5, 8-9

SITUATION II

LOVING OUR FRIENDS

(RESTORING OUR FRIENDS TO THEIR FULNESS)

A. Scripture--Galatians 6:1-3.

Brethren, if a man be overtaken in a fault, ye which are spiritual, restore such an one in the spirit of meekness; considering thyself, lest thou also be tempted.

Bear ye one another's burdens, and so fulfil the law of Christ.

For if a man think himself to be something, when he is nothing, he deceiveth himself.

B. Procedure to follow

Successful teaching of this value depends on the students' being able to recall the hurt of being tattled on or gossiped against and seeing the need for a better way to deal with those who do wrong. The following steps should help the students to do both.

1. Write these four questions on the chalkboard:

- a. What happened?
- b. What did someone else say happened?
- c. To whom did he tattle? (Do not mention names.)
- d. What was the result?
  - (1) What did the teacher (parent) do?
  - (2) How did you feel?

2. Ask each student to write about a situation where another student tattled on him. Direct them to follow the four steps you have written on the board. Encourage students to write as much detail as possible in order to help them remember the angry feelings the incidents aroused in them.

Students in lower grades who have not yet developed writing skills can vividly tell of incidents when they were hurt or tattled about. Kindergarteners will get as much out of this exercise as any other group.

3. Lead class in discussion.

- a. Begin discussion by using an incident from a student's paper. The teacher may want to collect the papers and select incidents to read and discuss. A better way is to ask for a volunteer to read his paper. However, few students will respond to that kind of invitation. The teacher may ask a student who is self-confident and outgoing to read his.

(The teacher may want to share a situation in which he was the victim of tattling or gossip. Telling it in a humorous tone, perhaps changing his voice to sound like someone else's voice, will help the students to accept his contribution and loosen them to share their own experiences.)

- b. After the first student has read his paper to the class, ask several students to paraphrase (feed back) the story, using the four questions on the chalkboard.

After that incident has been read and well discussed, ask several others to present theirs to the class. Again be careful to ask other students for details. Such recall can be made exciting by having some students act out an incident they heard another student tell.

- c. The teacher should watch faces and listen to voices to discover if anger shows. He should ask several students to express or name their feelings which he has read in faces and voices. If they realize that the incidents in which they were involved made them feel angry, hateful, or betrayed, they will be more open to finding a better way than tattling to deal with mistakes.

When the students show and can identify emotions that clearly illustrate evil fruit, they are ready to learn how to fulfill the law of Christ.

#### 4. Bible study. Galatians 6:1-3

- a. For younger students.

The teacher should read the verses and then explain in simple terms that the law of Christ (rule of Jesus) is "Go quietly and kindly to tell the person the wrong or mistake that he is making."

Using the same kind of vocabulary they would use in handling the problem will help the younger students understand the verses.

Give the students an example. A student may naturally say, "Miss Jones, Billy pushed Sally's papers on the floor." If he follows the rule of Jesus, he could say to Billy, "Billy, that wasn't a good thing to do. Let's pick them up together."

Role play could be used to help students realize the wrong way to handle a mistake as well as the Jesus way.

b. For the middle student (grades 2-4)

The teacher should assist in finding and reading the passage from the Bible. As the students discuss their experiences and the verses, the teacher will develop a paraphrase from their efforts to explain the law of Christ. This paraphrase should be written on the chalkboard and will become a rule or application for students on how to be members in Christ's kingdom.

c. For the older students (grade 5 and above)

- (1) The teacher should have the students read the verses aloud slowly, sharing translations if possible.
- (2) Ask students to write a paraphrase of each verse. When finished, several students should read their paraphrases to the class. Discussion should follow.
- (3) Students should be encouraged to memorize the verses, although this does not need to be done immediately.

5. Chalkboard statement.

The group should work together to make one clear statement that the whole group can understand and apply (perhaps unconsciously) as one body. The teacher of younger students will write the statement on the board. In a class of older students, one student can be asked to write on the board what he hears the class agreeing on.

The statement on the board should be copied in student notebooks or Bible books. It could also be posted on a bulletin board.

6. Comparison of the worldly response (the natural or fallen man response) with the kingdom response.

Choose a situation from a student's writings and have other students act it out. In grades 5 to 8 there are usually several talented students that can develop a skit to be used for devotions. The skit must contain the incident and both outcomes (the natural response and the law of Christ).

Songs such as "Try a Little Kindness" can be chosen to extend the emphasis.

The more the students can become involved in discussion, creating, and presentation, the more acceptable will be the methods used and the values to be learned.



When the students can verbalize that it is better for a person to go directly to another person involved in a misdeed than to tattle to a third person about the incident, the class is ready to get some experience in the test tube. (The classroom becomes a test tube kingdom of Jesus.)

7. Putting the principle to work.

The most likely place to have a Galatians 6 situation develop is in a recess period. When an incident occurs, the teacher should use a few minutes to let the students put together what happened, and how the Galatians 6 passage was used (or how it could have been used). Many groups will have a few creative students that can readily act out a situation when all the pieces are put together. Only the positive ending should be acted out, since that is the response that should be fixed in the students' minds.

Great effort should be made to keep an offending student from feeling that he is in the spotlight. It is the incident that needs the light, not the individual. The teacher should somehow express an attitude like this: This is the problem we need to talk about today. Tomorrow someone else may have a problem. We cannot always keep problems from occurring, but we can learn to handle them in the love methods that Jesus gave to us.

If the class seems slow to respond, look for incidents where class leaders are the hurt ones (tattled or talked about). Other students will listen to these leaders as they tell how they feel when someone tattles or talks behind their backs without trying to help them. Statement type questions should be used; for example, "Would you have preferred that the person who told others about what you did would have used the law of Christ and come to you saying...?"

Students will also listen if class leaders can tell of incidents when someone approached them directly and of how good it made them feel that another student cared.

When students with peer influence share, the class will hear with clean ears.

Every teacher must deal with talebearing. To act on a child's tale encourages him to continue the habit; to ignore his tale suggests that you don't care about the bad the other students are doing. To encourage a talebearer to find something positive to report is good but still does not deal with the mis-

behavior of the one tattled on. How much better is this response to be used when a tattletaler comes to a teacher: "John, I want you to go to Mark and tell him that you feel he has acted wrongly. Tell him that his action makes you feel bad, and you want him to know that you care about what he does and the kind of person he is.

### 8. Celebration

As several incidents are handled in the correct fashion, the teacher should show his joy in observing the law fulfilled.

In the past the students tattled to please the teacher or to help themselves by getting the teacher to do what they could not do for themselves. They should now see more positive joyful results from doing things the Jesus way.

Older students will realize that the brotherhood that develops when the law of Christ is followed will make possible a kind of peace and joy that only He can give. However, the teacher has more tangible little rewards that can be used with students that are working to practice kingdom values.

Rewards such as these could be used: extra recess, special classroom games, a special treat, a favorable change in a class assignment, special worship in praise to the One who gave us a better way to live.

Many times special devotions with positive testimony of situations that were done His way will lead to meaningful singing that will surprise and bless both students and teachers.

### C. Special problems of which to be aware

#### 1. Guidelines for the teacher's practice of this rule

Many teachers will discover that even if only one or a few students are involved in misconduct, they are apt to talk to the whole class about the incident. Students will realize when a teacher does this and will desire that a teacher come to them individually rather than embarrassing them in front of the class or scolding the whole class when only a few are involved.

The teacher should work at handling students' mistakes and misconduct according to Galatians 6 and rejoice when he senses it is becoming a natural process for him to use. He should also rejoice if,

when he makes a mistake in his handling of relationships, a student approaches him and points out his mistake. Galatians 6:6 is applicable here. "Let him that is taught in the word communicate unto him that teacheth in all good things."

The teacher's use of this rule will be further stressed in the Matthew 18 situation, but the two tend to overlap as a fault becomes a trespass (a more serious situation).

2. Use of rewards

A teacher should take care that tangible rewards such as extended recess time or classroom games are not made so common that students work only for them and not for the deeper, more satisfying rewards. Always make sure the major point of emphasis is the security of having brothers and sisters that are more ready to help a person bear his burdens than to tattle about him. Other rewards should be given when they are not expected.

3. The over-critical student

Some students may become overcritical because, like adults, they are trying to cover their own shortcomings. The teacher must approach these students and point out to them their critical attitudes. Use Galatians 6:5. "For every man must bear his own burden," to remind a student that he is responsible for his own conduct and attitudes.

A discussion of verses 8 and 9 may also help students realize that the two extreme attitudes ("Everyone's ok" and "Everyone is wrong") are not kingdom attitudes. Making kingdom values a class project will take some of the edge off these individuals. Don't forget that prayer changes people, even teachers.

4. The student who does not want help

Unfortunately, some groups have a person who on the surface will act as though he doesn't want anyone to help him. However, he will rely on some sort of peer force to keep people from tattling. Here is the place to ask that student questions that will point out to him how much he dislikes being tattled on. Tactfully let others explain how good it was to be helped rather than embarrassed or hurt.

5. When feelings are hurt

When students write about or report an incident in which they were tattled or gossiped against, they may reveal hurt or angry feelings. Feelings may also be hurt if another student attempting to practice this rule neglects to do it with meekness or gentleness. A teacher can help a student work through a situation, leading him to express his feelings and then praying with him that Jesus will heal those hurts and wash away anger and bitterness.

6. Gossip

If a teacher discovers that a class has a problem with gossiping, he can use the same scripture and the same steps to deal with it.

D. Additional materials

1. Working with Matthew 18 will help the class handle more serious behavior problems.
2. Songs of thanks and praise