

Situation IV

WORSHIP LEADS TO PEACE - INTERMEDIATE

Procedures:

1. Provide opportunities for students to become aware of the quality of their relationships
  - a. Planning for devotions : Observe relationships within the group. They may need healing.
  - b. Working on class projects : Pupils as well as teachers may detect broken relationships.
  - c. Recess
  - d. Sharing materials
    1. Continue work on situations 1, 2 & 3
    2. Method of healing
      - A. Pray for each other
  - e. Skits
2. Introduce Matthew 5:23, 24 - read from different versions
  - a. Pupils should be led to see how they must deal with some of their own actions or words that may have hurt another person.
3. Paraphrase Matthew 5:23, 24 as a group. Write in notebook.
4. List main points of verses.
5. Share results
6. Small prayer groups
7. One - to - one teaching
8. Special problems:
  - a. Tendency to feel excessive guilt
  - b. Seeing our own problem in someone else: teacher may

Situation IV - Intermediate - continued

need to kindly, but honestly show a child that he has the same faults he sees in another person.

- c. Appeal to non-Christians because fruit is good.

Stories:

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For His Jewels

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## Situation IV--Worship Leads to Making Peace

Students studying Matthew 5:23,24 will see that Jesus knew there will be times in our worship (at home, school, church) when we realize that all is not well between us and another person. Reconciliation with that person must take place if we want to continue worshipping. This principle will probably be applied after students have had some experience in working through other kingdom values.

### A. Scripture--Matthew 5:23,24.

Therefore if thou bring thy gift to the altar, and there rememberest that thy brother hath ought against thee; Leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then come and offer thy gift.

### B. Procedure to follow

1. Provide opportunities for students to become aware of quality of their relationships.

#### a. Planning for devotions.

Students in grades 5-8 enjoy working in small groups to plan morning worship periods. Often the students will select topics that relate to their Bible course or to their classroom discussions of Biblical principles. Then they will search for poems, stories, and songs (perhaps recorded ones) that fit with their topic. Creative students may write skits.

While students are searching for and choosing material to be used, they are often able to make an application to their own lives. They may say to each other something like this: "This one really fits me" or "This story reminds me of my relationship with \_\_\_\_\_."

If the students are grouped by friendships, such discussions will be more natural and more frequent. When a teacher begins to use small groups for planning devotions as for other projects, he may want to group them by friends. However, as students become more accustomed to working in groups, he will want to vary the make-up of the groups, especially having the more gifted students working with others than their closest friends.

When the teacher checks in on the group, students may mention what they have discovered. They may even mention relationships that need healing and be seeking for ways to heal them.

b. Working on class projects

Students grouped together to work on class projects may hear each other say things about other students (often in fun) that suggest a broken relationship. It is not unusual for a child who has been working with kingdom values to speak to another child saying, "It sounds as though you have some bad feelings toward \_\_\_\_\_." This confrontation may not take place immediately. A morning worship period led by the teacher or by some outside speaker may be the setting for reminding students of relationships that need mended.

c. Recess or physical education classes

In the heat of an exciting game, true feelings will often spill out, and broken relationships may be revealed.

If students have tasted harmonious play that comes from applying the Golden Rule, they will more quickly realize when something is wrong. Often they will want to discuss the play problem, not realizing at once that the real problem is a marred relationship between two of the students involved.

Sometimes reviewing what happened will make the students (especially the one or two at fault) aware of their attitudes, and healing can begin.

d. Sharing materials

In the younger grades (K-4) problems will appear most often in play time and in class activities where sharing of books, art materials, games, etc., is necessary. Dislikes and non-cooperative behavior will be apparent to both teacher and students. A child may come and say, "Billy won't let me have the scissors even if he isn't using them," or "Sally holds the book so I can't see it."

In such situations children have at least two needs:

- (1) Continuing work on the Golden Rule
- (2) a method of healing.

One of the best ways to help young children is to encourage them to pray for each other. They need to be reminded often of Jesus' teachings in Matthew 5 to love those who do not love us. However, these concepts need to be developed carefully. The emphasis should be on doing good, but not because someone else is bad.

Perhaps children could be encouraged to pray for others because they seem unhappy rather than because they seem bad.

e. Skits

Creative students that write or develop skits for worship periods or Bible class will find ideas for plots by looking at classroom incidents in the light of Biblical principles. Often they will want to make the skit teach something about healing a relationship.

If a skit clearly identifies a need, students will be open to possible steps for healing.

2. Introduce the Matthew 5:23,24 principle to the whole class.

In working through the previous principles, students were encouraged to approach another person in whom they saw a need or a fault. In working through this principle, they will be led to see how they must deal with some action or words of their own that may have hurt another person.

The introduction to this principle may follow one of the situations listed under the preceding point, or the teacher may introduce it in a Bible class or morning worship period after the class has had some experience with other kingdom values.

3. Have students paraphrase Matthew 5:23,24.

After students have written a paraphrase of these two verses, ask several children to read theirs aloud.

4. Lead students to discover and discuss the main points.

Working together, the class should develop a list of steps that should be written on the board. The list may be similar to this:

- a. God brings to our mind persons that do not feel good about us.
- b. Our worship is not pleasing to God if we do not do our part to heal our relationships with those persons.
- c. We must go to the other person and be reconciled to him.
- d. We must go in humility and love, ready to ask that person to forgive us.



- e. We can say to that person, "God has made me think about our relationship, and I know that you do not feel good about something I said or did. Can we talk about it?"
- f. As we talk about it and pray together, forgiveness and reconciliation can take place.
- g. If the other person is not willing to talk or to forgive, we may need to follow Matthew 18:16,17.
- h. Even if the relationship is not restored, peace will come because we have done the best we can, and God will grant peace for doing His will.

The list should be the students' own wording, but the teacher should be sure they have included the above steps.

#### 5. Share results.

Many children will find it easy to talk about restored relationships. A student may say, "Now that I'm praying for a certain person (do not mention names), we are becoming very good friends." Or a student may share, "We understand each other even though we don't agree." Another may testify, "I enjoy reading the Bible and praying more since I have been forgiven by a certain person that I hurt."

#### 6. Small prayer groups

The teacher may announce that he is willing to pray with students who have special needs. In a small prayer group concerns can be shared for relationships that need healing. Students may share their own needs or class needs that they are aware of.

As more sensitive Christians they can rely on the Holy Spirit to guide them to methods that could be used in dealing with the problem. After much prayer, students may agree that a certain course should be followed. The group may conclude that the Holy Spirit has led them to be of one mind and should begin to follow the agreed-upon course.

As an additional proof, the Holy Spirit will open the door for certain events to take place. If He does not, the group will need to continue to pray for His direction.

#### 7. One-to-one teaching on this value

If a teacher observes some bad feeling between students, he should find an opportunity to talk with at least one of them. He may say, "I sense that Joe

does not feel good about you. Is there something you can do to heal the bad feeling between you?" Praying for and with the student or students may give needed support for a confrontation or a confession. The teacher should not become more involved unless the student's peace mission fails.

### C. Special problems

#### 1. Tendency to feel excessive guilt

Students should not be made to feel guilty about relationships, but should simply be helped to see that Jesus tells us to go to the person to talk about it rather than to get angry or let bitterness develop.

Misunderstandings and hurts will occur because we are human, but Jesus has told us how to deal with them.

Students need to see the Brotherhood as a place where people are like sandpaper. They wear the edges off each other so that there is less friction and more harmony.

#### 2. Seeing our own problems in someone else

Children, like adults, may dislike someone else or that person's actions because they also have problems in the same area, problems of which they are not aware.

A teacher may need to kindly, but honestly, show a child that he has the same faults he sees in another person.

#### 3. Appeal to non-Christians

In the classroom as a whole, the Holy Spirit can work, but not all students are walking in the Spirit. This principle needs to be introduced as the best way to solve a problem so that a person can feel happy and at peace with other people. God has given this principle because it works.

This principle, like the previous ones, will appeal even to the non-Christian because the fruit is so good.