


## LESSON 23: Making Choices



### AIM

To see and explore the consequences of certain actions, and to set a foundation for developing habits of choosing good, despite outside influences (11.5.1, **13.2**)

### WHAT YOU NEED

- \* Flashcard (1)
- \* Prayer of St Francis (8) ⇨
- \*  Worksheet (10) ⇨

### OUTCOME

Learners are aware of the consequences of their choices.

### LEARNING ACTIVITIES

- 1 Display a **flashcard**, PUT PRAYER INTO ACTION, or write it on the board as a thought for the lesson.
- 2 Jesus taught His disciples that as Christians, our words should be followed by **good deeds**. Just 'saying' your prayers and ignoring the needs of others or not living our lives as good Christians is not enough. There is a challenge to change our words into deeds, to move our hands to praise God in our actions. Jesus' life was one of prayer and action.
- 3 God gives us **free will** to choose as we please. We have the power to choose to do good. As we become older, our choices become wiser.
- 4 In small groups, let the children **act out the following situation**. They must choose what should be done. George and Thabang get home from school. Mom has left a note:
 

Dear George and Thabang,

Your aunt is in hospital. I have gone to visit her. Your food is in the kitchen. Remember to tidy the kitchen and please do your homework.

Lots of Love - Mom

The choices they could have made:

  - A. Played until Mom came home.
  - B. Had a party for all the children in the neighbourhood.
  - C. Played and then done their homework.
  - D. Fought with each other.
  - E. Done their homework and then played.
  - F. ....
- 5 While the children are working in their groups, the teacher walks around to **get a feeling** of their choices and why they made that choice.
- 6 Come back together as a class. Ask the following **questions**:
  - What did your group choose to do?
  - Why?
  - Do we sometimes make mistakes when we choose to do something?

- How do we know it is a mistake?
- 7 Instead of hurting God, others, or ourselves by our actions, let us STOP, think carefully, ask advice from others. Let's choose the good thing, even if others tease us.
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## ADDITIONAL ACTIVITIES

- 8 This **prayer** could be taught with actions, to further understanding at this level.

### PRAYER OF ST FRANCIS

Lord, make me an instrument of your peace,

Where there is hatred, let me sow love,

Where there is injury, pardon,

Where there is doubt, faith,

Where there is despair, hope,

Where there is darkness, light,

Where there is sadness, joy,

O Divine Master, grant that I may not so much seek to be consoled as to console,



To be understood as to understand,

To be loved as to love,

For it is in giving that we receive,

It is in pardoning that we are pardoned,

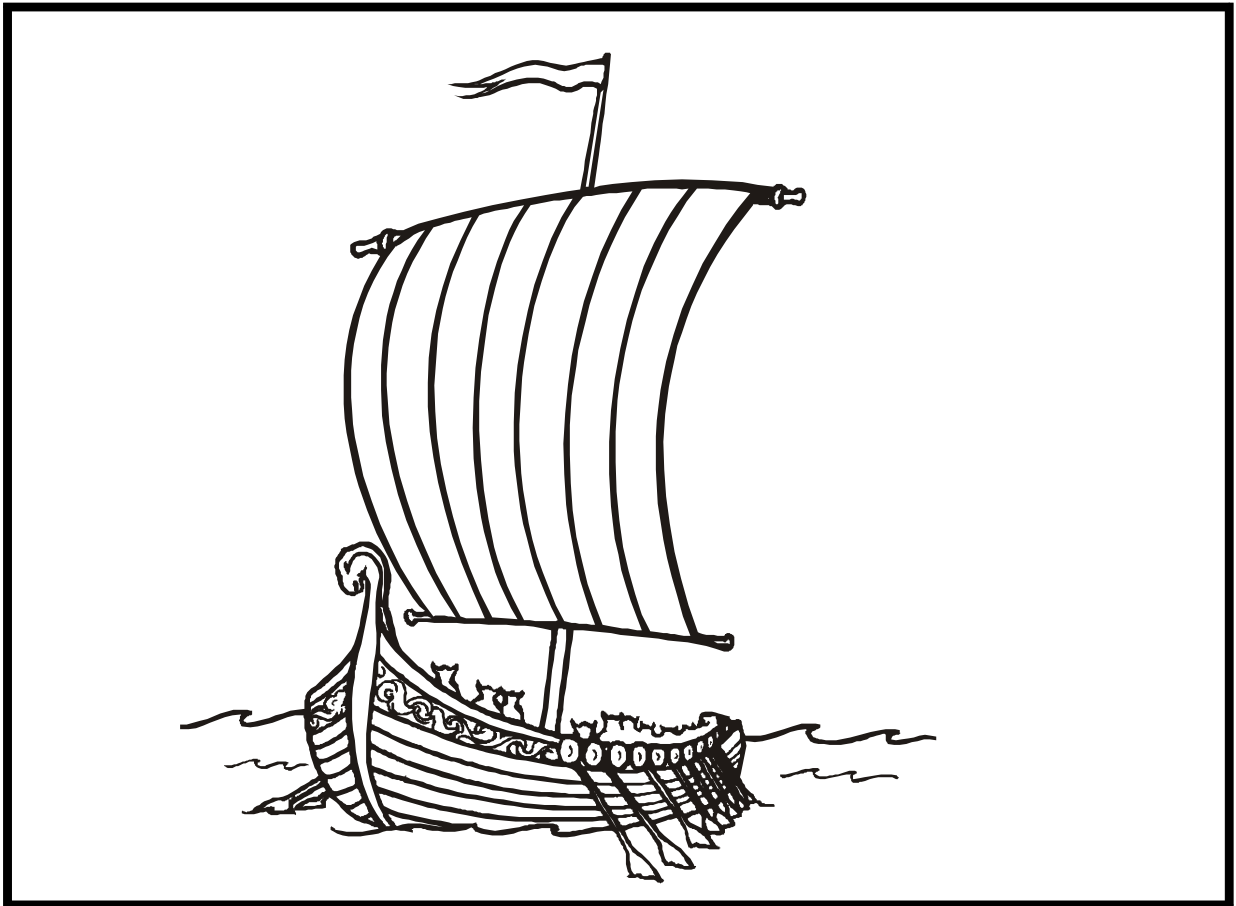
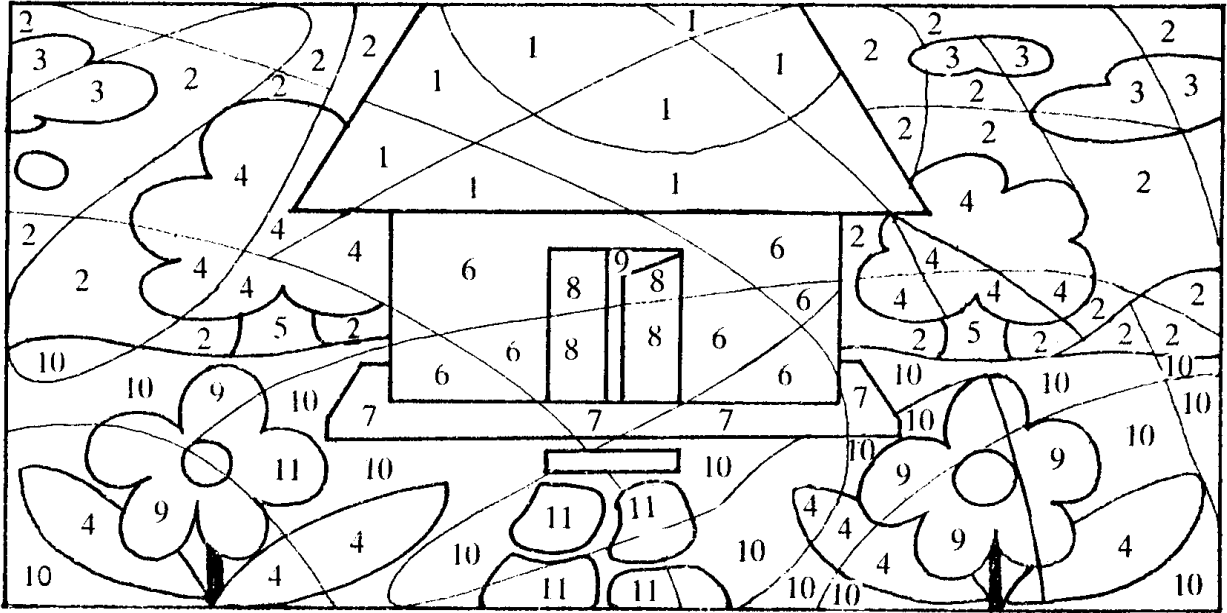
And it is in dying that we are born to eternal life. Amen.

- 9 **Helping Hands:** Split the class into groups. As a home or community based activity they must DO something that shows God's Love through them, for example, collect food or old clothes or make bread to give to others in need.
- 10 Have a **picture with number codes**. Allow the children to choose their own colours. See the worksheet.  
- 11 Help the children to **reflect** on the choices they have made in the past day. They could make a list, such as:
- eating fruit and vegetables or junk food
  - fighting with a friend or talking and making friends
  - doing my own homework or copying a friend's work
  - playing tennis or swimming
  - asking Mom for a biscuit or stealing one

# The Choice Is Mine

Colour the first picture by numbers, choosing which colour will go with each number.

Colour the second picture of the Viking boat as you wish.



## LESSON 24: Wise Choices



### AIM

To encourage the learners to reflect on the importance of making wise, informed choices (11.6.1)

### OUTCOME

Learners understand the importance of making wise decisions.

### LEARNING ACTIVITIES

- 1 **The wise man and the foolish man** [Matthew 7:24 – 27 or Luke 6: 47 - 49] Jesus told the people that those who hear what he has to say and then does it, that person is like a wise man. The wise man built his house on a rock. When the storm came and the floods rose, nothing happened to the house because the man chose to build his house on rock. The second man is a foolish man, he listens to what Jesus says, but doesn't do it. He chooses to build his house on sand. The storm came and his house was destroyed.
- 2 As a class, **discuss** why the foolish man made the decision he did? Why did he say no to what Jesus said? Maybe he was lazy, didn't know better, was rushed? How could the foolish man say 'Yes' to Jesus?
- 3 Split the class into fairly big groups. Each group must decide **how to spend R1 million**. They must make a decision as a group. Allow a fair amount of time to see how the decision making process occurs. Ask individuals why they say 'Yes' or 'No' to the ideas put forward.
- 4 Song: *The Wise Man and Foolish Man*. Use hand gestures.

### WHAT YOU NEED

- \* Bible (1)
- \* 🎵 *The Wise Man and Foolish Man* (4)
- \* A pair of cardboard or paper hands for each learner (5)
- \* Drawing materials (6)

### ADDITIONAL ACTIVITIES

- 5 **How 'yes' choices should feel.** What feelings would make you say 'no'? Write the feelings down on two drawn hands and display them somewhere in the classroom.
- 6 Let the children **draw the houses** built by the wise and foolish men and make a comparison between them.
- 7 **Home Activity:** As a family you need to decide where you would like to go on holiday. You may only choose one place. Let each child report back at the next lesson.

#### OUR FAMILY HOLIDAY

As a family, we decided to go to

\_\_\_\_\_.

Why did you say 'no' to some holiday ideas? (Too expensive, far away,...) Why did you say 'yes' to this holiday idea?

## LESSON 25: Choosing the Good



### AIM

To encourage learners to develop habits of choosing good despite outside influences. (11.6.1)

### OUTCOME

Learners understand the wisdom of developing good habits.

### WHAT YOU NEED

- \* Bible (2)
- \* Drawing materials (3)
- \* Recording of a soapie episode (5)

### LEARNING ACTIVITIES

- 1 We all have to **choose between good and evil**. We are all tempted. There are many examples of people in the Bible who go through the same thing. There are even people or things that happen that try to make us choose evil.
- 2 Tell the **story of Samson** [Judges 16:4-22]  

Samson was a man chosen by God to save his people. Since his birth, Samson's hair had never been cut. This was a mark of his being totally dedicated to God. As long as he was faithful to this promise to God, and did not cut his hair, he would always be strong.

Delilah was a lady whom Samson had fallen in love with. The Philistine enemy used her to find out the secret of Samson's strength. If they found this out, they could defeat him. She asked Samson and he told her to tie him up with seven cords. Delilah tied him up, but when the enemy came he snapped out of the cords. Delilah kept asking. Eventually Samson said: "My hair has never been cut. If you cut my hair, I will be weak." That night she had his hair cut. The enemy came, and indeed, he was weak! They took him to prison and put out his eyes so that he became blind. The enemies had a big party and brought Samson out to make fun of him. Samson stood and prayed quietly to God to ask for his help. God gave him strength and Samson pushed down the pillars that held up the roof. The whole palace was a tumbling ruin.
- 3 Learners **draw a picture** of the strong Samson. They write down what choice Samson had to make. Who was the person who forced him to choose evil and disobey God?

### ADDITIONAL ACTIVITIES

- 4 Set up **simple situations** where the learners have to make a choice.
- 5 Record an episode of an **afternoon soapie**, for example *Days of our Lives*. Discuss the choices made by the characters.
- 6 Prepare a **goal-setting chart** for each child. You could make these daily or weekly goals, depending on your class. On the next page is an example of a daily and a weekly goal-setting chart:

NAME: .....

DATE: .....

Today I want to complete all my work on time.

Yes! I achieved my goal!

NAME: .....

DATE: .....

My goal for this week is to make someone happy every day!.

Yes! I achieved my goal!