

Situation V

NON-RESISTANCE - INTERMEDIATE-JUNIOR HIGH

Teaching outline for Non-resistance:

Notice two distinct aspects of this unit.

First is the opposite of non-resistance, commonly called resistance or rebellion.

Second is returning good for evil.

The first aspect is identifying negative reactions while the second stresses the positive approach to following the teachings of our Lord.

To examine rebellion:

1. Prepare bulletin board using I Samuel 15:23
2. Learn definition:  
"Reserving the right to make my own decisions."
3. Study I Kings 11-16. Note results.
4. Try to discuss a current rebellious situation (recess failure, etc.)

Rebellion Resource Stories:

Seeking True Values

Just for the Thrill of It page 438 (negative)  
grades 5 - 8

Thinking Of Others

Rosa Decides page 108 grades 2 - 8

Bird Life in Wington

Don't Be a Goose page 72 grades 7 - 8

Returning Good for Evil:

Each paragraph can be a lesson with any of the resource stories serving as a devotional type introduction.

1. Have 3 students (narrator, interrogator & Jesus response) read Matthew 22:15 - 46.

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2. Have class summarize each trick situation
3. Concentrate on Matthew 22:15 - 46: stress how Jesus connected Old Testament and New and how the key word is love.
4. Read Matthew 5:38 - 48. Stress 39.
5. Ask students to tell stories of turn cheek events.
6. Have students prepare real or imagined examples of turning the other cheek.
7. Help students see how words are often worse than bricks.
8. Read James 3 aloud. Stress verse 8.
9. Discuss how the tongue can be used to return evil for evil and good for evil.

Non-resistance Resource Stories:

Our Heritage

- One Dark Night page 51 (positive) grades 5-8  
Melvin's Trial page 133 " grades 5-8

Child for Christ

- Overcoming Evil With Good page 62 grades 4-6

Forbid Them Not

- Love enemies page 54 grades 3-6  
Love Enemy page 59 grades 3-6

Seeking True Values

- What Would You Do pages 130 (negative) grades 5-8  
Fair Exchange page 226 (positive) grades 5-8  
The Unbarred Door page 268 (Positive) grades 5-8  
Bless Them That Curse You page 419 (positive)  
grades 5-8

Thinking Of Others

- The Spoiling Game page 308 grades K-2  
B. B. Gun page 331 grades K-2

Because non-resistance has been largely associated with refusal to serve in the armed forces, many adult Christians and most teenagers have missed many opportunities to live by the "royal law" of love (James 2:8).

Two themes of non-resistance will be looked at: rebellion (resistance) and returning good for evil.

### Rebellion

#### A. Scripture-

1. I Samuel 15:23a

For rebellion is as the sin of witchcraft, and stubbornness is as iniquity and idolatry.

2. I Kings 11-17

#### B. Procedure to follow

1. Prepare a bulletin board using I Samuel 15:23.

An attractive display will help to focus thinking on this verse.

2. Learn definition of rebellion.

Discuss with students this definition: Reserving the right to make my own decisions. This definition should be included on the bulletin board. Ask children to learn the definition.

3. Study the stories in I Kings 11-16.

Use the stories to show the seriousness of rebellion and its consequences; for example:

- a. I Kings 11:10-11. Note results of Solomon's disobedience.
- b. I Kings 12. Note results when Rehobeam resists good counsel.

4. When the whole class seems rebellious, discuss incident and attitudes.

Sometimes a discussion of a problem (for example, unhappiness after a recess period) will help students understand and accept the decisions that were made. If, after the discussion, there is still evident bitterness and unhappiness, the teacher can review Bible lessons on rebellion, helping students to clearly see the seriousness of having a rebellious attitude.

5. When one child is rebellious, speak to him privately (Galatians 6:6).

Sometimes a child will insist on doing things his way rather than following the teacher's or book's instructions. A talk with the child should help the teacher discover if he is deliberately wilful or if he is an intelligent, creative thinker that delights in discovering new methods.

Both kinds of students need to learn to accept the authority of those in charge, but the teacher must be especially careful not to destroy the creativity of the latter one.

- 6. Call to the attention of the students the happy atmosphere of an obedient, non-rebellious class.

If students stop to think about the reasons for a relaxed, happy atmosphere, they will be aware of attitudes that mar that spirit of love and cooperation and be more eager to maintain it with cheerful obedience and to restore it when it is broken.

Returning Good for Evil

A. Scripture

- 1. Matthew 22:15-46
- 2. Matthew 5:38-48
- 3. James 3
- 4. Romans 12:17-21

B. Procedure to follow

- 1. Read through Matthew 22:15-46.

Choose three students to read--one to be the narrator, one to read the questions, and one to read Jesus' words.

Tell students that they should listen for the trick questions and for the answers Jesus gave.

- 2. Have students summarize each trick situation.

This can be done orally.

- 3. Concentrate on verse 35-40.

Tell students that these statements of Jesus connect the Old Testament to Jesus' Kingdom. Have them discover that the key word is love.

Lead the class in a discussion that will help them to see that the Ten Commandments are incorporated in these verses.

- 4. Read Matthew 5:38-48.

Concentrate first on verse 39: But I say unto you

That ye resist not evil; but whosoever shall smite thee on thy right cheek, turn to him the other also.

Ask students to paraphrase, using various situations for "smite thee on thy right cheek."

5. Ask students to tell stories they have heard of persons obeying this law.

Encourage them to tell of times they turned the other cheek or of times they were unkind to others who did not fight back. Ask them to share their feelings in either situation.

6. Ask for school examples (real or imaginary) when evil was returned for evil.

These are typical stories:

- a. Billy ran to the fountain and bumped into Jim, knocking him rather hard. Jim got his balance and angrily pushed Billy. Billy also became angry and pushed Jim again.
- b. Jean carelessly bumped into Marie's desk, knocking Marie's milk on the floor. Marie reached over and pushed Jean's orange off her desk.

Lead the children in a discussion of Jesus ways of responding to unkindness and hurts.

7. Help older students (grades 5-8) realize that words can hurt as much as blows.

Older students may feel smug and superior because they no longer push and hit as they did in earlier years. Ask them if they have found new ways to hurt. Let them discuss this possibility.

8. Read James 3.

Have students read the entire chapter aloud, noticing especially verse 8: But the tongue can no man tame; it is an unruly evil, full of deadly poison.

9. Discuss how the tongue can be used to return evil for evil.

The teacher should confess his own problems in this area, if possible giving an account of a time or two when he hit back in words. If the teacher can express both his failure and the healing experience of being forgiven by God and others, the students will probably share also.

The teacher should try to keep the pats open for the students to say if there have been times when the teacher has hurt them.

10. Remind students of scriptures on how to restore broken relationships.

When students remember times they have hurt or been hurt, they should be encouraged to practice the principles they have worked with in other lessons.

11. Read Matthew 5:40-48.

Have students read aloud. Point out that Jesus is going beyond a policy of simple non-resistance to one of actively and creatively returning good for evil.

12. Ask students to tell stories.

Encourage children to tell true stories of good returned for evil. Tell them to ask parents for stories (especially family stories) of these verses being practiced. Often parents will recall stories they have been told by their parents.

This exercise has several values:

1. It involves parents and makes them think about their own life style.
2. It preserves stories that might otherwise be forgotten.
3. It unites parents and children in thankful joy for Christian ancestors who took discipleship seriously.
4. It assures children that following Jesus' teachings is possible.

Not every child will have a story to tell, but the teacher will probably be surprised at the number that do.

13. Ask students to think about situations in which they may need to decide what is the Jesus way of treating enemies.

Use an imaginary situation: Someone breaks into your house and steals a valuable coin collection. You know who the robber is because when you arrived home, he went running across the yard. You know him slightly--a teenage boy who lives about a mile away. What should you do?

Probably you will not be able to agree completely on a course of action, but help students to test each suggestion by Jesus' teaching in Matthew 5.

14. Read together Romans 12:17-21.

Ask class if this gives any further guidance for the problem in Step 13.

15. Assure class that there are no easy answers.

Perhaps the students and teacher together could list several tests to determine if an action is one Jesus would take. Those tests could include these:

- a. Do I love the person?
- b. Would I want to be treated that way?
- c. Will my actions tell him that I love him and Jesus loves him?
- d. Do I feel a spirit of revenge?
- e. What would Jesus do if He were in my place?
- f. Have I prayed about it?