

Practical Living Lessons

Compiled from S.A.Y. Yes!® Curriculum Units

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Practical Living Lessons from the **CHOICES UNIT**

Table Etiquette

MATERIALS: tables, chairs, napkins, plate or tray with food, trash can

You will be setting a standard for snack time, as well as teaching the children proper table etiquette.

SUGGESTIONS:

- Have the children assigned to a certain table or section of table depending on their age. For example: all first and second graders sit together, all third and fourth graders sit together etc.
- Volunteers should be assigned to sit with the same group of children each time they are at the center, preferably the age group they will be helping with homework.
- Children remain at the table until they are excused by the leader.
- Learning to eat slowly and talk with friends and family over a meal is healthy.
- Snack time is a great time to learn how the child's day has been, for the child to relax a little, for him to feel the security of an adult who cares about what is going on inside of him.
- Since the use of plates may be expensive, snacks may be placed on napkins. Each child should be given two napkins, one on which to put the snack and one to use as a napkin.
- If they want something they ask the person closest to the item: "Tasha, would you please pass the oranges?" "Thank you, Tasha." "You are welcome Hector."
- As the children eat, talk about what they would be, if they could be anything they wanted to be.
- It is important for the children to learn to pick up after themselves. How do you want them to dispose of their trash?
- Think of other table etiquette you may want to teach them.
- We will do restaurant etiquette at a later time.

DEBRIEF

What are right choices you must make to have proper etiquette? Use "please" and "thank you", be patient and wait for things to be passed to you, eating slowly and carrying on a polite conversation, etc

How can making the wrong choice in etiquette affect you? *If you grab for some food without politely asking, you may not be allowed to have any. If you are in someone's home you may not be invited back.*

Why do you sometimes choose not to use proper etiquette? Are super hungry and can't wait to eat, just forget, can't think of anything to talk about, etc.

What could you do to prepare yourself to choose proper etiquette? *Practice everyday at the S.A.Y. Yes!® Center, realize how important it is so you don't forget, have some set questions you can discuss around the table (What was the best thing that happened to you today? What are you looking forward to tomorrow?)*

What do you need to do tomorrow? What have you recently learned in your study of the Bible? *Challenge them to think of some questions they would always have ready.*

Also refer to:

Table Etiquette (Advanced) found under the Thanksgiving Unit

Mealtime Manners found under the "New" section at the end of this document

Emergency Preparedness

FIRE PROCEDURES

MATERIALS: Have an evacuation route from each room drawn on paper. A bell, whistle, or horn that can be used to sound alarm. S.A.Y. Yes!® Dollars.

Being prepared for emergencies, allows one to make the right choice in the midst of a terrifying time. Being teachable and cooperative in learning the procedures, adds to one's ability to make right choices. Before you begin, make sure you have an evacuation plan worked out for fires, earthquakes, tornadoes, floods, etc. — whatever is relevant to your area.

Take the children through the evacuation procedures. You may want to have them go from each room.

When the “alarm” sounds, the children should:

- get in a line, as quickly as possible
- wait for the “adult-in-charge”, to tell them to walk out
- walk, do not run, to a designated spot out-doors.

Give “S.A.Y. Yes!®” coupons to those children who go through the exercise in a responsible manner.

Return to the inside, and take the children through what they should do if evacuation is not possible.

- Close all doors
- If doors don't have smoke seals, grab anything in the room that may be placed around the door to block smoke from entering the room. Children may need to remove sweaters for such use.
- Lay on the floor as smoke and heat rises.
- Wait for someone to come for you.
- While laying on the floor and waiting, have a time of prayer. You may not want to sing, for you will want to be able to hear, if someone calls for you.

EARTHQUAKE PROCEDURES

Children should be prepared to:

- Stay calm Remain where you are. Stay indoors or outdoors.
- If indoors, “duck and cover” by getting under a desk, table, or chair, if those things are available. Stay away from glass windows. Do not run outside!
- If outdoors, get away from buildings. Go to a clear area, and stay away from walls, utility poles, and downed wires.

AFTER THE QUAKE:

Stay where you are. Do not evacuate unless...

- You see obvious signs of fire.
- You smell gas.
- You are instructed to do so by the fire department, the police, or someone else who is in charge.
- Children, do not leave the building until the Center Director determines it is O.K.
- If parents come for children, they are not to enter the building until the Center Director gives permission.
- Children are to be released only into the direct care of parents.

S.A.Y. Yes![®] Banking

MATERIALS: Scissors, sheets of checks, registers and cover, staplers

Set up three different banking accounts:

- **Checking account** on which they can write a check at any time.
- **Savings account** - money must stay in for a certain length of time, but interest will be paid.
- **Christmas account** - money can only be withdrawn during December of each year - a higher interest is paid.

Tithe - it is important to teach the children to tithe. You won't necessarily have an account, but create a way in which the kids can give to God. The coupons they turn in may go to buy something for the Infant/Toddler's Sunday school class or something for the church.

PREPARATION

- Using S.A.Y. Yes![®] currency, checks, register, and cover pages (see pages 77-80), set up a bank.
- As the children earn their dollars, give them the option of keeping their money or turning it in at the bank.
- You can type in your center's name and address under "S.A.Y. Yes![®] BANK" or in the left hand corner.
- Each child should have one register for each Account they have.
- This is an activity which may need to be explained in the small groups, so that it can be geared to each age level.

THE LESSON

- Let the children put their own checkbooks together.
- Demonstrate how to use a check book.
- Open the bank for the first time today and let them deposit money, then make sure they record it properly.
- Have the store open and have them write checks to purchase items.
- Be sure they know, that if they write a check at the store for more money than they have in their checking account, they will have to pay a fine. Be sure you know what that fine will be.
- What is the interest you will pay in the saving accounts?
- The way we use our money demands daily choices. Do we make good choices or bad choices in the use of our money?

- The children must choose how to use their money. They will make choices each day, which will determine how much money they earn. They then must make choices on how to care for, manage, and use their money.

On-Going Use of Bank

- Let the children know when the bank will be open to deposit money.
- When will the store be open? (Ex. the 3rd Thursday of every month)
- How do they tithe?
- It will be important to be consistent.

S.A.Y. Yes!® BANK

S.A.Y. Yes!® DOLLARS

Refer to your Center's S.A.Y. Yes!® **Forms Packet** for reproducible copies of \$1, \$5 and \$10.

Checks

.....

S.A.Y. Yes!® Bank



Check Number _____

Date _____

Pay to the order of _____

\$

_____ DOLLARS

For: _____

.....

S.A.Y. Yes!® Bank



Check Number _____

Date _____

Pay to the order of _____

\$

_____ DOLLARS

For: _____

Deposit Slip

.....

Date _____

DEPOSIT SLIP

Print Name

Account Number

S.A.Y. Yes!® Bank

TOTAL CASH			
TOTAL CHECKS			
SUB-TOTAL			
NET DEPOSIT			

.....

Date _____

DEPOSIT SLIP

Print Name

Account Number

S.A.Y. Yes!® Bank

TOTAL CASH			
TOTAL CHECKS			
SUB-TOTAL			
NET DEPOSIT			

Check Register

.....								
Check Number	Date	Transaction	Transaction Amount		Deposit Amount		Balance	

.....								
Check Number	Date	Transaction	Transaction Amount		Deposit Amount		Balance	

Checkbook Cover

.....

S.A.Y. Yes!® Bank



This checkbook belongs to:

.....

S.A.Y. Yes!® Bank



This checkbook belongs to:

S.A.Y. Yes!® Standards

MATERIALS: S.A.Y. Yes!® Standards written out on pieces of paper. One standard per sheet of paper

OBJECT: To help the children understand the consequences of choosing to obey or disobey the S.A.Y. Yes!® Standards.

SETUP:

- Before the session, write your S.A.Y. Yes!® Standards out, on small pieces of paper. One standard per sheet of paper.
- Divide the children into small groups of 5 or 6 to a group (the size of the groups will perhaps depend on the ratio of adults to children). Assign an adult to work with each group.

TO DO:

- Give each group of children a standard.
- Each group is to:
 - Create a skit depicting a child disobeying the standard. The skit should also show the consequence of behaving like a fool by not following the standard. Show the consequence not just to the disobedient child, but also show how the entire group is affected (The leader has to discipline the disobedient child by taking away recreation time, etc.). As much as possible, let the children think through the consequences - give suggestions only if needed.
- Each group performs their skit for the large group.

DISCUSSION:

Why is it foolish to disobey the standards?

Is only the disobedient person affected by his/her behavior? Why not? *(Time is wasted when leaders have to deal with disobedience. Thus, there is less time to play games. Everyone feels uptight, it steals a pleasant feeling, etc.)*

Why don't you want to be around someone who is always making wrong choices? *(Leaders might think you were part of the trouble; you don't want to lose time that could be spent doing something worthwhile; etc.)*

Practical Living Lessons from the
COOPERATION UNIT

How Does Our Church Cooperate?

MATERIALS: A prop for every child (either a sign or an item).

OBJECT: We want to teach the children today, how the body of believers all works together, to form one big team.

BEFORE PRACTICAL LIVING:

- Spend some time writing out all of the positions that make up your church's structure, including things like the Pastor, associate pastors, elders, deacons, choir members, secretary, church board, any committees that you might have, any leaders of other ministries that your church may head up, custodian (if they are church members), prayer team, etc. You might want to talk to your pastor about coming to do this practical living for the children. That would give them the authenticity of hearing it from someone who does have the authority, and who probably chose to set it up as it is.
- We want to communicate that no one in the church is expendable. Everyone is needed, and must work together to get things done for the kingdom.
- Find a prop for each position. For example, you can give the pastor a Bible, the choir members a hymnal, and so on.
- A prop may be difficult to find for some positions. For those positions make a small sign that says what they are. This way, everyone will have something to hold on to during the practical living time.

DURING PRACTICAL LIVING:

- Begin by telling the children, "Today we are going to talk about the way the people in our church cooperate with each other, but to explain how we cooperate, we must explain to you what everyone in the church does."
- Then, bring up one child to represent each of the positions in your church. As you bring them up, explain in a few sentences what the position does.
- Some of the positions may be held by more than one person, like the choir members, have a group of children represent the choir. This way all the children can be involved.
- Once you have all the children in their places, give a couple of examples of what it is like, when someone has a new idea of something to do at the church. Then you can show how the chain of command actually works. You might start with the S.A.Y. Yes!® Center, as an example. Who heard of the idea, whom did they tell next, what did they do after that, and so on. This would show the children that we all have to cooperate to get things done, even in the church.

- Give the children a chance to ask questions. Maybe they are wondering how certain people got the positions that they have? Maybe they have an idea, and want to try to see if they would know whom to go to with their idea.

In closing, tell the children that it is even hard in a church to cooperate. We need to be praying for our churches all the time that they would be able to work together as a body of believers.

Spend some time in closing, praying for your church.

Cooperating Around The House

MATERIALS: Cleaning supplies, a vacuum, a broom, and mop.

This Practical Living unit will teach the children how to clean up around their house. This is a way that they can cooperate with their parents and make God and their parents happy.

- You may choose as many of these centers that are suggested, or even make up your own. Add any of your own helpful hints also.
- When the children come into Practical Living, number them off in the same number of groups as you have centers.
- After you number them off, tell them the center at which they are to start.
- Make sure that the center leaders know the rotation, so that they can help direct children to the next event when it is time to change.

These are examples that you can do for the centers:

1. How to vacuum the floor:

- Show the children some of the basics of using a vacuum cleaner. This would include things like how to turn it on, how to plug it in, and unplug it safely (don't unplug it by pulling the cord half-way across the room.)
- Then, show them how they should move furniture to vacuum underneath.
- Next, pick up any large items on the floor. Look for change or other metal objects that can really hurt the vacuum cleaner.
- Show them what to do if they hear the vacuum making a loud noise. Turn the vacuum off and unplug it, then look underneath to see if there is anything stuck in the belt. Suggest that they might want to get an adult to help too!

2. How to dust:

- Show them the things that they will need in order to dust: furniture polish and an old rag, or a feather duster.
- Show them good places to check for dust: on top of everything, from picture frames that are on the wall, to the top of books on the bookshelf. Don't forget lampshades.
- If they do use furniture polish, show them how much to use and where you would apply it. Show them the different kinds of polish and let them compare (*Pledge* vs. liquid lemon oil).
- Allow some of them to give it a try.

3. How to clean the bathroom:

- If you don't have a bathtub, that is okay, just concentrate on the toilet and the sink.
- Show them what you use to clean the toilet.

- Show them how to clean in different parts of the toilet, under the lid, on top of the lid, around the base, and how to use the toilet brush.
- On the sink, show them how much cleaner they need, and how to wipe it down well.
- You might want to give them this tip: when they brush their teeth, they should wash everything off of the sink after they finish, so it will stay cleaner longer.
- Warn them of the dangers of some of these chemicals. They need to know that if they get these cleaners on their hands, they should wash their hands well and be sure not to touch their faces.

4. Sweeping and mopping the floor:

- Show them that to begin to clean the floor, they need to shake out any rugs that may be on the floor and move as many things off the floor as they can.
- Show them how to sweep all the dirt into one pile and sweep it up with a dust pan.
- Then, show them how to mix the water for the mop.
- Also, show them that sometimes you have to scrub places that are extra dirty first, before you do a general mopping.
- Demonstrate that some cleaners need to be mopped on, and then mopped up again with water.
- Tell them to read the directions on cleaners, because they tell about proper use.
- Some floors may need to be scrubbed with their hands.

5. How to wash dishes:

- Show the children how to rinse food off of the dishes, wash them with soap and dry them.
- Show them what things you will want to wash first (things that are not so greasy).
- Show them how they might need to let messier dishes soak for a while.

DEBRIEF

After the children have rotated through all of the centers, ask them to tell you something that they learned today about cleaning.

Ask them how they feel when the house is clean. They should feel good because things are in their place and their lives are not so chaotic and because they please their parents and God by obeying and cooperating!

Remind them that it is much easier to clean when they just cleaned last week, than when they haven't cleaned in a month or longer!

How To Choose Your Friends

MATERIALS: A large board, tape, copies of the character qualities, a writing utensil for the board, and a paper bag.

Children will have a chance to use discernment that they already have, and hopefully gain more.

- Before Practical Living, cut apart each of the character descriptions and put them into a paper bag. Feel free to add some of your own if there are issues that your children have been struggling with lately.
- To begin the Practical Living, divide your board into two columns.
- Write on the top of one column, “Someone I Should Hang Out With” and “Someone I Shouldn’t Hang Out With” at the top of the other column.
- Tell the children that you are going to draw a piece of paper out of the bag, and they are going to tell you which column it should go in.
- Have them raise their hands if the character quality you pick represents someone that they should hang out with. If the character quality you pick represents someone that they should not hang out with, have them put their hands on top of their head.
- Tell them that everyone should vote every time.
- Begin drawing the character qualities out of the bag.
- As you decide where they go, tape them on the board in their spot. If the pieces of paper are not large enough for everyone to read, simply write them on the board as they decide where they go.
- After each of the character qualities, you might want to ask at least one child why they voted like they did.
- If you get to one where some children have a different answer than others, take some time to discuss why they voted the way they did.
- After all of the character qualities have been placed on the board, read each complete column from top to bottom. This will give the children a chance to put it all together in their heads.
- Ask them if they think there are any more reasons or descriptions of a person to hang out with or not hang out with, that they want to add to the list.

DEBRIEF

If someone doesn’t have all of these good qualities, does that mean we can’t hang out with them? *(No, we just need to not do so many things with them.)*

What should you do if you hang out with someone now who has many of the bad characteristics? *(Invite them to do some good things with you like go to church, spend less time with them, and don’t go the places where you know that they will be.)*

If a friend of ours is someone we shouldn't hang around, are we supposed to ignore them? *(It depends on how strong an influence they are on us. We want them to receive Christ and start making better choices. We don't need to spend all of our time with them because they will influence us as much as we will influence them! We can always pray for them and get others to pray.)*

This is what your board should look like when you are finished:

Someone I Should Hang Out With	Someone I Should <u>Not</u> Hang Out With
1. Honest	Lies To People
2. Obeys Their Parents	Disobeys Their Parents
3. Helps Other People	Steals Sometimes
4. Is Good In School	Disobeys At School
5. Loves God	Is Not Interested In God
6. Always Goes To School	Skips School
7. Is Respectful	Is Disrespectful
8. Asks Their Parent For Permission To Do Something	Doesn't Ask Their Parents Permission To Go Somewhere, Just Goes Anyway
9. Has Other Friends Who Make Good Choices	Has Other Friends Who Make Bad Choices
10. Doesn't Say Bad Words	Says Bad Words

Honest	Lies To People
Obeys Their Parents	Disobeys Their Parents
Helps Other People	Steals Sometimes
Is Good In School	Disobeys At School
Loves God	Is Not Interested In God

Always Goes To School	Skips School
Is Respectful	Is Disrespectful
Asks Their Parent For Permission To Do Something	Doesn't Ask Their Parents Permission To Go Somewhere, Just Goes Anyway
Has Other Friends Who Make Good Choices	Has Other Friends Who Make Bad Choices
Doesn't Say Bad Words	Says Bad Words

How To Exercise

- MATERIALS:** Any exercise equipment that you might need for the centers like small hand weights (canned fruits and vegetables may be used), mats to lay down on, a jump rope, copies of the Exercise Journal Sheet see following pages)
- OBJECT:** This Practical Living is designed to teach the children about all the different types of exercises that you need to do, and how having someone to exercise with is very helpful.

- You may choose as many of these exercise stations that are suggested or even make up your own.
- When the children come into Practical Living, number them off in the same number of groups as you have exercise stations.
- After you number them off, tell them the name of the station that they are to start at.
- Make sure that the station leaders know the rotation, so that they can help direct children to the next event when it is time to change.

Suggestions for the Exercise Stations:

#1 STRETCHING

- Show the children some basic leg, arm, and back stretches.
- Have them do the stretches with you.
- Tell them that it is important to stretch, because it helps get your muscles ready to exercise.

#2 JOGGING AND WALKING

- Explain to the children how when you run or walk for exercise, you are also doing a cardiovascular exercise. This kind of exercise gets your heart beat up past a certain rate. You must run or walk for at least 20 minutes at a fast pace for the exercise to really help your body.
- Have some sort of course set up where they can run around a little. If you have no space, have them run in place.
- After they have run, show them how to find their heart beat in the wrist by using their index and middle finger of the opposite hand. Let them see how much harder their heart is working. This is what you want to achieve!

#3 TONING

- Show the children how to do leg lifts, sit ups, push ups, and anything else that they can do at home.
- Explain to them that doing exercises like this helps their muscles firm up. They need this kind of exercise, along with the other ones.

#4 WEIGHT LIFTING USING HAND WEIGHTS

- Show the children how to lift the weights safely and slowly.
- Show them how to hold the weight with their arm straight down and bring the weight up to be level with their elbow. This is called a curl. This works their biceps. (The muscle on the inside of the upper arm.)
- Show them how to hold the weight with their arm up and over their shoulder. Hold their triceps (the muscle on the outside to the upper arm) with their other hand. Then raise the weight up until their arm is almost straight and then back down.
- Explain to them that if they want to tone their muscles, they should do many repetitions with a lighter weight. If they want to get bigger muscles, they should do fewer repetitions with heavier weights.
- Feel free to add any other uses for hand weights.

#5 OTHER KINDS OF EXERCISING

- This center is to help the children think of other things that they can do that can be exercise.
- They can swim, use a hula-hoop, play sports, jump rope, aerobics, fast dancing, and many others.
- Have one of these other alternatives available for them to try for a few minutes.
- After they are finished rotating through the stations, gather them back together for a few minutes.
- Give them a copy of the exercise journal sheets.
- Show them that there are different places to write down what kind of exercises they did, how long they did them, and with whom they did them.
- Ask the children: How can they help each other to exercise? Which do they prefer to do an activity alone, or with someone?
- Offer them an incentive of S.A.Y. Yes![®] dollars if by next week they have exercised at least three times with someone at the center, or by themselves.

Practical Living Lessons from the **FAITHFULNESS UNIT**

Hospitality

MATERIALS: copy of the story “Abuelita”, Bibles, things needed in showing hospitality.

OBJECT: Latinos are a very gracious and hospitable people. They enjoy celebrating life with one another. Americans would be wise to follow in their footsteps.

TO DO:

- Read the story “Abuelita”
- Look up scriptures and answer questions
 - Hebrews 13:1-2
 - 1 Peter 4:9
 - Romans 12:13

QUESTIONS

1. **What does God’s Word tell us about being hospitable?** *We should be hospitable.*
2. **Why does God put such an emphasis on hospitality?** *Involves sharing, shows love, it causes you to get to know people.*

ACTIVITY:

- Split into age/level classes
- Invite another class within your center to come and visit your classroom
- Brainstorm at least three things you can do to offer hospitality to them before they come. (serve food, offer best seats, hang up coats, greet with hello or hug, give a small token or gift to visitors I.E. a paper flower or card)
- Every class take a turn visiting a classroom and having a class visit you

DISCUSSION

1. **What are some of the special occasions that Latinos celebrate?** *Weddings, birthdays, Posadas (Christmas Celebrations), baby showers, baptisms and Fiestas.*
2. **According to the story “Abuelita”, what were the words of wisdom Abuela had on hospitality?** *The meals don’t need to be fancy just made with love. Treat your guests as a member of your family. Be faithful to God by doing those things that he wants us to do.*

“Abuelita”

(An affectionate term for Grandma)

My name is Sharon. I am a teacher at S.A.Y. Yes![®] I have a very special Grandmother. I'd like to tell you her story. Her name is Adelina Alvarez she was born in Las Cruces, New Mexico on Oct. 16, 1919. Her parents migrated to California from Mexico.

I have very fond memories of Abuela. I lived right next door to her. On her days off from work we would spend every moment together. I would go over early in the morning and as soon as I would walk in the door I would smell the familiar aroma of the frijoles (*beans*) cooking on the stove. Abuela loved to cook and although she lived alone she would always make enough food to feed an army. Everything she made tasted so good. She could make a delicious meal out of just a few ingredients.

Our visit would begin with Abuela drinking her café con leche (*coffee with milk*) and I would eat delicious Pan-dulce (*Mexican sweetbread*). We would talk for hours and laugh. She would try to teach me Spanish and we would laugh some more.

After eating our breakfast, we would begin our cooking. As the frijoles cooked, we would make homemade flour tortillas. They were fun to make. Abuela could make them so round, my tortillas came out egg-shaped. When we were finished, we would make fresh salsa. I liked chopping the tomatoes and cilantro. Abuela cooked the chilies and cut the onions. For dessert, we would make Mexican bread pudding, it was my favorite dessert of all.

Abuela's house was always full of people. Family and friends would drop by and visit. She would always say, “Mi Casa es su Casa” (*“My house, is your house”*). We would gather at her house for holidays and special occasions. One thing I learned from her was that when you invite someone to your home your meals do not need to be fancy or expensive they just need to be made with love. Friends and neighbors called her Adelina Abuela, too. She made everyone a part of her family.

As time went on, I married and had a family of my own. I invited Abuela to come and live with me in my home. Together we extended hospitality to our friends and church family. As Abuela grew older, her health began to fail. Just a few years ago she was diagnosed with cancer and died. She is now in Heaven because she knew Jesus as her Savior. She had a lot of people at her funeral service. Many at one time or another had been touched by her hospitality.

Even though she is not with me anymore, I still remember what she taught me in her kitchen so many years ago. Now I have a chance to teach my daughters and they will teach theirs. This is exactly the same way many Latino families learn about hospitality. It is passed on from generation to generation.

The End

"Immigration"

MATERIALS: world map, 2 large poster boards, glue sticks, scissors, magazine to cut out pictures, photo or drawing of Statue of Liberty, and highlighter marker.

OBJECT: To figure out what part we play in welcoming immigrants and teaching what they need to know.

DURING PRACTICAL LIVING:

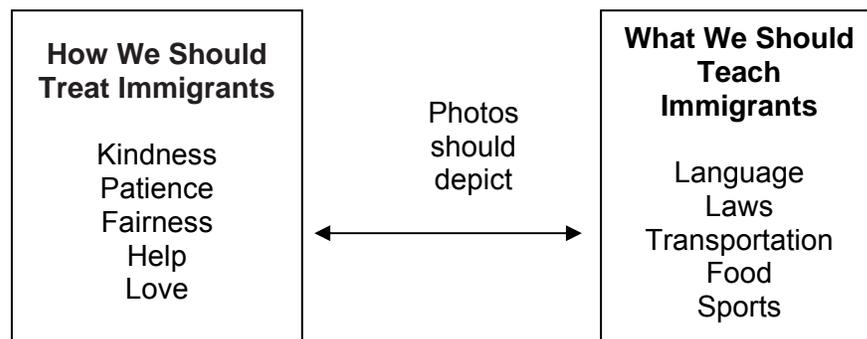
- Hold up world map.
- Ask if any family members have come from a different country.
- Trace with finger or highlight their journey from their country to the United States.

QUESTIONS

1. **Why immigrants come?** *Most come for economical reasons. Some for political freedom.*
2. **How should we treat immigrants when they arrive?** *Respect, kindness, patience, fairness, love, help.*
3. **What should we teach them?** *Language, how to get a job, the food we eat, how we prepare it, our laws, etc.*

ACTIVITY:

- Have children look through magazines and cut out pictures showing how we should treat immigrants and what we should teach immigrants.
- Glue pictures to appropriate poster board.
- Display these 2 poster boards throughout Hispanic Heritage Month.



DISCUSSION

Look at the finished poster boards. Briefly discuss how pictures depict what our jobs are in helping immigrants.

1. Show picture of Statue of Liberty. **What does the Statue of Liberty represent?**
Freedom, a welcome to immigrants.

On the pedestal of the Statue of Liberty appears a poem by Emma Lazarus entitled "The New Colossus." The last stanza says:

"Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!"

2. **What is this poem talking about?** *That America welcomes the poor, the tired, the people others may not want at their doorstep. We welcome them no matter what condition they are in.*
3. **How is this poem similar to the way God accepts us?** *God accepts us the way we are. Come just as you are. God never stops loving us even when we are unfaithful. He accepts the tired, the poor, the wretched refuse, the homeless, the sinner.*

Pico de Gallo (Fresh Salsa)

MATERIALS: Mixing bowl, knives, measuring cup, measuring spoons, plastic wrap, 6-8 medium ripened tomatoes, 2 small onions, 2 garlic cloves, 2 Jalapenos, $\frac{3}{4}$ cup cilantro, salt, pepper, lime, spoon for a group of three or four kids.

OBJECT: To teach children how to measure. Children will make a popular Hispanic relish served with many Hispanic meals.

BEFORE PRACTICAL LIVING:

You want the students to practice measuring out the ingredients, so have each ingredient cut up and in large containers. During the activity have the students come up to the large containers and measure out their amount and take back to their group.

Chop 6-8 medium size ripened tomatoes

Finely chop 2 small onions

Crush 2 garlic cloves

Chop 2 Jalapenos (seeded and minced)

Since Jalapenos can burn your eyes be careful and don't rub your eyes. This recipe is mild, but you can add heat by increasing the number of Jalapenos.

Chop $\frac{3}{4}$ cup cilantro

1 teaspoon salt

Pepper to taste

Juice of 1 lime

DURING PRACTICAL LIVING:

- Each child should be given an ingredient to measure out and pour into the mixing bowl.
- Combine all ingredients in mixing bowl
- Cover bowl with plastic wrap
- Refrigerate at least one hour to allow the flavors to mix
- Serve fresh or keep up to 3 days covered and refrigerated
- Makes approximately 5 cups

Luis Palau & Evangelism

MATERIALS: Yellow, blue, red and white construction paper (one of each color, per child), copy of Luis Palau's story, hole punch, paper fasteners

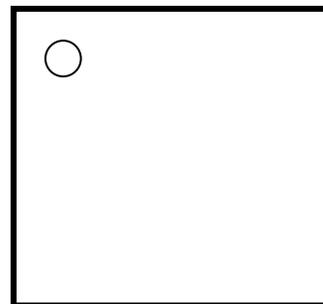
Object: To teach the child how to share their faith with others. Children will be able to use the wordless color book to help share the gospel.

TO DO:

- Read through Luis Palau's story
- Read The Great Commission in Matthew 28:19-20
- Share how Luis Palau has taken this verse to heart and has literally preached to millions of people throughout the world

ACTIVITY:

- Have children cut out one square of each color
- Put in order yellow on top, blue second, red third, white last
- Punch hole at top corner
- Use paper fastener to attach together
- Teach children what each color represents. (Older kids can learn scripture reference)
- Have the children point to a color and say:
 - Yellow - represents the streets of gold
- Point: Heaven is absolutely a free gift Romans 6:23
 - Blue - represents sin
- Point: Man is sinful and cannot go to Heaven Romans 3:23
 - Red - represents the blood of Christ
- Point: Christ, God's son, made a way for man to go to heaven Ephesians 1-7
 - White - represents Christ cleansing our hearts and making them white as snow
- Point: So now, when man puts his faith in Christ, his sins are forgiven and he can go to heaven John 3:16 and Romans 10: 9, 10
- Have children share the good news with one another to practice



DEBRIEF

What does the Great Commission tell us to do? *Make disciples of all nations, baptize them in the name of the Father and of the Son and of the Holy Spirit, and teach them to obey all that Jesus commanded.*

How many people has Luis Palau spoken to? How many nations? *Hundreds of millions of people, 95 nations*

If Luis Palau had just a few people accept the Lord, and just a few people attend his crusades, would he still be a successful preacher? *Yes, because God does not measure your success by visible fruit. He measures your success by your faithfulness to him.*

Luis Palau

Luis Palau is a Hispanic evangelist. An evangelist is a preacher whose sole purpose is to preach a message of salvation to as many people as will hear. Luis Palau has spoken to hundreds of millions of people in ninety-five nations through radio and television broadcasts. He has preached to twelve million people in sixty-six nations face to face.

Palau was born in the Province of Buenos Aires, Argentina. He accepted the Lord into his heart at the age of twelve years old. He began preaching at age eighteen. During the 1970's Dr. Palau and his team began conducting evangelistic crusades and rallies throughout Latin America. His ministry has since spread throughout the whole world.

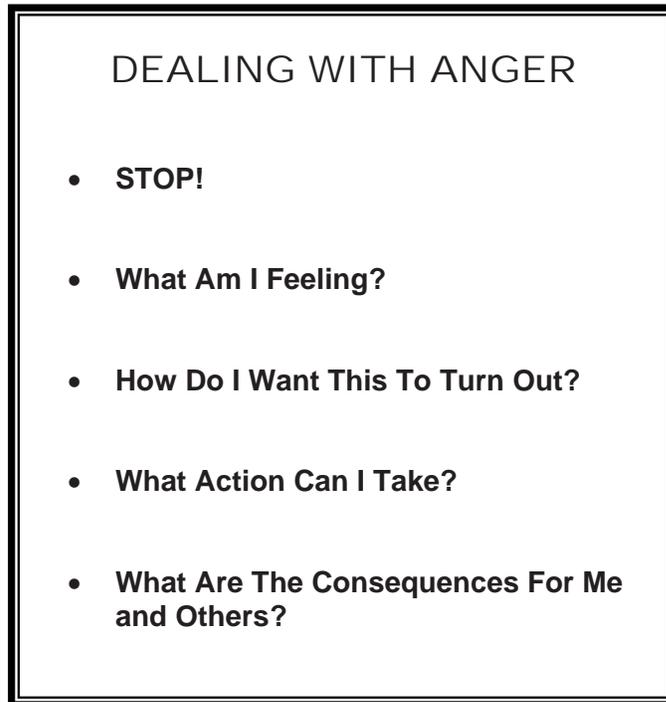
Palau has authored forty-two books and booklets in both English and Spanish. Dr. Palau, unlike Jeremiah, has seen so much visible fruit come from his ministry.

Dealing With Anger – Part 1

NOTE: For the next three weeks, you will be discussing how to deal with anger. Each week it will be approached in a slightly different manner. However, due to the importance of the topic there is a lot of repetition.

- Have the children lay on their backs on the floor.
- They are not to touch anyone.
- Ask them to think of a time when they felt really angry.
- Give them a few moments.
- **Say: “Stop!”**
- **Ask: “What are you feeling?”**
- Allow a few to answer. But they must stay on their backs.
- **Ask: “How would you want this situation to turn out?”**
- Remind them there are consequences to what we do.
- Somebody hurts you so you go and hurt him or her worst. You could get suspended from S.A.Y. Yes!®, or you could get arrested, or the person may come back and hurt somebody you love.
- “Vengeance is Mine, I will repay.” (Deuteronomy 32:35; Hebrews 10:30) God promises to deal with those who hurt us. You probably won’t see how He deals with them. Will you trust Jesus?
- **Ask: “What action can you take?”**
- Have the kids sit up.
- Write their answers on a board or on butcher paper.
- **Ask: “What are the consequences for you and others?”**
- Work with them to think this through.
- Make the children be realistic.
- Talk about how the consequences make them feel?
- Make a list of positive actions that can be taken when we are angry.
Pray, count to ten, hit a pillow, do jumping jacks, say a memory verse

- Give them some good verses to say when one is angry.
- Have written on poster board the steps you just went through



- Give them a copy (see next page) to take home

DEALING WITH **ANGER**

- **STOP!**
- **What Am I Feeling?**
- **How Do I Want This To Turn Out?**
- **What Action Can I Take?**
- **What Are The Consequences For Me and Others?**

DEALING WITH **ANGER**

- **STOP!**
- **What Am I Feeling?**
- **How Do I Want This To Turn Out?**
- **What Action Can I Take?**
- **What Are The Consequences For Me and Others?**

Dealing With Anger – Part 2

MATERIALS: Write the "Incorrect Thinking" and "Correct Thinking" charts out on a poster board. Fit both on one board so that you can easily compare the two. (You may want to laminate it so you can put it up and refer to it from time to time.)

An important part of learning to handle our anger is to make sure we are not making errors in the way we talk to ourselves. Satan will also speak to our minds in mistruths, often in thoughts that sound just like our own. There are several thoughts he will give us to cause us to think wrongly. When we think incorrectly about anger, we tend to believe we have a right to take revenge. The Bible teaches us that revenge belongs only to God.

DISCUSSION

- Use the poster board to go over the charts with the children .
- Explain how statements 3 and 4 often work together.
- Help them see that thinking is the way we talk to ourselves. It is also a way God (or Satan) can communicate with us.
- Help them to see the importance of correct thinking in their self-talk. (Self-talk is really just another way to renew our minds.)
- Our actions have a lot to do with what we tell ourselves. As you prepare to lead this lesson be aware of your thoughts in the preceding days.
- Challenge the children to think about their self-talk.
- Give them an example of how they can talk themselves into taking the right or wrong actions.

ACTIVITY

- Divide the large group into as many small groups as you have adults.
- It will be best if you mix up the ages of children.
- Remind them they are a family and they need to learn to work together.
- Have each group create a short skit that depicts an event that activates anger. (Example: a brother accidentally breaks his sister's porcelain doll.)
- Ask the children the following questions so they will do the critical thinking needed to write their skit. On a blackboard or poster board write out the answer upon which the group agrees.
- The adults should be prepared to work closely with the children and guide them through this preparation time, using the following steps.
- You might want to assign each group an "incorrect thinking" statement (from chart) to act out. This would assure each "incorrect thinking" statement is covered.

What's something that makes you feel really angry?

Choose one of the anger triggers the kids have suggested in the creating of your skit.

Which of the "incorrect thinking" statements apply to this scenario?

(If you have assigned statements this question might be: In the instance you just described, can you think of a time you were really angry? 1). And you had no respect for the person who you felt angered you? What did you do? 2). And you assumed the person had done it just to be mean to you? What did you do? 3). And you put all the blame on the other person, you didn't think about your part of it at all. How did you excuse what you did? 4). And you insisted that what you did wasn't so bad because the other person had been meaner to you than you were to him.

How would the angry person in this skit act if they were having those incorrect thoughts?

What would they say?

How can we incorporate this into our skit?

- Have each group act their skit out for the other groups.
- The other groups try to decide which thinking error is being acted out.
- Give a point to each group that is able to guess the incorrect thought.
- The adults should not help at this point.
- If a volunteer from another group can come up with an appropriate way to respond, give that group a point.

DEBRIEF AFTER SKITS

What is one new thing you've learned about anger today? *You might give Spirit Points to those who answer honestly and without stretching just to get points.*

What does anger have to do with forgiveness? *(If we stay angry and do not forgive we will become bitter, it can make us sick. In the end we hurt ourselves more than the person who injured us.)*

I would like to have two people come up and pray. Ask Jesus to give each of us strength and wisdom to forgive those who hurt us. Ask Jesus to fill us with His love for our enemies.

You close in prayer too.

See following page for charts

INCORRECT THINKING

Disrespect others:

"That teacher didn't have the right to keep me in from recess. I have the right to talk all I want during class."

Assume the worst in others:

"I just know they were standing around talking about me..."

Blame/ Controlled by others:

"I only hit him 'cuz he was messing with me!!!"

Minimize behavior by focusing on others:

"I only smacked her -- she kicked me!"

CORRECT THINKING

Respect for self and others:

"The rules are for my benefit. I was wrong for talking so much. I will choose to listen quietly next hour so I can go out for recess after lunch."

Make no assumptions about others:

"I really don't know if they were talking about me or not. I will choose to believe the best until I have reason to believe otherwise."

Self-controlled:

"I am the only one responsible for my behavior. No matter what anyone does to me, they do not have power over me. The way I react is my choice. And I choose to walk away."

Facing responsibility -- Focusing on self:

"He may be wrong, but that doesn't make me any less wrong. I need to focus on what I did wrong and ask forgiveness. I need to ask God to help me forgive the other person for wronging me."

Dealing With Anger – Part 3

MATERIALS: A chalkboard or dry erase board and the appropriate writing utensils.

- Choose a couple of your older students to act out this short little skit below, as an example for the rest of the students.
- Tell them that when you say freeze, they are to stop what they are doing immediately. Then, you can talk to the students about what just happened, or is about to happen in the skit. (The skit is found after these directions.)
- After each right and wrong ending, ask the students to name what they saw was right, and what they saw was wrong.
- These are the things that I saw. There may be others.

Wrong way examples:

Paul snatches the Walkman from Victoria, and yells at her for using the Walkman without permission.

He snatched the Walkman out of her hand without asking for it.

Yells at her.

Paul begins yelling at her, and telling her how stupid she is for using his Walkman without permission; then, demands the Walkman and tells her she can never use it again.

Yells at her.

Says bad things about her that are not true.

Doesn't ask nicely for the Walkman.

Is completely unwilling to forgive her (by saying she can never use it again.)

Right way examples:

Paul comes in and sees that Victoria has the Walkman and walks back outside, until he can get his anger under control. Then, he goes back into the room, and politely asks Victoria for his Walkman back. Then he tells her, "Next time I would like for you to ask me, before you use something that is mine."

He takes time to get his emotions under control.

He speaks to her with respect.

Paul comes in and sees that Victoria is using his Walkman without permission. He turns his back to her and counts to ten slowly, takes a deep breath, and asks her nicely for the Walkman.

He turns away to handle his emotions properly.

He speaks to her nicely.

- Then, after they have done their skit and shown the other students what to do, break the group into groups of 4, by counting the number of students in your center and dividing that by four. Have the students number off with the closest number that will divide into it evenly. Example: There are 30 students in your center. Divide that by four and you get 7.5. The students can't number off by 7.5 so tell them to number off by sevens. Add the extra students to a group that has younger students.
- If you have more than 24 students, make copies of the scenarios, so two groups can do the same skit. Make sure the groups are not sitting by each other.
- When they have gone to their appropriate group, give them one of the scenarios that follow, and have them act it out the wrong way and then the right way. Have a spokesperson from their group tell what they did to deal with their anger in the scenario.
- Make a list of all the things that they did and discuss it at the end.
- These are a few that you will want to make sure that they include:
 - Forgive them.
 - Pray that God will give you control over yourself.
 - Get out of the situation and away so that you can cool down.
 - Count to ten slowly before you say anything to the person you are hurt by.
 - Take out your frustrations by hitting a pillow.
 - Run around the block as hard as you can to run off some steam.
- Write this verse on the board and ask them what they think it means. "Be angry, but do not sin; do not let the sun go down on your anger." Eph. 4:26
- Remind the students that getting angry is not a sin. The sin comes by what you do with your anger.
- We need to deal with anger as soon as we can, so that it doesn't grow larger and larger.

Often anger is caused by unrealized expectations. Help the children begin to recognize when their expectations are too high. Sometimes we expect something because someone promised it, and they don't do what they said they would. That is not a high expectation. High expectations are when you expect someone to never make a mistake or to be something that you wish they were instead of what they are. Help the students to make that distinction.

- Remind the students that everyone will have a different way that works for them to deal with their anger. Encourage them to try different things to see what works best when they are mad.
- Tell them that when they are angry, they cannot forgive someone else because they are focused on their own hurts and needs.

A great practical thing to do is to think of people that tend to get you mad the easiest. Then, forgive them in advance for what they might do to you. When Jesus died on the cross for our sins, we had not even done anything wrong because we weren't born yet. He forgave us in advance, so we should forgive others in advance too. When they do the thing that drives us crazy we can say to ourselves, "I am not going to be angry because I have already forgiven them for that." There is more about this in the craft for this week.



TEACHING
TIP

stress reliever.

Be careful on this activity. It might get them pretty revved up. Be sure not to serve a sugar snack today. Also, you might want to have recreation as soon after this as possible. They might get their emotions worked up and they might need to let them out. Recreation is a great

See following page for example skits

Example Skits

✂-----cut here and give to the students doing the skit-----

There is a brother and a sister (or any two siblings) The boy is 14, and his name is Paul. The sister is 10, and her name is Victoria. Victoria is listening to Paul's Walkman without his permission, and Paul walks into the room. Paul becomes very angry at Victoria. How does Paul handle his anger and the situation?

Wrong way examples:

Paul snatches the walkman from Victoria, and yells at her for using the walkman without permission.

Paul begins yelling at her, and telling her how stupid she is for using his walkman without permission, demands the walkman and tells her she can never use it again.

Right way examples:

Paul comes in and sees that Victoria has the walkman and walks back outside until he can get his anger under control. Then, he goes back into the room and politely asks Victoria for his walkman. Then he tells her, "Next time, I would like for you to ask me before you use something that is mine."

Paul comes in and sees that Victoria is using his walkman without permission. He turns his back to her and counts to ten slowly, takes a deep breath and asks her nicely for the walkman.

Other scenarios

Jasmine is 9, and her best friend Erica is 9, also. One day, Erica, Jasmine, and several of their other friends are playing with their dolls. Jasmine leaves the room and when she is almost back in the room, she hears some of the other girls telling Erica to take Jasmine's doll clothes. They said that Jasmine had too many anyway. When Jasmine walks in, she sees Erica putting Jasmine's favorite doll clothes into her back pack. What should she do?

Ricardo is 8, and he is in the 3rd grade. Camille is in his class at school. One day, Camille goes to sharpen her pencil and Ricardo trips her on the way there. She falls down and all the other kids start laughing at her. What should she do?

Dennard is 7. He is walking home from school, and he sees some of his friends from school playing football in the street. He wants to play. He goes over and asks them if he can play. They tell him that he is too small and that he drops too many passes anyway. What should he do?

David and Cathy are brother and sister. David is 8 and Cathy is 10. Their mom bought them some ice cream. She told them that when they got home from school they could have the ice cream, but they needed to share. Cathy got home first and brought a few of her friends. She served them the ice cream. When David got home, all the ice cream was gone! What should he do?

Jamaal and Pablo are best friends at school. One day, they had a big test in math. Jamaal tried to copy some answers off Pablo's paper. The teacher took up both their papers. When the teacher asked them what happened, Jamaal told the teacher that he didn't do anything. Since neither one of them would admit to cheating, the teacher punished them both. Pablo now has two weeks of detention, and an "F" on his test for something that he didn't do. What should he do?

Demarco is on punishment by his mom for not taking out the trash. She told him that he couldn't go anywhere after dinner for one week. Two days later, a group of Demarco's friends come by, as they are cleaning up after dinner. They want him to go and play basketball with them. His mother says, "no", because he is on punishment. What should he do?

Testimony Of An Ex-Gang Member

MATERIALS: A speaker can be an ex-gang member, or anyone who has worked with gang members enough to understand how gangs work, like a policeman, or a member of the police gang unit.

BEFORE PRACTICAL LIVING:

- Prepare the students for the speaker by telling them about the speaker as early as you know who he/she will be.
- Have them prepare questions to ask the speaker about forgiveness.

DURING PRACTICAL LIVING:

- Have the speaker share how a gang works.
- Have them concentrate on the issue of revenge.
- Have the speaker share some stories of things that happened to them when they tried to seek revenge for the death or injury of their fellow gang members.
- Have the speaker share some of the consequences that he/she and their fellow gang members suffered as a result of taking revenge.
- Be sure to ask the speaker if the revenge that they sought for their fellow gang members ever brought the kind of victory that they desired? Did it ever bring peace?
- Be sure to ask the speaker what they think would happen if gangs ever tried to just forgive each other. Would there still be a gang?
- Let the students ask the questions that they prepared, after the speaker has a chance to share.
- Have a time of debriefing after the speaker has finished, if time allows.

DEBRIEF

What kind of conclusions do you think you can draw from what you heard today, and what we've been studying about forgiveness?

What do you think would happen if gangs started forgiving each other?

Do you think people who don't forgive are more likely, or less likely to be in a gang? Why?

A Contract For Giving

MATERIALS: A large board or paper to write on, a writing utensil for the board, a copy of the contract provided for each student

This practical living is to help them get into the habit of seeing things that need to be done and doing them! As all of us need incentives to start good habits, this contract has an incentive built into it. Don't think of it as a bribe! Think of it as a way to help them instill some Godly patterns that could stay with them forever. That should be worth a few S.A.Y. Yes![®] dollars.

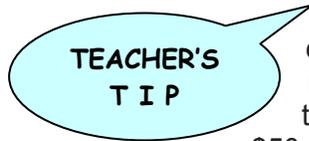
Begin the practical living time by brainstorming with the students some things that they could do for people around them that would make their day brighter. They can also think of some things that they might like to have done for them. They can use this as a way to think of what someone else might like. For example, if they always make up their bed, they think they might like someone else to make up their bed. So, using this reasoning they decide to make up their mom's bed every day for a week for her.

Some ideas that you might like to suggest if they don't come up with them are:

- Washing the dishes
- Taking care of a pet
 - feeding the pet
 - changing the water in the fish tank
 - cleaning out the liter box
- Making dinner
- Cleaning the house
- Washing the car
- Cleaning out a closet
- Doing the laundry
- Making the bed
- Setting the table
- Taking out the trash

Then you might want to decide how long you will do this for one day, or one time, one week or maybe even a month.

Tell them that you are going to be signing a contract with them that says if they do these things, they have a chance to earn extra S.A.Y. Yes!® dollars that they will be able to use in the S.A.Y. Yes! store for Christmas! The difficulty of the things that they choose should determine the amount of dollars that they get.



Your staff should be the ones to decide if the children will have a chance to earn a lot of extra money or just a little. The number of items in your store should help you determine this. If you don't have a lot of things for your store then don't make it possible for them to each earn \$50 extra dollars!

Here might be a gauge of what some things might be worth:

Job to be done	S.A.Y. Yes!® dollars received
Making the bed	2
Making the bed for a week	10
Doing the dishes	5
Taking out the trash	3
Cleaning our a closet	10
Setting the table	2
Making dinner	10
Doing the laundry	15
Cleaning out the liter box	3

Remember, this is just an example of how much things can be worth. You might want to put a limit on the number of things that they can do.

Help them brainstorm these ideas and then help them fill out their contract sheets. They might even draw a picture of what they want to do if they can't write and then someone else could write down what they want to do for them beside their picture.

Tell the students that they will have a chance to make coupons for the things that they will do for people during craft time this week. They can make coupons for the things that they plan to do for their contract or other things that they might want to give to other people as Christmas presents.

The staff should keep the contracts. To be able to redeem the money, tell them that they are on the honor system. When they have done one of the projects, they must come back and tell the staff how it went. The staff will then mark it down so that on the day of the store they will be able to redeem their money.

Gift Giving Budget

- MATERIALS:** The updated information on how many dollars each student has, copies of the budget sheet for each student, the staff might want to have a calculator so that they can quickly check to see if the students did their budget right.
- PURPOSE:** This Practical Living is designed to help the students learn how to spend their money using a plan. They will not have to stick to the budget as a hard and fast rule, but it can be a guideline so that they know they can get some thing for everyone on their list if the stick to their budget.
- PREPARATION:** Before Practical Living, put each student's name and amount of S.A.Y. Yes![®] dollars in the appropriate boxes on the budget sheet. Then, during practical living you can just hand these out.

Begin the practical living time by explaining what a budget is. You might say something like this, "A budget is a guideline for the way that we are planning to spend our money. Just like any other plan, you can always change it later. Using a budget helps you to think about how you actually want to spend your money before you get to the store. Have any of you ever gone to the store to buy something you really needed like a pair of new shoes? You were on the way to the store with the money in your hand and you got hungry, so you stopped and bought an ice cream. Then, you stopped by the arcade and played a few video games. Then, you realized that now you would not have enough money for the shoes and you didn't even really know where the money went. If you have a budget, you can see what you need to spend your money on and try to spend it on those things and not just on ice cream and video games. Many people use a budget so that they can be sure they will have enough money for rent, food and other expenses."

- Hand out the budget sheet that has been prepared for them. Remind them that sometimes giving is a sacrifice, so this time when they go to the S.A.Y. Yes![®] store they might not buy anything for themselves so that they will have more money to spend on everyone else.
- The first thing that they need to do is decide who they want to buy Christmas presents for this year. Then, they will need to see how much money that they will have and how much money that they want to spend on each person. Special people like their mom or brothers and sisters, they might want to spend more money on than one of the friends from school.
- You might want to write a list of kinds people that they might like to buy presents for on the board where they can see it. Sometimes it is hard to think of all the people that you want to buy for at once, especially for the younger ones. They also might want to plan to give some to God!

Here are some ideas:

parents
grandparents
brothers and sisters
cousins
aunts and uncles
nieces and nephews
teachers at school
friends from school friends
from S.A.Y. Yes!®
pastor
neighbor
friends of your family

- Tell them that they can also make some of these people a card that they might enjoy as much as a gift. They don't have to give gifts to everyone!
- Explain to them when they decide how much money that they want to spend on everyone, that their total spent is not more than they have.



**TEACHER'S
TIP**

For some of the students that have a harder time with math, you might want to have actual dollars for them to be able to count out, so that they can see how many they have left after setting the amount for each person. You could also use beans as something to count.

Tell them, "Imagine each bean represents one S.A.Y. Yes!® dollar."

Before they can be done with their budget, one of the staff needs to add it up to make sure that it works. The staff might want to have a calculator handy to check their math quickly. The staff should keep these sheets and give them out on the day that they go Christmas shopping at the S.A.Y. Yes!® store. At the bottom of the page there is a place where staff can write in the students new total of dollars of all they have earned since the budget was written. They can write this in on the day that they have the store.

My Christmas Budget

Name _____ Class: _____

Amount of S.A.Y. Yes!® dollars I have as of December \$ _____

People I want to buy Christmas presents for this year	How much I want to spend on them	Gifts to purchase within budget
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Steps to writing a budget:

1. Write the people down first that are most important to you to buy a gift for.
2. Add the money up that you decided to spend on them.
3. Subtract that from how much you have. That will be how much you can divide up between everyone else.

Use this space for your math:

Signature of staff that checked to see if my budget works

(For Staff Only!) New total of student's money on the day of the store: _____

Wrapping A Present

MATERIALS: Presents to wrap, scissors, tape and wrapping paper

This practical living is to equip them to be able to do things for themselves. It would be handy if they have already had a chance to go to the Christmas store by the time you have this practical living. Then, the students could use this time that they are learning to wrap a present to wrap the presents that they have already bought from the Christmas store.

You might have them choose one of the presents that is most square and even to learn to wrap first. This practical living time can be a good time to get things done that they need to do anyway; you are just making it a teachable moment.

You might also want to show them how to make a little tag for each present. Take a small piece of wrapping paper and fold it in half, the plain side should be on the inside. Then, they can write who they want the present to go to there and write who it is from there also.

As the students are wrapping their presents, you can talk with them about where the tradition of giving gifts at Christmas came from. (The three wise men - see the read aloud for this week.) You can also talk to them about the gift that God had given to us as his Son. Ask them if they have received this gift that God wants to give to them. Don't miss these teachable moments. Many times when children are working with their hands they will share more things than they would if you were just asking them questions.



**TEACHER'S
TIP**

If you put on some Christmas music in the background, it might help keep the noise level down because they will be listening to that. If you find them talking above the music, you might want to turn it off. You could also read the read aloud selection for this week as they wrap their presents. This will help them build oral listening skills as they do things with their hands. This is much harder for the boys than it is the girls.

The Test To See What Kind Of Giver You Have Become

MATERIALS: A copy of the sheet following this with all the characteristics of someone who is not a giver, cut up and in a bag, name of the students on small individual sheets of paper to be placed in a separate bag.

This Practical Living is to help them see how much they have learned about giving. This week we are talking about what happens when we don't give. All the characteristic of the person that follows on the next page describes a person who is selfish and self-centered. What you want the students to do is to begin to identify these characteristics as ungodly. So their job will be to act out the opposite.

- Begin by explaining that there are different things in the bag that when they draw it out they will need to make a skit out of it. They need to first act out the wrong way and then, the right way. The wrong way should seem almost funny, but that is how many of us act sometimes! Then, they will be able to contrast it with the right way. You can put two of each characteristic in the bag because one person's interpretation of it may be very different from someone else's.
- To begin, draw two or three names out of the bag that have the students names in them. Then, when they come up, they can draw the characteristics out of the bag themselves. Give them a lot of encouragement as they act things out. Remember, drama is one of the best educational skills that you have to use!
- Save a little time at the end to read all the negative things that you found and what they decided were their opposites. Here is a short list for you on the following page in case your students get stuck trying to think of what the opposite would be.

The wrong way

1. If I like it, it's mine.
2. If it's in my hand, it's mine.
3. If I can take it from you, it's mine.
4. If I had it a little while ago, it's mine.
5. If it's mine, it must never appear to be yours in any way.
6. If I am doing or building something, all the pieces are mine.
7. If it looks like mine, it is mine.
8. If I saw it first, it's mine.
9. If you are playing with something and you put it down, it automatically becomes mine.
10. If it's broken, it's yours.

The right way

1. I like it so much, I want to share it with you!
2. If it's in my hand, I can share it with you.
3. If I ask you for it, will you share it with me?
4. I would like to have it back, but I will share it with you. Did you get a turn to play with it?
5. I will share the credit with you because we are friends.
6. You can help me make it better. You might be able to think of a good idea!
7. It could be yours because you helped me with it. I will be glad to share it.
8. I will offer it to you before I claim it for my own.
9. We can share it.
10. I will help you fix it so that we can play with it together.

This is the sheet of **non-giver characteristics**. Make two copies of it and cut them apart on the dotted line.

1. If I like it, it's mine.

2. If it's in my hand, it's mine.

3. If I can take it from you, it's mine.

4. If I had it a little while ago, it's mine.

5. If it's mine, it must never appear to be yours in any way.

6. If I am doing or building something, all the pieces are mine.

7. If it looks like mine, it is mine.

8. If I saw it first, it's mine.

9. If you are playing with something and you put it down, it automatically becomes mine.

10. If it's broken, it's yours.

Taking Care Of Our Teeth

MATERIALS: A new toothbrush, toothpaste and floss for everyone, copies of the Clean Teeth Contract for every child, some hand mirrors would be helpful

BEFORE PRACTICAL LIVING

- Call a dentist office near by and ask if they have a dentist that can come visit your youth center during the last week of this unit to talk about what happens when you go to the dentist office. Tell them that you are studying taking care of your teeth and would like it if they could donate toothbrushes, tooth paste and floss for each of your students. You might have to call a couple of different places, but it shouldn't be too hard to find a dentist who will donate these items since they are free to them.
- Put a small cup of water on the table for each child so that they can dip their toothbrush into the water as they practice brushing.

DURING PRACTICAL LIVING

- Begin by **asking them**, "Who brushed their teeth at least once today? Good. Since we are studying this month about honesty, I am gong to believe that you are being honest about brushing your teeth."
- **Say:** Today we are going to learn:
 - How and when to brush our teeth.
 - How and when to floss our teeth.
- Then I am going to give you a contract to see over the next month how well you brush your teeth because at the end of the month, we are going to have a dentist come and tell us what it is like to go to the dentist's office.
- Let's start with how to brush our teeth.
- Open up your toothbrush and dip it into the water. For right now, we are going to practice what to do with the toothbrush, so we are not going to put toothpaste on it.
- Notice that the toothbrush you got says "soft" on it. What do you think that means? (*It means that the bristles are soft. Children should use a soft bristled toothbrush*)
- Where should we start? (*in the front*)

- Begin by brushing the front surface of the upper and lower teeth. Start by placing your toothbrush where your teeth and gums meet and brush up and down. You should brush your gums a little too, this helps keep your gums healthy. This way seems different at first, but it cleans your teeth better. If you brush your teeth side to side you won't get all the food out.
- Clean the outside surface of the upper and lower back teeth in the same top to bottom motion as you did the front teeth.
- Clean the inside surface of the upper and lower *back* teeth.
- Clean the inside surface of the *front* upper and lower teeth.
- Now, clean the grinding surface of the upper and lower teeth by brushing back and forth.
- You need to brush for at least three minutes each time you brush. If you want to do a really good job, five minutes is best.
- You should brush your teeth *after breakfast in the morning and at night before you go to bed*. If you can't brush twice, brush at least once. If you were really an awesome brusher, you would brush your teeth after every meal and once before bedtime. But once or twice is better than never!
- After the children finish brushing, ask them if they have any questions. Walk around and watch them brush so that you can make sure they are doing it correctly.
- Now, tell them, "I am going to show you how to floss." (Even if you didn't get a roll of floss for everyone, give them a strand to practice with. One package of floss that you buy at the store should be more than enough for the whole center. You can get waxed or regular, either is fine.)
- Give them each about 12-15 inches of floss.
- Show them how to take the piece of the floss and wrap it around their two middle fingers leaving about four inches in the middle.
- Tell them, "Think of this floss like a see saw. It goes back and forth over your teeth to get food out between your teeth and gums."
- Show them how to put the floss between each tooth on top and bottom. Mirrors would be really helpful now.
- If they haven't flossed regularly, their gums may bleed a little. This is normal. The more you floss your gums will become firmer and more healthy and won't bleed as often.
- You should floss once a day. The best time to do it is at night after dinner. You could do it while you are watching TV.
- Another important thing is what you eat. If you eat a lot of sugar, candy, or drink sugar soda and don't brush your teeth, you will have a much bigger chance of getting cavities.

Ask these questions to see if they were listening:

When you are brushing the outside of your teeth, how should you brush? *(Top to bottom)*

At least how many times a day should we brush? *(At least once, twice if you can.)*

How often should we floss? *(Every day.)*

How long should we brush? *(Three minutes - five to do a great job.)*

- Now, give them the **Clean Teeth Contract**
- This is going to require that they are honest about whether they did it or not.
- **Say:** This contract is good for one week, but if you complete this week you can do it every week this month and earn S.A.Y. Yes![®] dollars.
- For every time you brush, you get one S.A.Y. Yes![®] dollar, and for every time you floss you get two dollars. So you could earn four dollars a day which would be \$28 a week!
- For each time that you brush or floss, you need to get your parents to sign the box with their initials.
- Write the days of the week on the chart together, starting with today (the day of practical living) or you can write the days in before you copy the pages.
- When you turn this in during practical living next week, I am going to ask you if you were honest in completing this chart. If you say yes, I will believe you, but God will know the truth. If you want, you can get another chart for the next week. Anyone who completes all four weeks of this month doing this chart will get a special prize. (Decide what the prize would be. Make it something pretty good, because if they can do this for four weeks, they will have created a habit that could go with them for the rest of their life!)
- Have them write their name on it, so that it won't get lost.

Teaching Tip: Feel free to change the rewards in any way you like, but keep in mind, this is a very important habit to develop so the reward system should reflect that!

Name _____

Clean Teeth Contract

Day	Brushed	Brushed	Flossed

For every time I brush my teeth this week I get ____ S.A.Y. Yes![®] dollar(s). For every time I floss my teeth this week I get ____ S.A.Y. Yes![®] dollar(s).

I must get a parent to sign the right box every time I do this.

I agree to be completely honest in getting this form filled out.

Signature of participant

I am the one who signed this chart for my child this past week to say that he/she did brush and floss his/her teeth.

Signature of parent or guardian

Having A Good Work Ethic

MATERIALS: Cleaning supplies for whatever jobs you come up with, a board to write on and a writing utensil

- This practical living begins with an experiential learning exercise. Experience is an important part of their learning! Please don't skip it!
- Have practical living in the place where you normally have snack or a place that you can get a little messy.
- Before the students come in to the practical living area, make a few messes that will be easy to clean up, but not too easy.
- Here are some examples:
 - cookie crumbs that need to be swept or vacuumed
 - small piece of paper, like the ones out of a hole punch, spilt on the floor
 - something in the sink like chocolate syrup or pancake syrup that needs to be wiped down
 - something written on a dry erase board that needs to be erased
 - books scattered that need to be put on a shelf
- You want the job to be something that they could do and say they did it, but they could have not done as good of job as someone who was looking for details.
- For example: *They could have picked up the books and put them on the shelf and they would have fulfilled what you asked them to do, but are all the books straight, are they facing the right direction, are they in order by height, and are they pulled to the front of the shelf.*
- Have the jobs already decided and have them assigned to each class so that when they walk in they can find out their job and they can do it as quickly as possible.
- When they come in, tell them that the room is a little messy today and you need them to help you clean up first before we get started.
- Each class should have two jobs that they are responsible for getting done.
- Read off the class names and the two things that they are to do and tell them they have five minutes to complete their job.
- Tell them when they think that both of their jobs are done, come and sit down for practical living.
- When everyone comes to sit down, begin with the youngest and move to the oldest. Have the little ones tell you what job they had and go over to their area and inspect their work. Tell them the things that you like about what they did and some things they could have done better.

- Go through each group like that getting more strict the older the children.
- Be sure on each job you tell some things that they did well first and then tell the things that they need to improve on for next time.

AFTER YOU ARE DONE, ASK THEM THESE QUESTIONS:

How did you feel when I asked you to clean?

Did you want to get some kind of a reward for what you did?

If you knew that someone was going to pay you for the job you did, would you have done a better job just now?

If you knew that Jesus was standing right behind you watching what you did, would have changes anything that you did? What?

- **Ask them**, “Does anyone know what “work ethic” means?”
- It means the belief we have about how hard or how well we do something.
- Read this verse: **Colossians 3:23**. Whatever you do, work at it with all your heart as if for the Lord, not for men.
- What do you think that verse means? It means that we are not to just do what the person told us to do, but we are to do our work like we were given that job by God.
- Did you do the jobs that I asked you to do to today as if you were doing them for God?
- What are some things that you might have to do during the week that are things that you are responsible for? Let’s name some and I will write them on the board.
 - Clean you room
 - Clean up after yourself when you play anywhere in the house
 - Do your homework
 - Any chores around the house
- There are many things that we are responsible for. If we are honest with God, we must do a good job in whatever we do.
- If we don’t, we are not pleasing to God.
- Here are some scenes for you to figure out why it is important to honor God with your work and the things that you are responsible for everyday.
- Read these scenes to them have them tell you what the main character should do and why it is important.

Scene One

Christina has homework in math. She hates doing her math homework. Her mom is gone tonight to work so she knows that her mom won't ask her about it. She also knows that her teacher at school isn't a Christian and her teacher knows that she is. Should she do the homework even though her mom won't know?

A: Yes, because her teacher is watching and if she doesn't do her homework, she will be just like all the other kids that make her teacher frustrated. She should do a good job because she represents Christ to her teacher and because doing her homework makes God happy.

Scene Two

At the center, one of the staff asks Jamaal if he would stay afterwards to help mop the floor. He doesn't really like to mop, but he knows that the staff need some extra help so he says yes. When he begins to mop, he sees there are crumbs on the floor and lots of chairs. Should he sweep the floor first and then mop even though he only agreed to mop? and should he put the chairs up on the tables or just mop around them? If he didn't move the chairs he could be done a lot quicker and there was a game on TV tonight that he wanted to be home in time to watch.

A: He should sweep and mop the floor after the chairs are moved. Having a good work ethic means going above and beyond. Jamaal should remember he is doing this for the Lord and not just the staff. When the staff see what a good job he did, they could give him even more responsibility later.

Scene Three

LaTasha's mom went to the store. She asked her to clean her room while she is gone. There is a show on TV right now that she really wants to watch. She knows her mom will be gone a while so she could probably watch TV now and clean later. If she was in a big hurry, she could just shove everything under the bed or throw it in the closet. Should she try to clean right and miss her show or should she watch the show and pile everything in the closet later?

A: She should clean correctly now so that when she is done she can watch whatever she wants. When her mom comes home, she can look at her mom in the eye and say that she cleaned her room and her mom will know that she is honest. Her mom will begin to trust her more and more and believe her when she says something.

REVIEW WITH THE STUDENTS

So if you are honest and have a good work ethic, what kinds of things would you do?

You would go above and beyond, not just what it takes to get by; You would do the right thing even when no one is watching; You would be a good example to others and make others think good things about Christians - because every where we go we represent Christ.

If you were going to get a job, who do you think would be someone they would want to work for them? Would it be someone who went the extra mile and did above and beyond, or someone who did just what it took to get by?

You need to start doing these things now so that you will do them automatically by them time you are looking for a job.

How To Have A Clear Conscious

MATERIALS: Playdough or silly putty, enough for all the children to have a little bit to play with, pencils for each child, copies of the handout that goes with this lesson for each child

- Begin by putting a piece of Playdough in front of them. Tell them not to touch it at all.
- By the time you are done passing it out, most of them will be holding it.
- **Say:** “Raise your hand if you touched the Playdough at any time since I set it in front of you. I need you to be honest with me.

Everyone who touched it is guilty. You deserve to face the consequences of disobeying the rules. How do you feel inside?

Now, you may use your Playdough to make a face of how you feel.”

- Give them about 30 to 45 seconds.
- **Ask:** What do you think you could do to feel better?
- Wait for the students to respond. Here are some of the answers you are looking for:

- Ask for forgiveness
- Tell someone what I did and take the consequences
- Apologize

- **Say:** These are some good ideas. After you do one or more of these things, do you feel relieved or have peace inside?

When we admit what we have done wrong and take the consequences, we can have a clear conscous because we are being honest with ourselves and God.

- **Ask:** Does anyone know what it means to have a clear conscous?
- **Say:** I will give you some situations and you tell me if you would feel guilty or have a clear conscous. The first ones will be easy and then they will get harder.

Before I read these, take one of the papers that is sitting at your table. It has some boxes on it.

When you hear a situation that you think you would have a clear conscous, put a piece of your dough in the box marked **#1**. Remember, when you are **#1** you are a winner and have a clear conscous.

If you hear a situation where you would feel guilty, put a piece of your dough in box **#3**. If you don't know, put it in the middle, box **#2**.

Let's do two practice ones and then you can try them on your own.

Practice

- First, you are at the store and put a piece of candy in your pocket. You turn around and there is someone who works at the store looking right at you? Are you guilty or innocent? GUILTY! Put it in box **#3**.

- That one was pretty easy, but here is one more for practice.
- You are at school and the teacher finds two people cheating on a test. You studied and didn't need to cheat. When she announced to the class that she had seen two people cheating, how do you feel? You have a clear conscience, put your clay in box #1.
- Now we have had some practice. I am going to read the next five situations and then you can tell me at the end, how many #1's you had and how many #3's and if there were any where you weren't sure. Here they are:
 - You find a dollar and return it to the person you saw drop it.
 - You can't think of the answer to a question on a test. You glance at the person next to you and you happen to see their answer and you write it down on your paper. No one saw you.
 - You lie to your mom about where you were after school.
 - Someone is missing a watch and the teacher holds everyone after class, you know that you didn't take it.
 - You buy a piece of candy at the store and the cashier gives you too much change. You give her back the extra that she gave you.
- Most people should have gotten three innocent (#1) and one guilty. (#3)
- Talk about each one and ask them what they would feel or felt.
- Now tell them to roll their Playdough into a snake.
- Have them make one end the pointer.
- You are going to begin by reading a situation, when you stop reading, they should put their arrow to what they feel now. Then call on a child to fill in that they would do next to make the situation better. Any child that feels innocent or has a clear conscience after the solution that is given, they should raise their hand.
- If the child giving the answer gets the majority of his or her classmates to raise their hands, they did good and can move on to the next one. If they didn't either give them a chance to make it better or have another child add something else to the other child's idea.

HERE ARE THE SCENARIOS:

This boy at school has a cool pencil that glows in the dark and you really want it. You see him drop it outside; you pick it up and put it in your pocket, after all “finders keepers, right?” The next day he is asking everyone if they have seen it. You know it is in your backpack.(stop and let the children respond with their snakes - then ask for a child to finish the story)

It is 30 minutes before school starts and you are riding the bus to school, all of the sudden you remember that you were supposed to do a page of math homework that you didn't do (let the children respond) On the bus with you is a friend of yours who is in your class. You know they did the homework. (Let a student finish)

This one is the last one and might be a little more complicated. Let's see how good you are with knowing what is right and wrong:

You come home from school and no one else is there. Your mom left you a note that says that you can have two cookies but no more because they will spoil your dinner. You get three cookies because you know that she will never know (let the children respond) she also said not to go outside or open the door for anyone, but you want to see if there is any mail in the mailbox. You could say you got it on the way in the door from school and she will never know. So you go and get the mail. There was nothing for you anyway.(Let the children respond) Then the doorbell rings, you just want to see who it is, so you look out the window and you see your best friend outside. You know your mom wouldn't mind if they were over so you let them in.

- After you have read this **ask**, “Did anyone notice that once you had moved your arrow to guilty the first time, there was no where to move it the second time, or even the third? Do you think this person had a clear conscious? When we do things like this all the time, whether they are little are big, the more we do the less we feel bad. Once we already fell bad for one thing, we don't feel as bad the second time, it is even less the third time and on and on. We have to be honest with ourselves all the time to have a clear conscious.
- What if the scene had read like this...

You come home from school and no one else is there. Your mom left you a note that says that you can have two cookies but no more because they will spoil your dinner. You get three cookies because you know that she will never know.
- **Okay now you are guilty for the first time.** Let's say right then, you decided to call your mom at work, because you know that's where she is and tell her what you did. You were honest with yourself and your mom. You ask her to forgive you, she says, “Yes, but remember, don't go outside and don't open the door.” You agree and hang up the phone. Now how do you feel? Better? You got the cookie thing over with. Now you think about the mail, do you think you will want to get it? Isn't it a lot harder to do it now that it was when you already felt guilty?

- When we have a clear conscious, it make it easier for us to be honest with ourselves and God. When we obey our mom and don't get the mail, what do you think God thinks of us?
- Work this week on getting your arrow to be pointing to the number 1 all the time!

- If time allows, have the children think of some other situations that they find hard to get out of and figure out how to deal with them.

Teaching Tip: Research shows that many children who have a hard time listen in a lecture type situation, can actually listen better if their body is moving or if they are playing with something. Watch the children closely and see if squeezing the Playdough helps them listen better or if it is just a distraction. Don't judge their listening by if they "look like their listening", ask them a few questions afterwards to see if they heard anything and can remember what was said!

1.	2.	3.
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A Trip To The Dentist's Office

MATERIALS: A dentist to come and speak to the children, have him bring some tools to show the children so that they can see what he does

OBJECT: To help the children feel as comfortable as possible with a dentist so that they will not be afraid of going to the dentist.

Have the dentist that is going to come cover these things.

- What will you see when you walk in the door?
- How will they know what to do to you?
- Explain what dental x-rays are like.
- Explain what a teeth cleaning is like.
- What are some of the tools that a dentists uses?
- What happens if the dentist finds a cavity?
- What if you go to the dentist because you have a tooth ache?
- What is fluoride like?
- Who tells you if you need braces or not?
- Can I go to any dentist?
- How do you become a dentist?
- What do you like most about being a dentist?

After the dentist is done speaking:

- Let the children ask questions.

When we go to the dentist we have to be honest with him or her about how we take care of our teeth. If we have done a good job, it will show!

Teaching Tip: If it is absolutely impossible to get a dentist, have someone give a testimony of what it was like when they went to the dentist. You still want to cover the things above.

Practical Living Lessons from the
INTEGRITY UNIT

Integrity In Your School Work

Explain to the kids the tie-in between integrity and developing study skills -- it is important to do your own work and acquire your own knowledge so that your grades and education will truly be your own.

One does not use integrity when he copies off of others work, cheat off of someone else's test, or always depends on someone else to "help" you do your homework when they're really doing it for you.

All this can be avoided if the children develop a conviction and a passion for owning their education.

ACTIVITY

There are different ways to do this activity. Choose your option according to what time allows.

Option A:

- Divide the kids into groups and pass out the attached scenarios, one to each group.
- (For younger kids, it's fine to just discuss these scenarios as a class.)
- Ask each group to discuss their scenario and answer the following questions in front of the class.

How would you handle this situation with integrity? Why?

How would you handle this situation if you weren't using integrity? Why?

Option B:

- Divide the kids into groups and pass out the attached scenarios, one to each group.
- Have each group perform a skit of either handling the given situation with integrity or not handling the given situation with integrity.
- After they perform the skit, have the class guess whether they used integrity or not.
- If they did use integrity, ask the group how their situation would've looked if they hadn't used integrity.
- If they hadn't used integrity, ask them how they could've used integrity in the situation.

SCENARIOS

You are about to take a spelling test that you did not study for. You're not sure how to spell most of the words. Tiffany, who always gets A's on spelling, is sitting right beside you.

You are at the S.A.Y. Yes!® center during homework time. You are sitting with Robert, who has the same homework assignment as you. His homework is already half done, but you haven't even started yours.

You are at the S.A.Y. Yes!® center during homework time. Cynthia, a new volunteer, is helping you. Cynthia is the type of volunteer who will tell you all the answers if you act confused. This assignment is taking a long time, and you want to finish so you can go to computers.

You are at the S.A.Y. Yes!® center during homework time. You have been working for a long time and are tired of homework. The only thing you have left to do is study your multiplication tables for tomorrow's test. However, that's not written anywhere, so your center teacher doesn't know you need to study. As soon as you're finished with your homework, you can go to computers.

You're at home in the evening. You didn't get all your homework done at the center, so you still have one story to read before tomorrow. There is only an hour left before you go to bed, but your favorite TV program is on. Your mom doesn't ask you if you have any homework left to do, so you are free to watch TV if you want.

DISCUSSION

Use the following key questions to start a class discussion:

Let's talk about integrity and our schoolwork. You can't do well on your homework and tests if you don't know what the teacher expects from you. So, **what are some things we can do at school to ensure we know what the teacher expects from us?** (*Look at the teacher, listen to instructions, ask questions when you don't understand, read all instructions on our papers and in our books*)

What are some things that keep us from knowing what the teacher expects? (*Talking to our neighbor, daydreaming, watching outside, playing at our desks, not reading written instructions before we ask questions*)

Once you understand how to do your assignments, you have to follow-through by doing it. **Why do you think teachers assign homework?** (*They want you to apply what you learn, they want you to learn by doing, homework helps you study for the test*)

So now we know that to do well in school, we've got to pay attention in class and complete our homework assignments. This is the only way that we can really get a good education today so that we can glorify God and help others later.

Integrity On The Playground: Are You A Good Sport?

PREP

- Choose three games that you can play in quick succession. Because you will only play each game for about 5 minutes, it is most helpful if the games meet the following criteria:
 - games well-known to the children (no need for long explanations)
 - games that are formatted similarly (transitions will be easier)
 - games that are intended for large groups (so that all children can participate)
 - games that will touch on the emphasized character qualities (i.e. “Red Light, Green Light” is a game in which children easily cheat.)

We suggest these 3 games in the following order: “Red Light, Green Light,” “Red Rover, Red Rover” and “Steal the Bacon.” (Look in Topical Index for directions to all three of these games.)

ACTIVITY

- Take the kids outside and run through all three games, spending about 5 minutes of actual playtime in each game. Be sure to observe the children’s sportsmanship (specific actions and attitudes) so you can use relevant examples during discussion. After the games are finish, pull the kids together for a discussion time.

DISCUSSION

After you’ve got the kids settled down, lead them in the following discussion.

We’ve been learning about integrity this month. Even when playing outside, it is important to use integrity. It’s so important that we even have a word that measures how well you play with others. **Does anybody have any idea what that word is?** (*Give children a chance to respond and if no one says the word, help them out*)

Has anyone ever heard of the word “sportsmanship”? What does sportsmanship mean? What does it mean if someone says you’re being a good sport? (*How well you play with one another, how much integrity you use on the playground, whether you’re nice or mean, etc.*)

SUGGESTION

Write the following list of words on a chalkboard before or during discussion. As you go over each word, ask the children whether it implies good sportsmanship or bad sportsmanship and discuss how it's relevant to the topic.

- cheating
- sharing
- swearing
- cheering on your team
- throwing a temper tantrum when you lose
- participating in all games, even ones you're not good at
- bickering
- taking equipment from someone else
- bossiness
- using safety precautions
- winning graciously
- ridiculing others who don't play as well as you
- mistreating equipment

Why do you think Jesus wants us to be good sports and use integrity on the playground? *(It's more fair, it makes everyone happy, it's no fun to play with people who are bad sports)*

Think about the sportsmanship you displayed on the playground today. **Were you a good sport or a bad sport?**

If you were a good sport, you should thank Jesus for helping you to treat others fairly.

If you were not a good sport, you should apologize to Jesus and ask Him to help you do better.

Integrity In The Community

The focus of this lesson is to teach children that not using integrity in the community is sin, and there are always consequences to sin. Many times our integrity (or lack thereof) comes out the most when others aren't there -- when we find money that isn't ours, break something when no one is watching, or tell a "little lie" that is unlikely to be detected. No matter whether others are watching or not, there will always be a consequence for sin -- even if it's only internal.

Sometimes internal consequences (such as a hardened heart) are the worst we suffer. This lesson gives the children a chance to think through the sin nature of different scenarios and realize the consequences that may occur. It also gives them a chance to identify that some commonplace, accepted "activities" that are actually lying, stealing, disrespect for others, etc. This will also help them think through some of the consequences that occur as a result of these actions, consequences that they normally may not be aware of.

ACTIVITY (K-1)

- For the children in this age group, you will only need to run off a game board -- you may keep a sheet of cards to refer to if time permits, but you will not need them for the children's' play.
- Sit the children around a table with the game board in the middle.
- Before you begin, discuss each sin category, giving examples to the children and allowing them to give examples of their own. Make sure they have an understanding before you begin.
- Then, read through each square on the board. With the children, square by square, identify the nature of the sin in each scenario and mark it as suggested. (Allow the kids to take turns placing the marker -- this will allow them to feel more a part of things and keep them interested.)
- After all the squares are marked correctly, talk with the children about the hidden consequences that occur as a result of these sins. (This would be the time to refer to the consequence cards for ideas if you wish.)

ACTIVITY (2-3) and (4-6)

- Divide the kids into teams of three-five people.
- Use the attached form to run off game boards, one per team. (Make sure that your good readers are spread evenly throughout the teams.)
- Within each group, starting at the top, each child is to take a square and read it. They are to then mark their square according to the sin chart on the board.
- For each correctly marked square, they receive a ticket.
- After all the squares are marked, the kids should take turns drawing a consequence card.
- After the student reads the card aloud, the group must decide which scenario the consequence belongs to.
- When the group has their board completed, everyone in the group receives a ticket for every correctly matched card. Discuss as a class what they learned from the game.

GAME BOARD: **Truth** or *Consequences?*

<p>TO PLAY: Identify the sins committed by putting all necessary markers on each square</p> <p>LYING = 1 PENNY ON SQUARE STEALING = 1 NICKEL ON SQUARE DISRESPECTING OTHER'S PROPERTY = 1 DIME ON SQUARE</p>	<p>Todd wants to go out and play with his friends after school. Even though he has a ton of homework, he tells his mom he's finished so that he can join friends outside.</p>	<p>Mrs. Gomez is at the mall but doesn't see a parking spot. She pulls into the handicapped spot at the front, even though she is not disabled in any way.</p>
<p>Josh is at the corner store. The cashier gives him 50 cents too much change. He's excited because this will give him money for a Coke at school tomorrow.</p>	<p>Gloria wants to go see a movie that is rated "R". Because she looks older than she is, the ticket seller doesn't ask if she's 17. Gloria then walks right into the theater.</p>	<p>Robert has just moved to a new apartment. Two days later, food stamps arrive in the mail for the people who used to live there. Robert gives the stamps to his mother, who then uses them to buy groceries.</p>
<p>Mrs. Campbell wants to go to Las Vegas with her sisters but doesn't have any vacation time left. She decides to call in sick on Friday, then leaves for Vegas with her sisters.</p>	<p>Hosea just finished eating a bag of Cheetos. He looks around for a trash can but doesn't see one. Since no one is around, he just throws the bag on the ground.</p>	<p>Marcelle finds a wallet on the way home from school. It is full of money and credit cards. The man who owns the wallet lives nearby. Marcelle keeps the money and throws everything else in the trash.</p>
<p>LaTasha walks into Target with a Coke in her hand. Near the front, she sees the sign that says "No food or drink in the store please." LaTasha ignores the sign and walks past it into the store.</p>	<p>Juan is at the mall when he sees a watch he's been wanting. When the sales clerk walks away to help a customer, Juan puts the watch in his pocket and walks out of the store.</p>	<p>Naheem's friend Eddie is ditching school for the day. He invites him to go along. That morning, Naheem leaves the house as usual but heads to his friend Eddie's house for the day.</p>
<p>Maria and her friends are at Golf-N-Stuff. They all want to ride the go-carts, but Maria doesn't have enough money. While her friends distract the staff, she jumps the turnstile & gets in line for the cars.</p>	<p>Curtis is wrestling around with a friend when they bump into a table. A vase belonging to Curtis' mom falls to the floor and breaks. Curtis picks up the pieces and throws them away, hoping his mom won't notice.</p>	<p>Timika is reading when her mom yells to her that Shelisa is on the phone. Timika and Shelisa have been into it lately, so she doesn't want to talk to her. She asks her mom to tell Shelisa that she's sleeping and can't talk.</p>

CONSEQUENCE CARDS

Cut out, shuffle, & stack face down by the game board. Place title card face up on top.

He doesn't get caught this time, so he continues to ditch school. Eventually he's so behind in school that he cannot catch up. You don't see him at graduation because he joined the other 50% of the students and dropped out.

He gets an "F" on the assignment. Unprepared for the test he barely passes. Discouraged about his grades, he continues to ignore his assignments. He keeps failing. Having never learned discipline, he struggles all his life just to keep a job.

Your grandmother comes to the mall to get her arthritis medicine. Unable to find a handicapped spot open, she ends up going home. Even though she desperately needs her pills, she knows she can't walk the length of the parking lot.

The owner of the corner store is having trouble making ends meet. You notice that prices have started going up and feeding your family is not as cheap as it used to be.

The owner of the park is losing money because of too many people sneaking in. You notice that he's hired a security guard. Your family can't afford to go there anymore since he's raised prices to pay for the guard.

Lying to the ticket seller was easy. Lying for other reasons is now easier too. In the future, she lies whenever it seems to benefit her. She soon finds herself lying as often as she tells the truth, almost as though she can't stop herself.

Your friends who were supposed to receive the food stamps realize too late what's happened. Now they must go to the social services office and fill out paperwork. In the meantime, they have to call family members to try and get food. They feel humiliated.

Because of her example to her children, they become liars too. Lying is just an accepted practice within this family; no one seems to realize it is wrong. You know her child as that "friend" who trusts no one and is not trustworthy himself.

Your city is in a dilemma -- the trash problem is growing all over town. If nothing changes, your city will continue to look trashy. If they hire a company to do clean-up, they will have to raise your taxes. Either way, the entire community pays.

Your uncle is now unable to buy your cousin's birthday present because of the money lost in the wallet. It takes him 2 months to replace all his missing identification. He also has to cancel all his credit cards to make sure no one uses them.

The store takes thousands of dollars in losses every year due to shoplifting. The store then writes off the losses on their taxes. You as a taxpayer end up picking up the tab for thieves. The store also charges you more to help recover their loss.

You are walking too fast down the aisle to notice the Coke puddle in the middle of the floor. Just as you step into it, you feel your legs go out from under you. As you fall, you hit a display rack and end up breaking your arm.

This isn't the first time she's lied to her friend but it will be the last. Shelisa finds out that she lied and blows up. Even though it was only a "little lie", she's tired of not being able to trust Timika. The friendship is basically ruined.

His mother does notice the vase, and it doesn't take her long to figure out what happened. Now she's twice as mad because he wasn't honest. As punishment he has to work to pay off the vase, but he's also grounded two weeks for lying.

**Truth
or
Consequences?**

Taking A Personal Inventory

INTRO

This month we have been learning about integrity. The Bible tells us in Psalm 51:6 that God desires us to have truth in the “inner parts.” If we are to be people with integrity we must be able to be honest on the inside, with ourselves, about how life is going.

It is important to take time every now and then to evaluate our life from the inside out.

One way to do that is by taking a “**personal inventory**” such as we’re doing today. A personal inventory allows us to see whether or not we’re pleasing God in the different areas in our life. When we see areas where God has changed us, we can praise Him.

When we see areas where we still need work, we can pray and ask God to help us change. Then we must be open to letting Him change us in those areas.

Remember: without God changing us, we will never really change. We do not have the power to change ourselves.

Activity (K-1)

Discuss the five areas that we will inventory with the children (relationships with God, relationships with others, health, schoolwork, and morality) so that they understand each area. Then have each child choose one of the five areas, and draw a picture split into two areas ... “Who I am Now” and “Who I am Becoming.” Have a sharing time with the class whenever everyone is finished.

Activity (2-3)

Discuss the five areas that we will inventory with the children (relationship with God, relationships with others, health, schoolwork, and morality) so that they understand each area. Hand each child the attached form and read through it as a class. Having them fill out the form as you go along. encourage them to think a bout how God has already changed them as they think through each area. When every child has finished, allow them to share one area where God has changed them and one area where they want God to change them.

Activity (4-Up)

Discuss the five areas that we will inventory with the children (relationship with God, relationships with others, health, schoolwork, morality) so that they understand each area. Instruct them on how to fill out the attached form. After everyone is finished, allow each child to share one area where God has changed them and one area where they want God to change them.

CLOSING

Have the children close in prayer, asking God to change their lives in the areas where they need it. Remember to give each child a chance to pray.

"How Can I Improve in the Area of...?"

Fill out the following form by putting a **plus (+)** in the box if you're **doing well** in that area and a **minus (-)** if you're **not doing so well**.

My Relationship With God

Do I believe God loves me?

Do I need to read my Bible more?

Do I need to talk to God more about my problems?

Do I need to pray for others more?

Do I need to attend church more often?

Do I need to tell more people that Jesus loves them?

Do I know how to trust God when troubles come up?

Do I put other people and activities before my relationship with God?

My Relationships with Others

Do I speak to my parents and relatives with respect?

Do I speak to my teachers with respect?

Do I speak to my friends with respect?

Do I share willingly with my friends and siblings?

Am I obedient to my parents?

Do I listen to my teachers?

Do I talk about my friends and family behind their backs?

Do I have someone in my life whom I go to when I have a problem?

Do I get mad at people too easily?

Do I go off on people when I'm mad at them?

Do I easily get in fights with others?

My Health

Do I eat too much candy and junk food?

Do I eat enough fruits, vegetables, and other healthy foods?

Do I try to get enough sleep?

Do I watch too much TV?

Do I play outside and get enough exercise?

Do I try to take good care of my appearance?

My Schoolwork

Do I try to finish all the work that the teacher assigns?

Do I try to do my best on all my work?

Do I do my own homework?

Do I try not to cheat on assignments and tests?

Do I do take my time to do my work neatly?

Do I keep track of the work I've finished so that I can turn it in?

Do I work harder in the areas where I need to improve?

My Morals

Do I lie to others?

Do I steal from others?

Do I cheat at games and in my schoolwork?

Would Jesus watch the TV programs I watch?

Would Jesus like the music I listen to?

Would Jesus go to the movies I watch?

Do I pretend that I'm not home when someone calls me and I don't want to talk?

Do I return money if the store cashier gives me too much change?

Is my language clean enough that Jesus could talk like I do?

After you have finished filling in all the boxes, calculate which category has the most minuses. Look back over the boxes under the category. What way do you want to improve in this area? On the proper line below, write a prayer asking God to change you.

Dear God, help me to please You more in the _____

_____ area of my life. Change me so that

I'll _____

Now look back at your "pluses." Have you always done well in these areas? How has Jesus helped you to change since you've come to know Him? Write a praise to Him for changing you.

Dear God, thank You for changing me already. You've helped me

not to _____

_____ like I used to.

The Gilgal Basket

MATERIALS: Small wicker basket for each child, dried flowers (can be bought at Home Depot or other garden shops), ribbons, craft markers, glue, rocks that can be written on, paper, pencil and permanent markers.

This practical living segment is based on the passage in Joshua 4.

- Before practical living, you may take some time to make your own Gilgal basket that you can show to the children. This will give them an idea of what they will be doing today. It is also important that they see how God has worked in your life!
- When the children come in for practical living, tell them, “To be able to do practical living today, you have to understand an important thing that happened in the Bible.”
- Tell them the following story of Joshua 4. You might want to read the scripture yourself, and add in any other important things that you feel they should know. Don’t read this story word for word. Read it over before practical living and tell the story from memory.

Many of you might have heard the story of how Moses parted the Red Sea, but what many people don’t know is that God parted the sea again! This time the Israelites were about to go into the promised land that the Lord had been preparing for them for the last 40 years. Joshua was the leader of the people and the only thing that stood between the people and the Promised Land was the Jordan River.

The Jordan was a mighty river and, during this time of the year the banks of the Jordan were flooding. The flooding didn’t matter to God. It only helped to show the power of God in a mightier way. When the feet of the priests, who were carrying the Ark, touched the water, the river parted and the people of Israel walked across on dry ground. The place where the people crossed the Jordan was called Gilgal. Here at Gilgal, God wanted the people to never forget what had happened, so He told them to do something special.

God told them, “Take stones and build an altar at the edge of the Jordan River. Let this be a sign among you, so that when your children ask later, saying, ‘What do these stones mean to you?’ then you shall say to them, ‘Because the waters of the Jordan were cut off before the Ark of the Covenant of the Lord.’ So these stones will be a memorial to you.”

In our lives, we can have joy when we know that God’s hand has been on our lives. This month as we are beginning to talk about joy, we want to take the time to remember and recognize the times that God has provided for us, or worked in our lives in a special way. We need to remember these times, so that we can tell others how great God is. When we remember these times, we are also reminded of how God has provided for us, over and over again. Today, you are going to get a chance to think of some of the times that God has worked in your life.

Take a few minutes and show the children the basket that you have made. Share with them each stone that you put into your basket and how it reminds you of a time that God worked in your life.

- Give each child a basket.
- Have them decorate their baskets. (Glue on dried flowers, ribbons, etc.)
- Give them each a sheet of paper and a pencil so that they can write down some of the things that God has done in their lives.
- To stimulate their thinking ask them “Has God answered a prayer you prayed?”
- Since only a few words will fit on a rock, you might want to help them think of a few words that will be enough to remind them what God did for them in each one of their situations that they wrote down on paper.
- If the children are too young to write, help them think of some things and write these down for them. They might like to draw something on the rock themselves, and then you can write down words/phrases that describe their drawings.
- If your children are having a hard time thinking of things that God has done, here are some things that you can mention that might get them on the right track:

Provided parents that love you.

Provided a baby brother or sister for you to play with.

Provided a place for your family to live.

Provided a job for your mom or dad.

Helped you find out about the youth center so you could come.

Gave you a special teacher at school.

Gave you a good friend who lives close to you.

Gave you a church so you could learn about His Word.

Answered a prayer of yours.

- These are just a few big ones. There will be many others that will be unique to each individual child. Help them try to think of at least one that is unique to them.
- Remind them as they are working on this project that we can find joy in knowing that God is with us. As we look at our basket of rocks, we can allow the joy of the Lord to be our strength as we remember times when we were aware He was with us!
- After the children have completed these baskets, you might want to keep them at the center. Then, as a teacher, you can help them see the days that God provided for them, or did something special in their lives and together you can add a rock to their baskets.
- If the children ever have to leave the center, this can be a special thing that you can send with them as they leave. This can be a wonderful encouragement as they go through all of the changes that come with moving!

- You might also want to make one of these baskets for the center, so that in times when God provides a special donation, or allows a new staff or volunteer to come, you can add a rock to the basket for the group.
- Needless to say, after this practical living segment, you will want to keep some extra rocks on hand for adding to the baskets!

“I Did It. Will You Forgive Me?”

MATERIALS: Large board, marker for writing on the board, copies of the page of Skit #1 for each actor, and copies of the “Skit for Kids” page for each class.

- This practical living segment is designed to show the children how God is joyful when we admit that we are wrong and ask for forgiveness.
- Begin your practical living time today with skits done by the staff and volunteers, or older children that you are sure can do a quality job.
- After the actors have played out the skit to the end of the instructions, have them freeze and ask the questions that follow each.
- Do Skit # 1, scene 1, and then ask the following questions. (The scripts for the skit are found following these directions.)

DISCUSSION QUESTIONS FOR SKIT #1 - SCENE 1

What was Pablo doing that was wrong? *(He was pulling Cynthia’s hair.)*

What else was he doing that was wrong? *(He was lying. He lied about pulling Cynthia’s hair.)*

When Pablo lies and hurts others, do you think that helps his relationship with God or makes it worse? Why? *(It hurts it because sin separates us from God. Until he confesses his sin, his relationship with God is not going to be as close as it used to be.)*

What happens if Pablo never admits that anything is his fault? *(He could start believing the lie that he is telling himself, people will not trust him about other things if they know that he has lied.)*

- Now have the actors act out Scene 2 of Skit #1
- After Skit #1, Scene 2, ask these questions:

DISCUSSION QUESTIONS AFTER SKIT #1 - SCENE 2

What did Pablo do right in this scene? *(He admitted that he did pull Cynthia’s hair.)*

What did he not do that he should have done? *(He didn’t ask Cynthia to forgive him. He just said that he was joking.)*

Why do you think it is important for us to ask forgiveness when we have done something wrong against someone? *(Because the Bible tells us be at peace with everyone. (Romans 12:18) Even if Pablo is at peace with Cynthia, Cynthia does not have peace with Pablo, so he must ask her to forgive him.)*

Do you think what we say matters when we ask someone to forgive us, or is it just important to say that we are sorry?

- Let the children respond with what they think and then let the actors act out Scene 3.
- After the actors are finished with Scene 3, ask these questions:

DISCUSSION QUESTIONS FOR SKIT #1 - SCENE 3

What did Pablo do right, in this scene? (*He apologized to Cynthia.*)

Do you think, after seeing the way that Pablo apologized, that it matters how we ask for someone's forgiveness? (*Yes.*)

After Pablo apologized to Cynthia, do you think Cynthia felt any better? Do you think Pablo really sounded sorry? (*No, no.*)

- Tell the actors to sit down for a minute.
- Take a few minutes to tell the children the steps of asking forgiveness from someone.
- Write each of these steps on the board as you talk about them. **Say the parts** that are in italics.

1. Admit that you did something wrong.

The first thing you have to do is admit that there is something to forgive. Just like we saw Pablo do in the first scene, if you also say that there is nothing that you did wrong, there is no hope of getting things to work out.

2. Start by saying the person's name and looking them in the eyes, then tell the person whom you hurt, exactly what you did wrong and when you did it.

Let's take Pablo and Cynthia for example. If Pablo were to tell Cynthia exactly what he did and when he did it, what would he say?

"Cynthia, I pulled your hair three times while you weren't looking a few minutes ago."

This would be the first part of what he would say. Then he would do the next steps.

3. Tell the person that you hurt that you were wrong for doing what you did.

This step lets the person know that you know exactly why you are asking for forgiveness and that you know that it is wrong.

4. Ask the person that you hurt to forgive you and wait for her to respond!

When you ask the person to forgive you, you are not in control any more. You make her an active part of the forgiveness. Don't you think that it is harder to ask forgiveness this way? Do you think it will be as easy to do the same thing a few minutes later like we saw with Pablo? Why?

- Now call the actors back and have them act out scene 3b.
- What you want to do now is to let your children practice asking each other for forgiveness.
- Divide them into their classes and have them sit on the floor, in a circle.
- Give each group a copy of the “Skit for Kids” page, included after this lesson.
- Have the teacher in each class, ask for volunteers to practice asking for forgiveness.
- Have the children act out the skit and ask for forgiveness.
- After they have finished, ask the other children in the class how they did.
- Have them say one thing that they did well before they say anything that they should have done better.
- Give other children a chance to do a skit.
- Continue the skits until time has run out.
- You can do a skit more than once by having different children do the skit . Let a child who was asked to forgive someone in another skit now be the one asking for forgiveness.
- If possible, give everyone a chance to practice asking for forgiveness using the steps that we talked about today.

Skit #1 - Scene 1

Pablo is a 6th grader and Cynthia is a 4th grader. They both come to the S.A.Y. Yes![®] Center. Pablo is having trouble keeping his hands to himself. When Cynthia isn't looking, he pulls her hair. She asks him to stop each time, but he says he hasn't done anything. Finally, Cynthia tells the teacher. When the teacher comes over to them, Pablo continues his story that he hasn't done anything. Actors then freeze.

Skit #1 - Scene 2

Pablo looks at his teacher and decides to admit that he did pull Cynthia's hair. The teacher thanks him for admitting what he did and asks him what he should do now. Pablo shrugs his shoulders and says that he was just kidding with Cynthia and that he won't do it again. The teacher is still standing there, looking at him when the actors freeze.

Skit #1 - Scene 3

The teacher tells Pablo that he needs to apologize to Cynthia. Pablo quickly says, "Sorry, Cynthia," without looking at her. He does this just to make the teacher happy. The teacher leaves. Cynthia is still not happy because she doesn't feel as if Pablo actually apologized. As soon as the teacher walks off and Cynthia looks away in disgust, Pablo pulls her hair again. Cynthia immediately yells for the teacher. Pablo quickly says, "Sorry, Cynthia. Why do you have to be such a cry baby?" Actors freeze.

Skit #1 - Scene 3b.

The teacher tells Pablo that he needs to apologize to Cynthia. After a little hesitation, Pablo looks at Cynthia right in the eyes and says, "Cynthia, I pulled your hair three times a few minutes ago. What I did was wrong. Will you forgive me for that?" Cynthia thinks for a second and says that she will forgive him.

Skit for Kids

Skit #1

David and Jamaal are playing basketball. Jamaal asks David to keep the score. Every now and then David adds an extra point to his score. David tells Jamaal that he is one point away from winning. Jamaal asks if he is sure. David says he is. Jamaal says that he trusts David and so he must be right. David scores the next point. Jamaal says, "You win." What should David do?

Skit #2

Carlos and Juan are working on their homework together. Carlos is having a hard time understanding the homework, but Juan thinks it is easy. Carlos keeps asking Juan to explain it. Finally, Juan gets annoyed and says, "Carlos, you must be stupid if you don't understand this. You should go back a grade or something." Carlos looks down at his paper without saying a word. He is very hurt. What should Juan do?

Skit #3

LaTasha and Synicka are looking at the pictures that LaTasha's grandmother took at their last youth center party. They come to a picture of someone that Synicka doesn't like very much, but when LaTasha is good friends with. Synicka says, "Look at Maria in that picture. She's stuffing her face again like usual." LaTasha tells Synicka that she doesn't want her to look at the rest of the pictures because she hurt her feelings. What should Synicka do?

Skit #4

Deandre and LaShawndra are brother and sister. They both go to the S.A.Y. Yes!® center. One day their mother tells Deandre to come straight home after school because they have to go somewhere. She also tells him to bring LaShawndra home with him. Deandre remembers to come home after school, but he forgets to tell LaShawndra. When LaShawndra doesn't come home, Deandre's mother asks him if he remembered to tell her. He says that he did and that LaShawndra said she wasn't coming because she wanted to go to the center. Deandre's mom says she is going to call the center right now and tell them to send LaShawndra home. What should Deandre do?

Skit #5

Camille and Jasmine are best friends. They always walk home from school together. Today, Jasmine says that her mom is going to pick her up because they have to go somewhere and that she can't walk home from school with her, but instead Jasmine goes to another friend's house after school. Camille believes Jasmine because she trusts her. The next day at school Camille asks Jasmine what her mom and she did after she picked her up from school yesterday. What should Jasmine do?

How To Wash The Dishes With Joy

MATERIALS: As many plastic dishes as you can find (can purchase plastic dishes at a super market), a tub or bucket for every 5 children, sponges, towels, “Joy” dish soap, if you can find it.

BEFORE PRACTICAL LIVING:

- Have enough stations set up so that there will be no more than five children per station.
- Each station should have some plastic dishes that are set up like a table. You don't have to have every part that you would use for a meal, but they will be clearing off the table as well, so you just want to give them something to clear.
- Each station will also need a makeshift sink. It can be a bucket, or tub, or something that could look like a sink.
- Each station will need sponges, towels and soap.
- You have to decide if you want your children to actually wash or just pretend to wash. It would be great if they all actually wash, but if they can't, they will probably get the idea as well.

DURING PRACTICAL LIVING:

- Tell the children when they come in for practical living that today they are going to have a chance to wash dishes with a joyful attitude.
- Tell the children, “The first thing that we are going to do is to see how much time it saves when we do the dishes with a joyful attitude. We are going to watch a skit that shows us the difference between having joy and not having joy.”
- Begin with two skits that are going on at the same time, onto the right and to the left of each other.
- Each skit needs a mother and a child.
- The child is the same character in each skit.
- You want to do the skits at the same time so that you can see how much time you will save when you do the dishes with a joyful attitude.

Skit #1 (on the left) Doing the Dishes without a Joyful Attitude

Vanessa is sitting in a chair, watching television. Her mother calls in from the other room saying that she needs to come in and do the dishes. She tells her mom that she will, at the next commercial. Her mom says that Vanessa needs to come now, or she will be sent to her room and not be able to watch anymore TV for the rest of the night. When the commercial comes on, Vanessa yells back to her mom that her favorite commercial is on, and she just wants to see it real quick. Her mom comes from the kitchen and says that this is Vanessa's last chance to obey. Vanessa says that when the commercial goes off she will be there. Her mother tells Vanessa that it is too late. She has to go to her room the whole rest of the night. Plus, she has to come straight home from school tomorrow and do all of the dishes.

Skit #2 (on the right of the stage area) Doing the Dishes with a Joyful Attitude

Vanessa is sitting in a chair watching television. Her mother calls in from the other room saying that she needs to come in and do the dishes. Vanessa jumps up and goes into the kitchen and does the dishes. (You might want to have some dishes for her to pretend to wash and dry.) She is able to see the last part of the show that she was watching and do whatever she wants after that.

- The two skits should start at the same time so that you can see which one actually takes less time.
- After both skits are finished, ask the children these questions:

DISCUSSION QUESTIONS FOR SKITS

Which one took less time, doing the dishes or complaining about it? (*Doing the dishes with a joyful attitude.*)

Do you think that Vanessa #2 really wanted to do the dishes? Why do you think that she was so willing to do them? (*She probably didn't really want to do them, but she also knew that getting in trouble was much worse.*)

Do you think Vanessa #1 is glad about the choice that she made now? What do you think she is wishing right now? (*No, she is probably wishing that she had just done the dishes!*)

- **Tell the children**, "Today we are going to learn how to do the dishes with a joyful attitude."
- First, divide the children into groups of no larger than five per group.
- Once they get into groups, tell them to number off, one through five.
- **AFTER** they have numbered off, tell them what each of their jobs are. As you call out each number, have each person in that group raise his hand when his number is called. Make sure every group has the same number and then tell them their job.

NUMBER ONES - JOY MONITORS - They are the encouragers and get to make sure that everyone is having joy as they do their jobs.

NUMBER TWO - DISH GATHERERS - They have to clear the table and make sure the extra food is in the trash and they hand the plates to the dish washers.

NUMBER THREE - DISH WASHER - They dry the dishes with a towel and then put the dishes away. (Set them in a nice, neat stack.)

NUMBER FOUR - DISH RINSER - They rinse the dishes after they have been washed.

NUMBER FIVE - DISH DRYERS - They are responsible for actually washing the dishes.

- After the children know their jobs, go through the step-by-step instructions of how to wash dishes.
- Tell the children that they are to listen to each step and when you say, “go,” to do what you have told them to do if their job is called.

Step #1

Respond with joy when someone asks you to do a job around the house.

Today we will practice doing the dishes with a joyful attitude, but we need to respond with joy when we are asked to do any job. Ask the children, “What should you say when your mom asks you to do the dishes?” If what they say is something along the lines of, “Sure, mom, I would be happy to do the dishes,” have all the children practice saying this sentence one time, in unison. You might want to encourage them by saying that you can’t hear them and let them yell it again. They might have a better chance of remembering it then.

Step #2

Gather all of the dishes to be washed and put them by the sink.

If any plates have any food on them, you can put it in the trash or in the garbage disposal if you have one. Set the dishes to be washed in a pile beside the sink.

- After you have told them this step, tell them to “go,” so that the **dish gatherer** can do her job.

Step #3

Wash all of the dishes with a sponge and soap.

You want to make the water pretty hot. The hotter the water is, the more germs that it kills. Try to get the water as hot as you can stand it without hurting your hands. Be sure to wash both sides of the dish. Look for any pieces of food that are stuck on the dish. If there is something that is really hard to get off of the dish, you can fill the dish with water, making sure to cover the spot. Let it sit until you have finished washing all of the other dishes. When all of the dishes are washed, set them in a pile so that you can rinse them easily.

- After you have told them this step, tell them to “go” so that the **dish washer** can do her job.

Step #4

Rinse each dish in hot water.

You want to rinse under running water. Make sure all of the suds of the soap are off of the dishes.

- After you have told them this step, tell them to “go,” so that the **dish rinser** can do her job.

Step #5

When all the dishes are rinsed, you should find a clean towel to dry off the dishes.

Make sure on glass that you also dry inside of the glass and that you dry both sides of a dish. When the dishes are dry, you can put them away, or stack them in a nice, neat pile.

- After you have told them this step, tell them to “go,” so that the **dish dryer** can do her job.
- After the children have all got a chance to get their jobs once, they can change numbers and try it again.
- This time, instead of reading the whole step to them, you might try saying an abbreviated version like “Step One - gather the dishes.”
- This will give the children a chance to try to remember all of the things that you said before, even though it wasn’t about the job that they were doing then.
- You can continue to switch the numbers as long as time permits.

How To Encourage Each Other

- MATERIALS:**
- Center #1** - Different kind of stationary or note cards to write notes on, you can also use construction paper or other fun papers.
 - Center #2** - Construction paper, markers and scissors.
 - Center #3** - Card stock or poster board, markers, stickers and clear contact paper, if possible.

BEFORE PRACTICAL LIVING:

- Set up each center with the supplies, that are listed above.
- The **first center** is a center to write encouraging notes to others. If you can think of anything else you would like to include at that center, feel free.
- The **second center** is a center to make coupons for a chore that you want to do for someone else. You might write down a list of ideas and have that available for the children to look at. Some examples: washing the car, watering the grass, doing the laundry, making a meal, cleaning out a closet, helping to carry groceries home, anything that they can think of.
- The **third center** is a center where they can make an encouraging bookmark to give someone as a gift. Have whatever stiff board that you have chosen to use, already cut out to the size of a book mark (1"x 6"). Also, precut the clear contact paper to a size about a 1/4" larger than the bookmark, all around. When the children have completed their bookmarks, they can stick a piece of clear contact paper on the front and back of the bookmark to make it look laminated. If the children don't have time to finish, they can take the supplies with them for later.

DURING PRACTICAL LIVING:

- When the children come in for the practical living segment, **tell them**, "Today we are going to learn some ways that we can encourage someone. Encouraging others is one way that we can show our joy. You will be going to three centers today. You will not have a very long time at each center. Don't expect to finish all of the projects today. At each center you can at least start making something that will encourage someone else. You can finish these in your times in the classroom after you have finished your homework."
- Explain to the children what each center is.
- Number them off in three's, or if you have three classes, you could rotate the children according to classes.
- Tell them that they will have about 7-8 minutes at each station, so they will have to work quickly.
- When they hear you say change stations, they must change right then. They will not have time to finish all of the projects that they are going to start today.
- Be sure you have at least two adults at each station, to help the children get started quickly and begin to work.

- At each station, tell them to pick someone that they think needs to be encouraged and do the activity with them in mind. Especially when they are making the coupons, have them think of a person that they want to encourage before they randomly make a coupon.
- When the children have had a chance to go through each station, ask these questions to summarize your time:

QUESTIONS FOR SUMMARY:

What are the three ways that you can encourage someone by doing? *(Writing them a note, helping them with a chore that they need done, and giving them a thoughtful gift.)*

Can anyone think of any other things that you could do to encourage someone? *(Go by and visit them if they can't get out much, bring them flowers, make them a special dessert, tell them how much they mean to you, etc.)*

What are some signs for which we should be watching that might tell us when to encourage someone? *(When they seem sad, when they are sick, when someone died in their family, or someone is going through a hard time, if they lost their job, etc.)*

How does encouraging someone show that we have joy? *(It shows that we are not just focused on ourselves. People who have joy want to share it with others, and that is exactly what encouraging someone does!)*

Practical Living Lessons from the
KINDNESS UNIT

Kindness Skits

MATERIALS: 2 chairs, a ball, and 4 people for skit #1 and 3 people for skit #2.

Since this is the first week about Kindness, we want to show children examples of kindness during this practical living. They need to see how being kind affects their life.

During this practical living time, **you will do two skits** that show someone being kind, and someone being unkind. Before and after each skit you will need to ask the children questions.

“Before” Questions (questions 1,2,3 for Skit 1; question 3 for Skit 2)

1. What is kindness?
2. What makes a person kind/unkind?
3. While you watch the following skit, see if you can figure out who is being kind, and who is being unkind.

“After” Questions (for skit 1 and 2)

1. Who was kind/unkind in this skit?
2. What would you have done in this situation?
3. What do you think Jesus would do?

See the next two pages for the skits- you may need to make copies of the skits for your actors.

Skit #1

You may want to start this skit by explaining that on an airplane there is a first class section and a coach section. Coach is cheaper, but is cramped *and you receive less service. First class has a lot more room, and you get lots of service.*

(Two people have just boarded an airplane and are getting settled in their seat. Both are sitting in first class. One person is kind and giving, the other person considers himself to be better than every one else. As the scene starts, the stewardess walks in with a pregnant woman..)

Stewardess: I need a volunteer to give up their seat for this woman. Since she is pregnant, she will need more room for her comfort. Would anyone be willing to volunteer?

Self-important man: *(indignantly yells)* How can you even think about asking us to move. I can't believe this airline. I have too many important things to do to give up my seat! Besides, she'll be okay! She can sit back there.

Kind Person: I'll give up my seat for you. It would be too hard for you to have to sit in the back. Come on and let me help you get comfortable.

Pregnant Woman: Thank you so much!

The scene ends with the kind person helping the pregnant woman.

Freeze- and ask "After" questions

Skit #2

(The scene opens with two friends playing ball on the playground. Trevon, who no one ever plays with comes up and watches them play. You can tell he wants to play, but he's too afraid to ask.)

Friend #1: Look over there. It's Trevon. I don't want him to play with us. He doesn't have any friends, and if we let him play, no one else will ever play with us!!!

Friend #2: Yeah, you may be right, but I feel bad for him. He has feelings too, and I bet he's like to have some friends. Maybe if we play with him, others will see that and want to play with him too. Let's ask him to play!!

Friend #1: Okay, it seems a little weird, but we can do that just this once! (he motions to Trevon) Hey, you wanna play?

Trevon: Yes! (he runs over and begins to play with them)

Freeze- ask "After" questions.

Testimony of Someone Who Felt That God Was Unkind...

Testimony of Someone Who Felt That God Was Unkind, But Then Learned That He is Always Kind, Even When it Doesn't Feel Like it!!!

You will need to invite someone to come and speak about learning of God kindness. The best person to invite may be someone who has or had a physical ailment, trouble with a family member, or some other painful trial.

Before the person shows up to share their testimony, make sure they know the topic they will discuss. You should probably share what you did for bible club, and how the children reacted to the teaching.

At the end of the person's testimony, give the children a chance to ask questions. You may want to have a list of questions to ask in case the children have trouble thinking of them. Below is an example of some questions that may be applicable.

How did you feel when _____ happened to you and you felt God was unkind?

What helped you realize that God is always kind to us?

Did you ever get mad at God?

When you think about the trials you have encountered, do you really believe that God is always good to us?

Remember when you ask a person to come and give this testimony, it needs to be someone who has a very strong faith. Some people may not handle trials in a godly way. Don't just pick someone who has been through a lot. Pick someone who has been through pain, and still believes that God is good and kind all the time.

Phone Etiquette

This lesson should teach your children how to be kind and considerate on the phone.

The two main things you want them to learn is how to answer the phone, and how to take a message for their parents.

- First, ask for a volunteer to do a pretend phone call. Tell them that you will be calling their house, and that they can pretend that their hand is a phone.
- "Call" your volunteer, and after the phone call is over write their responses to your questions on a board. (chalkboard, eraser board, or poster board.)
- Then ask for one more volunteer and repeat the steps you took with the first volunteer.
- After the children have watched two examples, tell them that you are going to teach them how to answer the phone in a polite and kind way.
- Show them the correct way to answer the phone role playing proper phone manners for them, and showing them the **following written text on the board**:

R-i-n-g...

You: "Hello, this is the _____ family. How may I help you?"

Caller: "I'd like to speak to your mother."

If she is home

You: "Hold on just a moment while I get her for you."

Get your mother, but do not yell for her.

You: "Here she is.", or hand her the phone.

If she isn't home or not available

You: "She's unable to take your call right now. May I take a message?"

When the person gives you the message make sure that you actually have a pen and paper to write down the message and repeat their message back to them so you know you have the correct information. If you cannot spell their name, make sure to ask them to spell it for you!!!

Caller: "Yes I'd like you to take a message. My name is Mr. Gonzales, and I'd like your mother to return my phone call. My number is (310) 555-2958."
You: "Okay, your name is Mr. Gonzales, you want my mother to call you, and your phone number is (310) 650-2958. I'll give her the message. Thank you for calling. Good-bye."
Caller: "Good-bye."

Make sure you give the message to your mother!!"

- Go through this whole role play by reading it first. You should use some of your original volunteer responses to compare what is most polite. Then pick a volunteer to say it with you. Make sure that when you role play it, they say their last name. You want them to get use to answering the phone the way they would at home.
- Lastly, have them break up into groups of two and have them role play a few times together.

DISCUSSION

It's important for you to begin answering the phone in a polite and kind way. When you do this, the people who call will feel that they can trust you with their messages, and it will make your parents very proud.

Scheduling Kindness

MATERIALS: Enough copies of the schedule for each child, eraser board or poster board to write on.

- Today you are going to teach the children how to write out a weekly schedule. You will need to write on the eraser or poster board an example of the weekly schedule, but don't fill this out yet.
- Once you have explained to the children that they will be learning to schedule their time, show them how to write things in for each day. For Monday put something like: Go to the grocery; for Tuesday put:: wash the dog; Wednesday: do laundry, Thursday: clean the house; and Friday: have fun!!
- After you've shown them how a schedule is filled out, tell them, "I am going to pass out a schedule for each of you to use next week. You will be filling your schedule with kind things you will do each day. If you do them all and check them off for each day, you will get a prize. Let's think of a list of things that you might want to do next week."
- Ask the children for ideas on how they can be kind and write that list on the board. The children can use this list to help them with ideas for their week of kind deeds.
- Next, give the children a schedule to fill out and make sure they have a pencil.
- **Tell them the following:** "Take this schedule, look at the list of kind things you can do, and choose one kind thing for each day. After you have decided what you will do on each day, write those things in your weekly schedule. When you are finished, one of the staff would like to see your work. Remember, if you do these things and check them off next week, you will get a prize!"
- After the children are through and you are done checking their schedule, make sure that they take their schedule home. You may want to let their parents know about the schedule so they can help the child remember

My Week of Kindness

Name: _____

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

I verify that I have completed my week of kindness. Signature _____

My parent/guardian verifies that I have completed my week of kindness. Signature _____

Practical Living Lessons from the
LOVE UNIT

African-American Guest Speaker

Have someone who is African-American in your community, and who is also a Christian, to come and speak to your students and share his/her testimony.

The theme for this week is how Jesus loves us first. That is what you would want the speaker to share in his/her testimony.

Tell the speaker to focus on his/her relationship with God, and also talk about the things that God has accomplished through him/her.

If you can find someone who has succeeded in the business world, that would be good. If there is someone in your church like this, it would be great.

We want the students to see that people today are making history.

They also need to see that being part of history does not always mean that one is famous. It could mean that one is a good father and husband, and loves God, and does whatever he can to serve Him with his life.

Tell the speaker to bring a picture of himself/herself when he/she comes. This way you can add him/her to the board of African-Americans that you are creating. Or have a camera to take a picture.

Give the students a chance to ask questions.

Be sure to thank the speaker for being a part of what your students are learning about African-American Christians.

BACKUP PLANS

New!

If you aren't able to get a guest speaker for today, have someone dress up and pretend to be a historic African American figure. You can do research online or at the library to secure enough biographical data to tell their story.

The following books by **Tonya Bolden**, contain a wide range of brief bios you can use: *And*

Not Afraid to Dare: The Stories of Ten African-American Women; Scholastic Press, 1998

The Book of African-American Women: 150 Crusaders, Creators, and Uplifters; Adams Media Corporation, 1996

Strong Men Keep Coming: The Book of African American Men; John Wiley & Sons, 1999

Portraits of African-American Heroes, Dutton Children's Books (div. of Penguin), 2003

Feel free to do any one that you think the students might benefit from...these are only suggestions:

Marian Wright Edelman, founder of the Children's Defense Fund, who pushes for legislation that will improve the lives of children and their families. Find her story in *The Book of African-American Women*, pages 319 - 321.

Ida B. Wells who faced death threats in her crusade against lynching. Find her story in *And Not Afraid to Dare*, pages 63 – 90.

Clara Hale who gave up her retirement to dedicate her life to healing and helping babies and young children. Find her story in *And Not Afraid to Dare*, pages 112 – 126 or *The Book of African-American Women*, pages 318 -319.

Neil deGrasse Tyson who pressed past stereotypes and rose out of the inner city to become one of the world's leading astrophysicists. Find his story in *Strong Men Keep Coming*, pages 296 – 298.

Thurgood Marshall, the “naughty, rambunctious, argumentative” little boy that went on to become a skilled debater, an attorney and eventually a U.S. Supreme Court Judge. Find his story in *Portraits of African-American Heroes*, pages, 34- 37.

What Will Be Your Contribution To The Kingdom?

MATERIALS: A tape of or someone who knows the song, “Precious Lord Take My Hand”, pictures of each student, paper, pencils and crayons or markers.

The object of this practical living segment is to show the students another African-American Christian, and what he did for the Kingdom. It will also help them to use their imaginations, to think of what they can do for the Kingdom, to show God that they love Him.

Tell the students, “Today we are going to learn about a man named, Thomas Dorsey, who loved God so much, that he used the talents that God gave him to make a difference in the lives of other Christians. Does anyone know the song, “Precious Lord Take My Hand?”

Have someone sing this song, or play a tape of the song. “Does anyone know what kind of music this is? It is called, “Gospel”. Did you ever think about how gospel music started, or who wrote the first Gospel song? I want to read you something about Thomas Dorsey.

Selection on Thomas Dorsey

Gospel music is a combination of the hymns from the church, and adds in blues, rock, and even jazz. Thomas Dorsey was one of the first to create gospel music. Thomas began playing jazz on his piano, as a young child. He found himself beginning to play the piano for jazz groups that were rising quickly. He knew that if he continued to play for these groups, he could become famous, but he also knew that God was the One who gave him all of his talent. After he spent some time praying about the decision, Thomas decided to use all of his talents for God. He began playing for the Pilgrim Baptist Church, at the age of 22. He wrote over 900 songs that combined traditional Black church music with the blues. When tragedy struck his family in 1932, he wrote one of his most famous songs, “Precious Lord, Take My Hand”. Now he is remembered forever, as someone who gave up his fame and fortune for the Lord.”

After reading the selection, tell the students, “God has given each of us talents. Let’s take some time today to think about the way that we can use our talents for the Lord. When Thomas Dorsey gave up his fame for God, it showed everyone and God, how much he loved God!

This month, we have been learning about different African-Americans who made a difference. You don’t have to be African-American to make a difference. Today, write, or draw a picture of what you want your contribution to the Kingdom of God to be. Pretend that some students 50 years from now, wanted to learn about some Christians who made a difference. What could they study about you?

If you have a picture of each child, tell them that you will display whatever they make, beside their picture, so that everyone else can see what they are going to do to show God that they love him.

If you don't have pictures, take a picture of each child.

This exercise is something like, "What do you want to be when you grow up?", but this focuses on what they want to do in the spiritual sense.

You might want to give them some examples:

They could be:

A godly educator

a Christian author

a godly artist or performer

a missionary/pastor

a music leader like Thomas Dorsey

a deacon or an elder in the church

a staff at a S.A.Y. Yes!® center

a godly wife and mother

a godly father and husband

a businessman/woman who puts God first in his business

As staff, you might walk around, and tell the students some of the things that you think they are talented at doing. This could help them think of how to use that talent for Jesus.

Give them lots of encouragement, in whatever they come up with. This will be very important in helping them think that they are capable of completing it! Believe in them, not many people do!

There is nothing more practical than helping children develop a vision of what they can become!

Thomas Dorsey

Composer

“The Father of Gospel Music”

[1899 – 1993]

Thomas Dorsey was born in Georgia, in 1899. He began playing the piano at a very early age. His favorites were Jazz and Blues. Soon, he found himself playing with many people who were rising stars

Because of his faith in God, Thomas knew that God had given him that talent. After a lot of thinking and praying, Thomas dedicated his talent to the Lord, and gave up playing with professional musicians.

Soon, he decided to combine his blues with Negro Hymns, and with some inspiration from Charles Tindley, he began to write what is known today as Gospel music.

In 1936 tragedy struck his family, and he wrote one of his most famous songs, “Precious Lord, Take My Hand” which is one of over 900 songs altogether!



Practical Living Lessons from the **PATIENCE UNIT**

How and Why To Save

MATERIALS: Extra snacks for the children to choose from, small envelopes (3 or 4 per child), one large envelope that smaller envelopes will fit into, markers.

- This Practical Living segment will start during snack time and then you will have a debrief time during the regular Practical Living time.
- When the children come in for snacks today, give them 5 S.A.Y. Yes!® dollars and tell them that today they have to buy their snack.
- They have two choices. They can buy a granola bar (or something that you know they will like) for \$5; or, they can buy a piece of fruit now for \$2 and they can buy the cookies that you will be selling later during practical living for \$3. So with choice #2 they will get two snacks. One now and one later.
- The things that you have during practical living should be something that they would want, but it should not overshadow the thing that is being sold for \$5.
- The point of this exercise is to help them to see the value of not blowing all of their money at one time for something right now.
- Any child that decides to buy the \$5 snack, should write his name on the piece of paper that is included in the curriculum that shows the decision that he made.
- After the children have made their choices for their snack, they should go about snack time as usual.
- Once they come in for Practical Living time, give them a chance to buy the \$3 cookies.
- The person who is “selling” these cookies, should have the list of people who signed their names to say that they bought the \$5 snack. This will help you make sure children are not using other money that they may have gotten that day to buy the cookies.
- Ask these debriefing questions, while the children are eating the cookies they bought:

DEBRIEF

1. **For the people who are eating a cookie right now, is it good to wait?**
2. **For the people who are not eating right now, how does it feel to have to watch the others eating now?**
3. **Does anyone wish they would have waited?**
4. **What do you think this has helped you learn about patience?**

- Tell the children, **“Today we are going to talk about saving our money.”**
- **“If someone were to give you ten dollars right now, can someone tell me what you would do with it?”** Let the children give some answers.
- **“Does anyone know what the Bible tells us to do with our money? To give the first tenth to God.”**
- **“So if someone gave me ten dollars, I would give one dollar to God. Giving money to God could mean putting it in the offering plate at church or something like that.”**
- **“Now I have nine dollars. I want to buy some new shoes, but nine dollars is not enough for that, so I will save two dollars so that I can save up for the new shoes. Then, I can spend the rest on whatever I want or need.”**
- **“Has anyone ever tried to save their money before? What is hard about that?”**
- **“Sometimes it is hard to not spend the money you are trying to save, on something else. What could be a way that you could not spend that money?”** Put it in the bank.
- Hand each child four small envelopes.
- **“Does anyone know what we could use these envelopes for?” “These are envelopes that we can use to divide up our money when we get it.” “Can someone tell me what each one of these envelopes should be for?”**
- **You can make them for whatever you want, but these are some suggestions:**
 - God’s money.
 - Money to save for something to buy later.
 - Money to spend now.
 - Money to save for my future (college or the like).
- Write the categories that you have decided to put on the board.
- Have the children write the titles on the outside of the envelopes and they can decorate them as they like.
- Then, pass out the large envelope for them to store all the little envelopes in.
- As the children are working, have the teachers at the separate tables ask these questions for guided conversation.
- Be sure you have a system for the children to “tithe” their S.A.Y. Yes![®] dollars.

GUIDED CONVERSATION

1. What are some things that you think you could save for?
2. What are some other ways, besides putting your money in the church offering plate, that you could give your money to God?
3. Where is a safe place at home to keep this thing that you are making?
4. Have you ever saved up your money for something before? How did it feel when you actually got to buy what you had saved for?
5. What other money do you have that you can save and learn how to spend wisely? (S.A.Y. Yes![®] dollars.)

IF YOU HAVE A S.A.Y. Yes![®] BANKING SYSTEM...

- Review the banking system and how it can be used to save money.
- Discuss how patience can earn you money by placing it in a savings account where you are paid interest. Talk about the different kinds of saving accounts; regular, Christmas, etc.

Field trip Idea!

A great extension activity would be to take the children to the bank to open a savings account as a field trip.

One of the things that one center did was to have the bank open just one account. This way their money could earn interest collectively. Then, they got the bank to agree to keep a record of how much each child had put into that account. This way, when a child moved, or they were ready to go to college they could withdraw their “share” of the money.

Be sure to talk to the bank ahead of time to make sure that this would work for you.

Small banks are the best ones to choose for something like this. The larger banks might not be as interested.

I have decided to buy the snack for \$5 instead of waiting for the other snack at Practical Living.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

How to Be a Good Listener

MATERIALS: Some sort of board to write on and a writing utensil that is easily readable.

- Begin this Practical Living time with two short skits. One will show what a good listener looks like and other will show what it is like to be a poor listener.
- The skits are located at the end of these directions.
- After the skits are over, ask the children this: **“In the first skit, do you think that person who was telling the story felt like he was being listened to?”**
- **“Do you think that it is important to listen to someone?”**
- **“Why do you think it is important?”** (Let them answer.)
- Some answers might be:
 1. You want the person who is talking to know that she are important to you.
 2. You might learn something new.
 3. The person might need your help on something and you have to listen to her to know how to help her.
 4. It is a polite thing to do.
 5. If you are a good listener then you will gain respect from others.
- When the children tell you what they think is important about listening, write it on the board.
- After you have written down plenty of answers, ask them, **“How did you feel when I wrote your answer on the board? Did you feel like I was listening to you? Do you like to be listened to? Don’t you think everyone likes to be listened to?”**
- Now ask them, **“In the first skit, you told me that the person who was supposed to be listening, wasn’t listening. I know you couldn’t tell what was going on in his ears. What were some of the things that he did to tell you that he wasn’t listening?”**
 1. He wasn’t looking the person in the eyes.
 2. He seemed to be thinking about something else because he interrupted and changed the subject.
 3. He folded his arms across his chest, which seems like he was closed off and not wanting to hear what was being said.
- After they have finished the list say, **“Many times it is easy to tell someone what they are doing wrong, but it is harder to describe what someone is doing right. When someone is listening to you, sometimes all you notice is that you feel good inside. We need to remember to do the right thing so that we can be a good listener for someone else.”**

- **“Let’s think about the things that the person listening did in the second skit. What did this person do to show the person talking that he was listening?”**
- If the children have trouble thinking of things to say, offer to do the skit again. Now that they know what they are watching for, maybe they can notice some more things.
- Some of the things that the listening person did right was:
 1. Nodded his head from time to time.
 2. Said things like, “Really”, “yeah,” and “mm-hmm.”
 3. Did not have their arms crossed.
 4. Asked questions to help him understand more about what the person was talking about.
 5. Did not act as if he was in a hurry.
 6. Had a look on his face that seemed interested.

- Now ask, **“Would someone like to try being the listener and someone else be the story teller? I will give you a story to tell. It doesn’t really matter what you say, just tell the story and we can see if he is being a good listener.”**
- If you can get two volunteers to come up, tell the person who has agreed to be the story teller to tell the Bible Club this week, which is the story of Noah’s Ark. If she wasn’t there or can’t tell it, she can tell the story of the three little pigs or something like that.
- At any point after the “listener” has gotten a chance to do some of the things that you mentioned, have the children freeze.
- Ask for the other children to give you three quick things that the “listener” did well.
- Then, give someone else a chance to take the place of the listener. If you need to change them both, you can. If you have someone who can really talk, keep her as the story teller and just trade listeners.
- Let three or four people have a chance to listen, according to the time you have left.
- After everyone is seated again, ask the children, **“Who is the most patient listener of all?”** God!
- **In the first skit, what did Gemayal miss out on as a result of being a poor listener?**
- **“God hears us when we pray, no matter how much we have to say, or even if someone else might not be interested. God cares and He is patient enough to listen to us for as long as we can talk to Him. He never gets bored!”**
- Close the segment in a time of prayer, asking God to make us good listeners and help us be patient with others like He is with us.

Skit #1

CHARACTERS: The story teller “Carlos” and the listener “Gemayal”.

SCENE: Carlos and Gemayal enter from opposite sides of the room and then Carlos spots Gemayal.

CARLOS: Gemayal! Hey, I was just looking for you!

GEMAYAL: What’s up?

CARLOS: You will not believe what just happened to me!

As soon as Carlos says this, Gemayal rolls his eyes and folds his arms across his chest.

GEMAYAL: I guess you are going to tell me, right?

CARLOS: Yeah, cause you are not going to believe this! Just a few minutes ago, I was sitting on the front steps of my place with my dog and these guys came by in a car and they yelled out, “Hey, that’s a cool dog you got there. Is it for sale?”

Carlos pauses to see if he gets any reaction out of Gemayal. Gemayal is just standing there looking the other way. Carlos notices that Gemayal is not paying attention and shakes him a little.

CARLOS: Gemayal, are you listening?

GEMAYAL: Yeah, yeah some guys liked your dog. Hey, does your brother still have that cool motorcycle?

CARLOS: *(Not quite as enthusiastic now.)* Yeah, he has it. Anyway, I told them that it was my dog and that it wasn’t for sale. Then, a few minutes later...

GEMAYAL: *(Makes a hand motion to signal him to speed up the story.)* I don’t mean to be rude, but is this a long story?

CARLOS: *(A little hurt and offended.)* No, I am almost finished.

GEMAYAL: Good, so what happens? *(Says this while he is looking past Carlos to see if there is anyone else coming.)*

CARLOS: Well, that is the end of the story. I have to go.

Gemayal doesn’t even notice that Carlos didn’t finish his story. As soon as he hears him say “I gotta’ go,” he starts to walk off.

Skit #2

CHARACTER and **SCENE** are the same as skit one.

CARLOS: Gemayal! Hey, I was just looking for you!

GEMAYAL: Really? What's up?

CARLOS: You will not believe what just happened to me!

As soon as Carlos says this Gemayal looks at Carlos in the eyes and acts very interested.

GEMAYAL: (Enthusiastically) What was it, did you win the lottery or something?

CARLOS: Well, maybe not that good, but almost! Just a few minutes ago I was sitting on the front steps of my place with my dog and these guys came by in a car and they yelled out, "Hey, that's a cool dog you got there. Is it for sale?"

GEMAYAL: No way, you didn't sell Spike did you? I liked that dog!

CARLOS: Are you crazy, you know I would never sell Spike! Anyway, I told them that it was my dog and that it wasn't for sale. Then, a few minutes later, they came back by and told me that they were filming a movie not too far from here, and they needed some dogs for this one part and my dog was perfect.

GEMAYAL: I can't believe that! Did you show him all the tricks that Spike can do?

CARLOS: No, but he did say I could come to the set to watch them film the movie!

GEMAYAL: That is so unfair! Man, I wish I had a dog so I could go down there and ask them to put my dog in the movie, too!

CARLOS: Well, they did tell me I could bring a friend. (*Pulls two tickets out of his pocket.*) Here are the two passes they gave me. Do you think your mom will let you go?

GEMAYAL: I am going to pray that she does! Man, that is so cool that you asked me to go! That is going to be so cool! I am going to ask my mom right now! Want to come with me? I don't think she will believe me, if I tell her by myself.

CARLOS: Sure, I'll go! She can be someone else I can tell my cool story to!

Carlos and Gemayal run off together excited about their news!

What to Do On a Rainy Day

MATERIALS: 8-1/2" manila envelope per child; signs for each station; different supplies for each station you choose to do.

Station #1 needs markers, pens, papers, stickers, rubber stamps and fun paper.

Station #2 needs plenty of paper, and copies of the directions needed to make a paper airplane.

Station #3 needs copies of your own brain teaser, maze, or puzzle, and copies of the puzzle provided here in the curriculum.

Station #4 needs copies of the motions that are used to remember the memory verses that we have learned.

Station #5 needs some household items to make a game out of.

Station #6 needs paper to make a list.

- Today, Practical Living will be set up as different stations that will help them prepare for a rainy day. Part of being patient with God is accepting whatever kind of weather He brings our way and being content. Complaining and getting upset doesn't show anyone that we are patient.
- The children will have a chance today to make a "Survival Kit" for a rainy day.
- Give each child a large envelope (8-1/2" x 11"). They can label the outside, "Rainy Day Survival Kit."
- Children can visit each of the different stations and learn something that they can do while they are "bored" on a rainy day.
- You can do as many of these stations or as few as you want, but the more choices they have, the more fun this Practical Living might be.
- All the things that you will need for most of the centers are on the following pages.
 - **Station #1 is a stationery station.** On a rainy day a great thing to do is write a letter to a friend or draw a picture for someone that is far away. In this station, children will have a chance to decorate some of their very own stationery to have ready to write someone on a rainy day.
 - **Station #2 is a paper airplane station.** At this station, they can try to make a paper airplane. After they are finished, they can put a copy of the directions and some paper into their envelope to save for a rainy day.
 - **Station #3 is a brain teaser/puzzle station.** At this station, have one brain teaser, maze, crossword puzzle, or word search for them to try. Then, there will be another one that they haven't done that they can put into their envelope to do on a rainy day.

- **Station #4 is a scripture memory station.** In this station, they can get some of the actions that we used for memory verses. They can have a copy of them to put into their envelope to practice on a rainy day. Filling your mind with God's word is one of the best ways to get your mind off your troubles.
 - **Station #5 is the "create your own game station".** In this station, have some household items that everyone would have at home (pencils, forks or spoons, cups, buttons, etc.). If you can get a few children at the station at once, have them come up with a game using these things that they have at their house. Challenge them to think of a game that they could play alone or with someone else. After they come up with a game, have them write down the rules to the game and put it into their envelope. Then, on a rainy day they can have a game that they created to play.
 - **Station #6 is the "Find things for a garage sale or Good Will" station.** When the children come to this station, help them think of places in their house that they haven't cleaned out in a long time that might contain some things that they don't need anymore and would be good to give away or sell at a garage sale. Help them make a list of things that they might want to clean out on a rainy day. Maybe they will find something that they forgot about that will bring them entertainment.
- There could be many more ideas for stations--these are just a few.
 - When the children come into Practical Living, tell the children what each of the stations is about.
 - Divide the time you have left, probably about 20 minutes, into 5-7 minute intervals, depending on the number of stations that you decide to have.
 - Use some kind of noise maker like a bell or whistle to let them know when to switch stations.
 - Try to have no more than 6 children at one station at a time. Tell them that if they go to a station and it already has 6 children that they need to find another station and then go to the other station next time.
 - Each station need to have an adult to give the children the attention that they need in order to know what they need to do in such a short time.
 - If the children finish something early at one station, have them stay at that station until everyone moves.
 - Remind the children that they have to have patience with each other at the centers as well!

Instructions on how to make a paper airplane.

You can really make anything you want and call it your own paper airplane, but if you would like some help getting started, this plane will help you and then you can build much better ones later.

1. Take a piece of paper and fold it length-wise (it looks like a hot dog!)
2. Next, fold the top right corner of the paper down to touch the edge that is folded. Fold the piece of paper that is closest to you forward, and the other one towards the back.
3. Now, fold the top right corners again the same way to touch the folded edge-- one going to the front and the other to the back.
4. Take the top LEFT corner and fold it down to touch the folded edge. The piece closest to you fold it forward and the piece of paper furthest away from you back.
5. Now, the last fold that you made should create the wings that will go straight out to each side.

Other Ideas!

- If it doesn't turn out exactly right, that is okay. You have just created your own special paper airplane.
- Try adding things, like a tail.
- Put a paper clip on the front of the plane to hold down the first two folded pieces tightly and see if it makes any difference in how it flies.
- Try racing different models of planes.
- Notice how different models fly in different ways.
- Try to build one that can fly the straightest, the farthest, and the fastest.

A Patient Puzzle

Hey, today may be a rainy day but you are making the best of it! Find these words in the puzzle and remember to have patience with everyone in your family today!

O R P E Q D E P E N D A B L E M
R E L I A B L E B P R T T W L A
E S A N R E T E D S D T E V F N
S P E T A W X G S E F I R U O X
P E P E L U H O N E S T Y T R L
O C R G B R V D T T D U B E G M
N T O R K W Z A L S A D K R I E
S A T I P A T I E N C E P Q V M
I H S T E I U R A E D A P E E O
B S E Y T T O P D I R P E L N R
I E P K I N D N E S S J C O E Y
L T W E O R Y R R T E M E Y S V
I M Q R L G E L S Y R I L E S E
T R U S T H O M H E P J O Y O R
Y E T O N G I V I N G N V P E S
A F O L L O W O P E A C E N T E

These are the words that are hidden in the puzzle above!

patience	wait	attitude	God
memory verse	dependable	reliable	responsibility
honesty	love	forgiveness	trust
giving	kindness	integrity	leadership
follow	respect	joy	peace

For an extra challenge: *(for the serious student only!!)*

Write a story using these words or make your own crossword puzzle with these words.

Station for Memory Verses!

The Memory Verse for this unit on PATIENCE: 2 Peter 3:9

The:	Pat your legs.
Lord:	Point up to God.
is:	Clap.
not:	Shake your head “no.”
slow:	Say the word “slow” very slowly and take a step forward very slowly.
in:	Snap.
keeping:	Give yourself a hug.
his:	Point up to God.
promise,:	Make an arc with your hands symbolizing a rainbow (just like God’s promise to Noah).
as:	Pat your legs.
some:	Point to someone.
understand:	Point to your head.
slowness.:	Say the word “slowness” very slowly” and take a step forward very slowly.
He:	Point up to God.
is:	Clap.
patient:	Put your hands behind your head and look around as if waiting.
with:	Snap your fingers.
you,:	Point to someone.
not:	Shake your head “no.”
wanting:	Clasp your hands together and look longingly.
anyone:	Point to everyone.
to:	Hold up two fingers.
perish,:	Act like you are falling over dead.
but:	Hold up one finger as if you have a good idea.
everyone:	Point to everyone around you.
to:	Hold up two fingers.
come:	Wave your hand as if to coax someone over to you.
to:	Hold up two fingers.
repentance.:	Put your hands together as if you were praying.
2 Peter:	Hold up two fingers and say “Second Peter”.
3:9:	Yell “three, nine”.

The Memory Verse for the unit on TRUST: Proverbs 3:5-6

- Trust:** Put your arms out straight from your shoulders, parallel with the ground and pretend to fall backwards.
- in:** Clap your hands.
- the:** Clap your hands
- Lord:** Point up.
- with:** Clap your hands.
- all:** Draw a big circle in the air in front of you with your finger.
- your:** Point to someone.
- heart:** Draw a heart with your fingers over your own heart.
- and:** Clap your hands.
- lean:** Lean to one side.
- not:** Shake your head “no”.
- on :** Clap your hands.
- your:** Point to someone.
- own:** With both hands, pretend that you are grabbing something in front of you and pulling towards you.
- understanding:** Point to your head.
- in:** Clap your hands.
- all:** Draw a circle with your finger in the air in front of you.
- your:** Point to someone.
- ways:** Clap your hands.
- acknowledge:** Looking up put your palms up as if to God.
- Him:** Continue looking up and point up.
- and:** Continue looking up and clap your hands.
- He:** Continue looking up and point up.
- will:** Clap your hands.
- make:** Clap your hands.
- your:** Point to someone.
- path:** Put your hands to your sides and bring them both straight out in front of you as if to form a path.
- straight:** Continuing the motion from above, make a straight line with your hands.
- Proverbs:** Point to your head because Proverbs was the wisdom Solomon shared with his son.
- 3:** Hold up three fingers.
- 4-5:** Hold up four fingers and close your hand to a fist (saying “and”) and then hold up five fingers.

Memory Verse from HONESTY: Psalm 51:6

- Surely:** Fold your hands as if to pray, but beg to God.
- you:** Point to God.
- desire:** Place hands over heart, as if this is the desire of your heart.
- truth:** Place hands over lips and as you say “truth,” remove them - as if to tell no lies.
- in:** Clap .
- the:** Clap.
- inner:** Snap one hand on each syllable [ex. first right hand (“in”-) then left hand (-ner)].
- parts:** Draw a heart on your heart.
- you:** Point to God.
- teach:** Make your hands like a book that you are opening as if to learn God’s wisdom through the Bible.
- me:** Point to yourself.
- wisdom:** Point to your head.
- in:** Clap.
- the:** Clap.
- inmost:** Snap one hand on each syllable (in-most).
- place:** Put your hand over your heart.
- Psalm:** With your pointer finger draw a swirly line coming from your mouth like the symbol for song in charades.
- 51:6:** Shout these numbers, “fifty-one, six”.

Memory Verse from KINDNESS: Colossians 3:12

- Therefore-** Put four fingers up in front of you.
- As-** Open both hands palms up.
- God's-** Point to God.
- Chosen-** Put one hand palm up while you pretend to "pick" something from it with your other hand.
- People-** Take finger and point to a bunch of people.
- Holy-** Make an "H", in sign language (two fingers held out together) and wipe the fingers across the open palm of your opposite hand.
- And-** Clap your hands.
- Dearly-** Clench your fists.
- Loved-** Cross both arms across your chest.
- Clothe-** Take open hands and take them down your body from the top of your head to your toes.
- Yourselves-** Point to yourself.
- With-** Stomp your feet.
- Compassion-** Rub the top of one of your hands with the palm of the other.
- Kindness-** Stretch hand out with palm up and open.
- Humility-** Clasp hands in front of you.
- Gentleness-** Pretend to lightly tap the head of a child.
- And-** Clap your hands.
- Patience-** Point to arm as though tapping a watch.

Memory Verse from RESPONSIBILITY: 2 Timothy 2:15

Do:	March in place.
your:	Point to someone.
best:	Flex your muscles and show your strength.
to:	Hold up two fingers.
present:	Pretend as if you are adjusting your bow tie.
yourself:	Point to someone.
as:	Clap.
one:	Hold up one finger.
approved,:	Make the "O.K." sign with your fingers.
a:	Snap.
workman:	Salute like you are in the army.
who:	Stomp right foot.
does:	Stomp left foot.
not:	Shake head, "no."
need:	Hold out both hands as if to take something.
to:	Hold up two fingers.
be:	Put your pointer finger and thumb together and make your hand look like a bumble bee and fly around a little.
ashamed:	Cover your face with your hands.
and:	Stomp right foot.
who:	Stomp left foot.
correctly:	"Thumbs-up" sign.
handles:	Pretend like you are holding the handle of something.
the:	Clap your hands.
word:	Put your hands together and open them as if it were a book.
of:	Pat your legs.
truth.:	Point to God (because God is truth).
2 Timothy:	Hold up two fingers and say, "2 Timothy" .
2:15:	Yell "two, fifteen".

How To File A Complaint

MATERIALS: Butcher paper, marking pens.

- Divide the children into groups of five or less.
- Have two adults act out four of the following scenes. (Choose the ones that best fit your children's needs.)
 - One person goes into a store to purchase a sweater. When she gets home with the sweater she discovers there is a rip under the arm.
 - A person goes into a restaurant and is treated rudely by the waitress.
 - Each morning a person goes out to pick up the newspaper and the deliverer has thrown it in the sprinklers.
 - There is a loud party going on at the neighbors, it is late at night.
 - A kid keeps getting hit by a bully on the playground.
 - S.A.Y. Yes!® Dollars are stolen from your backpack.
 - Your little sister messes up your clean room.
 - A teacher makes a mistake in grading your math page.
- After each scene is acted out, each group discusses what they would do.
- Have each group select a spokesperson to tell you what they decided they would do.
- Write each suggestion down on the butcher paper.
- Look for key words to discuss. (Words such as, "politely", "return", "receipt", "manager", "phone call", "police", "cancel", "I'm sure you didn't mean that the way it sounded," "playground monitor", "teacher", "principal", "courtesy", "mother", "suggest don't accuse", "ask politely", "speak directly to", "stay calm", "remember you make mistakes too", "forgive".)

An alternative:

- Put key words/phrases on the butcher paper.
- Act out all four scenes.
- Have each group match the words/phrases with the right scene. They would have to also tell why they went with each scene.
- Politely go with each scene. For whenever we must file a complaint we should do it in a polite manner.

Thinking About Careers

MATERIALS: Copies of the following sheet, pencils, a large board or paper to write on, and a writing utensil for the board.

This practical living is to help the children to start to think about what they want to be when they get older, and to have peace about the future by trusting that God will guide them.

- Start off by saying something like, **“Many people are a little nervous when they think about the future. Some wonder how long they will live, others worry that they will lose their job or not have enough to eat, and others aren’t sure of what they’ll be doing when they get older. Do you think God wants us to worry about the future, or to trust that He will take care of us? Of course, God wants us to trust Him. Listen to this verse.”**
- Read Psalm 139:13-16 and ask the following questions; **1. What does God say about us in this verse? 2. What does He say about our future?** (That He has all of our days written out already.) **3. So do we need to worry about the future or what we will become?** (No.)
- Tell the students **“God has a wonderful plan for our lives. He wants us to succeed and do well. Part of this involves following His will for what He wants us to become. Take a look at this list that I am passing out. Read over the occupations silently to yourself.”**
- Pass out the following sheet. Read through it with the children. Have them raise their hand as you read each occupation if they think that might be an interesting job. Tell them to ask you what a particular occupation means if they don’t know.
- Ask them, **1. How do you think a person would find out what God wanted him to do? 2. Should they just choose a job that looks fun? 3. Should they just choose a job that makes the most money? 4. Which of these jobs would require more training than just high school? 5. If you asked God what He wanted you to become, how would He let you know? Would He let you know?**
- Tell the children, **“If you ask God what He wants you to become, He might show you in different ways. He may give you certain gifts and talents that would make you good for a certain job. He may give you an interest in a particular field. He may have people come and tell you, ‘You would make a good _____.’ No matter how He does it, the key though, is listening for His voice, and spending time praying and asking Him for guidance.”**
- Have the children put a circle around their top five choices of what they might like to become. Challenge them to pray about and seek God’s answer.

- If time allows, you can have one person at a time come up and act out one of the professions on the paper, and have the other students guess.
- Also if you have time, you can allow the students to share what profession they would most want to become if they had to choose right now.
- For boys it is also important to help them realize that there is very little chance of them ever becoming professional athletes. Tell them that “the number of males who are struck by lightning every year is greater than number of those who make it as a professional athlete.” They better have another profession lined up that they should shoot for instead, in case their dream to become an athlete does not come true.
- Also remind them the purpose of having a career is to find out how a person can be most used by God to serve others, not to make lots of money, or even to have fun. In light of this, who will probably be able to help more people a professional basketball star or a doctor, teacher, etc.

Different Types of Careers

What are your top five professions? Circle them.

<p>Accountant Actor/Actress Advertisement Airplane pilot Ambassador Anthropologist Archaeologist Architect Army Personnel Artist Astronaut Astronomer Automobile salesman, maker, worker Auto Mechanic Ballet, ballerina Banker Biologist Book keeper Business man Bus / Cab Driver Carpenter Chemist Chiropractor City Planner Clothing manufacturer or designer Computer Designer Computer Programmer Construction Worker Counselor Dentist Detective Doctor Economist Electrician Engineer Environmentalist Farmer Fast Food Worker Fireman Flight Attendant</p>	<p>Florist Forestry Funeral Director Gas Station Attendant Geologist Government official Grocer Hairdresser Heating and Air Conditioning Helper of Handicapped Horse Trainer Hospital employee Hotel manager Industry personnel Insurance salesman Interior Decorator Inventor Iron Worker Janitor Journalist Judge Lawyer Librarian Locksmith Marine Biologist Mathematician Mechanical Drawer Mine worker Missionary Model Museum Worker Musician Navy Personnel News Reporter Nuclear Energy Technician Nurse Oceanographer Office Worker Oil Worker Optometrist</p>	<p>Pastor Pharmacist Photographer Physical Therapist Physics Scientist Plastic designer/maker Plumber Police Officer Postal Worker Principal Printer Professor Psychiatrist Publisher Radio Announcer Railroad attendant Retail Worker Real Estate Agent Researcher Restaurant Owner Sales Person Sailor S.A.Y. Yes!® Staff Scientist Social Worker Speech Therapist Surveyor Taxidermist Teacher Telephone Operator Television Personnel Theater Attendant Tool Maker Truck Driver Veterinarian Writer Zoologist</p> <p>Other _____</p> <p>Other _____</p> <p>Other _____</p>
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Home Emergency Preparedness

MATERIALS: Photocopied articles, safety pamphlets, and or books on the following topics: earthquakes, fires, tornadoes, floods, blizzards, heart attacks, strokes, riots, home burglaries, paper, pencils and small treats for all of the students.

This practical lesson involves group learning, cooperation, and participation, to learn how to cope with different types of crises.

- Before S.A.Y. Yes!®, go to the public library, or look through your center's resources to find articles, books, encyclopedia articles, pamphlets, or any other information that you can copy about different crises, including earthquakes, floods, fires, tornadoes, blizzards, heart attacks, strokes, riots, home burglaries, etc. Make copies, or check out the materials and bring them to the center.
- Make sure that you high light the particulars on what to do when the crises arise. The suggestions should be fairly easy to find for the children.
- During Practical Living, tell the children, **“One way that we can be able to experience God’s peace when facing a crisis, is to be ready to know what to do in that specific crisis. Today we are going learn about different crises that we might one day have to face.”**
- The children will be split up into groups. There should be one group for each of the crises that you have information on. You can let the children choose the groups and topics they want to work on, or you can assign them to specific groups and to specific topics. Make sure that you split up the different age groups so that the younger ones will have older students to help them.
- Let the children know that they will be able to earn a treat if they are able to work well in their group, and if their group does a good job at finding out information about their crisis and presents it well to the class.
- They will have about 15 minutes to read the material, write down 3 - 5 steps that they can share with the class about their crises intervention, and work on acting it out in a short skit or demonstration. Each group will need a piece of paper and a pencil to write down their steps.
- After they have prepared, seat everyone down in a large area, and let each group come up one at a time and present their findings and demonstration and/or skit. If the group has worked well, and their presentation was helpful, reward them with a treat.
- Make sure you have time for all of the groups to share.
- If there is time at the end, review each one, asking children what they would do in each situation. Make sure you ask children about topics that they did not report on themselves.

Safety When Alone & Home Alone

MATERIALS: The strips of paper on the following page, cut apart, blank slips of paper, and a sticker for every child (mailing labels work great).

- This practical living will give the older children opportunities to be the leaders and teachers of the younger students. Earlier in the S.A.Y. Yes![®] day, gather the older, mature students together and ask them to be leaders during family time. Break them off into six groups. It would be good to have at least twelve older students help you, so that each group would have at least two leaders.
- Give each group one of the slips of paper on the following page. Ask them to be the presenter for that specific topic. They can read over the situation and solution. Have them come up with a skit or short presentation of what the younger children should do in that situation.
- During Practical Living time, tell the younger children that they will see six presentations of potentially dangerous situations that they may one day have to deal with. Tell them that at the end of the six presentations, they will get to vote to choose the team whose skit was the best. Tell them that they need to watch carefully so they can vote wisely.
- Have one group come up to the front at a time to present their skit. After they are finished, ask the children to tell you what situation that group was presenting and what they said to do if they were in that position. You can add appropriate comments about the different dangers, clarify unclear presentations, and answer any questions.
- When the groups who do situation number 3 and 4 come up and perform their skit, show the children the stickers that they will make with important telephone numbers.
- Once all of the skits are performed, pass out little slips of paper and have the students write the number of the group that they think did the best job of teaching and acting. You can give awards to the winners if you want.
- After the voting is done, give out the stickers, and have the children get them ready. They will write in the information below. In most cases, the friends, family members, and their phone numbers will need to be provided by the parents. Have them take the stickers home, have the parents help fill in the information, and stick them on the side of the phone, under the base of the phone, or in some other safe place where they will remember.

EMERGENCY TELEPHONE NUMBERS:

Family member _____ () _____ --- _____

Friend _____ () _____ --- _____

Friend _____ () _____ --- _____

S.A.Y. Yes!® Staff _____ () _____ --- _____

Emergencies **9 - 1 - 1**

EMERGENCY TELEPHONE NUMBERS:

Family member _____ () _____ --- _____

Friend _____ () _____ --- _____

Friend _____ () _____ --- _____

S.A.Y. Yes!® Staff _____ () _____ --- _____

Emergencies **9 - 1 - 1**

Potential Dangerous Situations

Cut these out to give to presenters.

Situation #1 You are home alone and the telephone rings. It is a stranger wanting to talk to your parents. They are asking all kinds of personal information, and wanting to know if your parents are home. What do you say? How much should you tell them?

Answer: 1. First, find out if your parent wants you to answer the phone when they are not there. 2. Never tell the person that your parent isn't home, say "They are unavailable to talk at the moment." 3. Take a message with name and phone number and time. 4. Do not tell them other information like your address, where your parents went, or about how old you are.

Situation #2 You are home alone and the door bell rings. It is a stranger wanting to talk to your parents. They are wanting you to open the door so they can come in and talk with you, or wait for your parents. What do you do?

Answer: 1. Never open the door if you don't know the person. Tell them that your parent is currently unavailable to see visitors," and ask them to come back later. 2. If you do know them be careful of opening the door to them, and don't let them in unless they are very good friends of the family. 3. Do not give out any information. 4. Take messages.

Situation #3 You are home alone and there is someone prowling around your house, looking in the windows.

Answer: 1. Make sure all the windows and doors are closed and locked. 2. Call the phone numbers of the selected friends and family members on the sticker by the phone. 3. If they aren't home or if the person outside starts to come in, call 9-1-1.

Situation #4 You are home alone and something goes wrong, like the electricity goes out, your parent is gone longer than they said they would, or anything that causes you to be scared.

Answer: 1. Don't panic. Remember, Jesus is with you. 2. Call the phone numbers of selected friends and family members listed on the sticker by the phone. 3. Pray and Jesus for help.

Situation #5 You are walking alone, down the street. A car pulls up next to you asking your name, if you need a ride home, if you want some candy, etc. They keep trying to get you to come over to the car.

Answer: 1. Keep your distance from the stranger. 2. NEVER take candy, take a ride, go by their car, even if they are being nice. 3. Tell them that you are not interested and keep walking. 4. If they don't leave you alone, run in the opposite direction of them and run to a neighbor's house, a store, or find a policeman.

Situation #6 You are away from your parents, but are with some adult friends of your family or relatives. One of the relatives or family members starts to touch you too much, tries to get you to be alone with them, asks you to do things that you don't feel is right, or asks you if you want to try alcohol or drugs.

Answer: 1. Tell them that you are not interested. That you feel uncomfortable and that you don't want to. (It is okay to tell adults "no" if you are feeling uncomfortable.) Tell them that you want to ask your parent first. If they say, "I'm sure your mom won't mind. Don't tell her," don't give in. 2. Move away from them. If they come closer and won't leave you alone, run and scream for help. Make sure you tell your parent what happens.

Journaling About Grief

MATERIALS: Some sort of Journal for every student, pens or pencils for every student, and markers.

This practical living will give the students the opportunity to write down their feelings about bad experiences they are currently going through or have gone through in the past. This practical living can piggy back on the craft and practical living from Trust - week number two, if you have done that curriculum unit recently.

- For this practical living, you will need to have some sort of prayer journal for every student. To have the students learn to regularly write in a prayer journal is a great idea. I would encourage you to allow this activity to be a spring board into a wonderful on-going experience for the children. Learning to journal regularly will help the students communicate with the Lord more often, it will teach them to be more reflective, it will help their writing skills, and it will be an excellent thing for them to be able to look back over when they are older to see how God was working in their life.
- To use it regularly, you can have the students take it home and bring it back once a week. You can give S.A.Y. Yes![®] dollars to the ones who bring it back with something written in it. Or, you can keep the journals at the center and allow the students to write in it if they finish their homework early or during tutoring time.
- There are several options that you can choose from to have journals for the students.
 1. You could go to an office supply store and find inexpensive notebooks for the children to use as their journals. This is the most expensive plan, but offers the most durable journal, and may be more exciting for the students, since they get “their own” journal.
 2. The second option would be for the students to make their own journal, like in the Trust curriculum from week number 2. To do this, you can cut pieces of paper to 8.5” X 5.5” (half sheet of regular paper), staple them together, and place them inside a folded piece of construction paper to make a little booklet. To make it the cover a little sturdier, you can glue the construction paper on pieces of cardboard. This option is cheaper, but takes a little time, and they need to be done before this practical living. If you choose, you could make the booklets during craft time instead of the craft in the unit this week.
 3. You could just let the students write out their experiences down on regular notebook paper, and keep them in a folder.
- Once you secure the journals of your choice for the students, follow these steps during the practical living time:
- Have one of the S.A.Y. Yes![®] staff who journals regularly (hopefully there is one), bring their journal and show it to the class. They should tell why they started journaling, how it has helped them, why it is important, and how it is good to look back and see what God has done in their life. If they feel so led, they can read a small section from their journal.

- Tell the students that journals are good because:
 - They help us to write out and understand our feelings better.
 - They help us write out prayers to God, and communicate with Him in a different way than usual.
 - They help us to be reflective, and think about where our lives have been, where we are going, what God is teaching us, so that we can be better people.
 - As we get older, we can look back and see what God has done in our lives.
- Tell the students that they can write the following things in a journal:
 - They can write out their prayers to God, including confession, thanksgiving, praise, and prayer requests.
 - They can record answers to prayer and things that God is teaching them.
 - They can write down their feelings and stories that happen so that they can remember them better in the future, and so that they can process them better now.
 - They can write out poems or raps to Jesus, draw pictures to Jesus, or other creative things.
- Let the students know that journals are confidential, so that when they write in them no one else will read what they have written. Let them know that if they keep their journals at the center, that they will remain confidential. If they take them home, remind the students to keep them in a safe place.
- Let them also know that in their journals spelling does not need to be perfect, but that they should use their best handwriting, so that they will be able to read it if they choose to when they are older.
- Show them a sample of the journal that they will be using. Let them know that in a few seconds you will pass one out to them. Let them know that although you won't be reading them, you will be looking to make sure that they are doing what they are supposed to do, which is write in them. They should know that the journals are to be used only for this special purpose, not to write phone numbers down in, not to do homework in, and not to doodle in.
- Tell the students that to start their journal off today, we will be writing about something to do with peace. Say, **“When we think back about painful situations in the past, or about problems we are currently going through, we often do not have peace. Journaling about these experiences help us to experience peace by facing these things with God. Journaling also helps us be able to express our feelings and thoughts and get them out in the open, even if we do not feel comfortable talking about it to others. It is dangerous to keep feelings or thoughts about the past “bottled up” inside of us. Journaling is a healthy way of dealing with pain.”**

- Encourage them to start by saying something like , **“Dear Jesus, thank you for loving me so much. I want to share my feelings with you about something that has caused me a lot of pain.”** They can continue writing their feelings out about this event.
- For younger children, this practical living will be a little bit harder. You can encourage them to write their feelings out, even if they can’t spell too well. For those who can’t write at all, have them draw out their experiences. Have a few staff available to go around to those drawing these pictures and write out some of their feelings for them at the bottom of the page.
- Some children may have blocked out their bad experiences, and may say, “I have nothing to write about.” Still encourage them that no one will read their journal, and to try by writing about a situation that isn’t as difficult as others. If you know of any problems he or she is having, maybe you can suggest that they write about that. Maybe they have had a problem recently at S.A.Y. Yes![®], such as a fight with another child, or maybe they got a warning. Let them know that as they write about little problems they have had, that may jog their memory about other things.
- Make sure every child has a place to write where he or she will not be interrupted. They should feel comfortable and safe. Separate people who are tempted to talk a lot.
- At the end of practical living, it may be appropriate to lead the children in prayer about the topics that they have been writing about.

Practical Living Lessons from the
PERSEVERANCE UNIT

How To Start A Garden

MATERIALS: book on plants (can be an encyclopedia), seeds for the plant you choose to plant, small containers for each child, potting soil, markers or stickers, large board for writing on and a writing utensil for it

BEFORE PRACTICAL LIVING:

- Depending on the place in the country that you are doing this practical living and the time of year you are doing it you might want to consult your local plant nursery as to what plants will do best in the conditions that you have at the present time.
- Look for something that blooms and grows quickly so that the children can see some results fast.
- Two plants that have been said to be easy to grow are Zinnias and Marigolds. Both flowers are best in the summer and do well in hot weather. They will sprout in 3-7 days.
- Other good flowers are Cosmos, they do not need much attention and Impatiens. They grow best in a shady area, but may take a little longer to sprout.
- Find a book that gives some information on plants so that you can show the children a way to decide on what kinds of things are best for you to grow.

DURING PRACTICAL LIVING:

- When the children come in, ask them if any of them have ever worked in a garden or have a garden at home.
- Tell them, **“Growing plants is something that takes a lot of perseverance, so that is the reason we are going to start this project at the first of the month. Then, we can see the result of our perseverance at the end of the month.”**
- Ask them, **“What are some different kinds of things that you could find in a garden?”** (*Flowers, greenery and vegetables*)
- Tell them, **“Today we are going to learn what you would do if you wanted to start a garden.”** (Write the title on the board “Starting a Garden”)
- Ask them, **“Does anyone know what the first step would be?”** The first step is, **“Deciding where you will put it.”**
- Tell them, **“For today, we are going to say that we are going to start our garden in these pots.”** (pass out the pots to each student.)
- **“What would be the next step?” “Step 2 is what kind of plant do you want to grow?”**

- **“We are going to plant a plant that has flowers on it so that it will make the place where we live beautiful. When the place where we live is bright and cheerful, sometimes that given us encouragement to persevere.”**
- **“After you decide what you want to grow, what would you do next?”**
- **“Step 3 is choosing a type of flowering plant. You want to choose a plant that will do well with the part of the country that you are in, the time of year you are planting and the amount of light you have. How would you find out what plants grow best under the circumstances that you have?”** *Ask someone at a plant store or better yet, go to the library and find a book about plants. (Show them the book that you found)*
- If you can, read them an entry about the plant that you have chosen. It would be best if you could find a picture of what it will look like as well. **“These books will tell you everything that you need to know about the plants that you want to grow.”**
- Tell them, **“Today we are going to grow _____ (we will say Zinnias). But before we plant them, we have to get our pots ready.”**
- Give the children a few minutes to decorate the pots that you have given them. You can have stickers that they can put on them, have them use markers or whatever you think will look good on the type of pot you were able to select. Make sure they put their name on it somewhere that is easy to see.
- Once they have done this, begin to pass out the soil for the plants.
- While you are passing it out, talk about what kinds of things are in this soil that makes it good for growing plants. The soil might have moss in it that helps give the roots air to grow and develop. It might have vitamins and minerals in it that the plants need for food to help them grow strong.
- Once all the children have gotten the soil, begin to pass out the seed to the children. Give each of them three to four seeds, depending on how many you could get and the size of their pots.
- Give the children directions on how deep to plant the seeds. For example if you are growing Zinnias, they should be planted two inches apart about 1/4 an inch deep.
- After the seeds are planted, talk about where at the center you could put these plants so that they could get the proper sunlight that they would need.
- After deciding on a place, tell them how to water a plant. Tell them that the dirt always needs to be moist. They don’t want to give it too much water but they don’t want it to dry out. They should stick their finger in the dirt to see if it needs water. Then, add water until you see the holes at the bottom of the plant begin to fill with water.
- Tell them, **“We are going to have to remember to check on our plants every day.”**
- Allow the children to ask any questions that they may have about gardening.
- Have them clean up their area before they leave!

Here is what the board should look like when you are finished:

Starting a Garden

1. Deciding where you are going to put it.
2. What kind of plant? (*Flowering plant, greenery or vegetable*)
3. Choosing a type of flowering plant.

Choosing Healthy Food - Fast!

MATERIALS: each of the charts that are included in the curriculum and a chart of the food pyramid (2005 version) that you have made, downloaded from the internet or bought, calculators, paper and pencil

OBJECT: This practical living is designed to help children learn how to make nutritious choices in whatever eating situation they are in because eating healthy over a long period of time makes us feel much better!

BEFORE PRACTICAL LIVING:

- Set up the centers that the children will go to at the beginning of this Practical Living. by hanging up the different charts that are provided here in different areas.
- At each center, you should have pieces of paper, pencils and a calculator.
- You should have no more centers than you have volunteers and staff. You need one adult at each center. Some of your older students might be able to run one of the centers if you needed to do so.
- You do not need to have all of these centers. Just the ones that you feel will help the children most.
- There is a blank chart provided in case you have a local fast food restaurant that you know your children go to often. You will need to get the nutrition facts for this restaurant if you want to include it.

DURING PRACTICAL LIVING:

- Have the children come in and sit down in the room where all the centers have been set up.
- Tell them, **“Today we are going to learn about how to make a healthy choice at a fast food restaurant. Choose one of the fast food places that we have here today. The best choice is the place that you go to most often.”**
- **“When I ask you to move, go the restaurant and order something that you would normally get. The staff at the center will write down your order and tell you how many calories and fat grams that are in the food that you have chosen.”**
- When everyone in your group has finished, choose one of the members of your group to share what you ordered with us when we talk about that restaurant.
- Dismiss the children to the centers of their choice.
- If you see one of the centers is very full, have some of the children move to another center so that one staff does not have to try to take so many orders.
- If the children in your center are older, you can let them write down their own meal. Be sure to check it to make sure that they wrote down the right numbers with the right items.

- The calculator are at each center so that you can quickly add up calories and fat grams. You do not have to have them. It just makes it easier.
- When the children are finished, have them all come back to the middle and sit down.
- Show the children your picture of the food pyramid. Let them know approximately how many calories (e.g., 2000) and grams of fat (e.g., 65), a person should have a day.
- Have the children look at their meals and see if they had something from the different food groups.
- How many fat grams did their meal have? If you are only supposed to have 65 grams of fat all day, you don't want one meal to have 50 grams of fat!
- Next, explain to the children, **“This week we are talking about why we have to persevere. The reason we have to persevere in eating healthy is so that we can feel better, live longer and because God tells us that we should take care of our bodies because they are temples of God! Eating healthy may be hard, but it is worth it in the long run!”**
- Now, go through each of the fast food choices. Let the child who was selected, read their meal and tell the group if they made a good choice or not.
- If they did not make a good choice, give them some examples of good things to choose from that store. (*The list of the healthy choice items follows these instructions.*)
- After you have gone through each of the restaurants, ask them, **“What are some other times when we eat things that are not very good for us, but they are fast and easy to eat?”** *Things like chips, candy bars and sodas.*
- Have them think of some things that would give their body more energy and would be a healthier choice. (Drink some water, get a piece of fruit, eat nuts)
- Allow the children to ask any questions that they might have.
- Remind them that all fast food restaurants are required to provide their customers with the nutrition facts that are found in their food. If you can't remember the things that are healthy, ask for one on these informational brochures and check the listing before you order!

Here are the healthy choices at each restaurant:

Jack in the Box®

They have so many different foods, there are many combinations:

Food	calories	fat
Chicken Fajita Pita	290	8
Side Salad	70	4
Low Cal Italian dressing	25	2
Diet Coke	0	0
=====		
total	385	14
Hamburger	280	11
Side Salad	70	4
Low Cal Italian dressing	25	2
Ice Tea	0	0
=====		
total	375	17

McDonald's®

Food	Calories	Fat
Grilled Chicken Deluxe	330	6
Garden Salad	35	0
Fat Free Herb	50	0
Diet Coke	0	0
=====		
total	415	6

Subway®

Any choice at Subway from their light menu is a good choice!

Taco Bell®

<u>Food</u>	<u>Calories</u>	<u>Fat</u>
2 light Chicken Soft Tacos	360	10
Diet Pepsi	0	0
=====		
total	360	10
Light Chicken Burrito	290	6
Light Taco	140	5
Ice Tea	0	0
=====		
total	430	11

Wendy's®

<u>Food</u>	<u>Calories</u>	<u>Fat</u>
Grilled Chicken Salad	200	8
w/ Fat-Free French Dressing	30	0
Soft Bread stick	130	3
Iced Tea	0	0
=====		
total	360	11
Jr. Hamburger	270	10
Small fries	260	13
Diet Coke	0	0
=====		
total	530	23

Jack in the Box®

Food	Calories	Fat Grams
Hamburger	280	11
Jumbo Jack	560	32
Grilled Sourdough Burger	670	43
Taco	190	11
Chicken Teriyaki Bowl	580	1.5
Chicken Supreme	620	36
Chicken Fajita Pita	290	8
Garden Chicken Salad	200	9
Side Salad	70	4
Seasoned Curly Fries	360	20
Lo-Cal Italian Dressing	25	2
Small French fries	220	11
Regular fries	350	17
Jumbo Fries	400	19
Hot Apple Turnover	350	19
Cheese Cake	310	18
Dr. Pepper/Sprite/Coke	190	0
Diet Coke	0	0
Iced Tea	0	0
Vanilla Shake	610	31

McDonald's®

Food	Calories	Fat Grams
Hamburger	270	10
Quarter Pounder with Cheese	530	30
Big Mac	530	28
Grilled Chicken Deluxe	330	6
Small Fries	210	10
Large Fries	450	22
Super Size Fries	540	26
Chicken Nuggets (6 piece)	290	17
Garden Salad	35	0
Grilled Chicken Salad Deluxe	110	1
Lowfat Ice Cream Cone	120	0.5
Hot Fudge Sundae	290	5
Baked Apple Pie	260	13
Lowfat Vanilla Shake (small)	340	5
Coke/Sprite (Medium)	210	0
Hi-C Orange	240	0
diet coke	0	0
Orange Juice	80	0

Subway®

Food	Calories	Fat Grams
Turkey Breast 6 inch sub	289	4
Turkey Breast & Ham 6 inch sub	295	5
Ham 6 inch sub	302	5
Club 6 inch sub	312	5
Roasted Chicken 6 inch sub	348	6
Coke/Sprite (Medium)	210	0
Hi-C Orange	240	0
Diet Coke	0	0
Orange Juice	80	0

Taco Bell®

Food	Calories	Fat Grams
Soft Taco	210	10
Soft Taco Supreme	260	14
Bean Burrito	380	12
Burrito Supreme	440	18
7-Layer Burrito	540	24
Nachos	310	18
Nachos Bell Grande	740	39
Light Chicken soft taco	180	5
Light Bean Burrito	330	6
Light 7- Layer Burrito	440	9
Light Burrito Supreme	350	8
Steak Fajita Wrap	460	21
Chicken Fajita Wrap	460	21
Veggie Fajita Wrap	420	19
Cinnamon Twists	140	6
Slice/ Pepsi (small)	200	0
Mountain Dew (small)	227	0
Diet Pepsi	0	0

Wendy's®

Food	Calories	Fat Grams
Single with everything	420	20
Big Bacon Classic	610	33
Jr. Hamburger	270	10
Jr. Bacon Cheeseburger	410	21
Grilled Chicken Sandwich	310	8
Caesar Side Salad	110	5
Grilled Chicken Salad	200	8
Soft Bread stick	130	3
Small fries	260	13
Medium fries	380	19
Large Fries	460	23
Broccoli Cheese Baked Potato	470	14
Cheese Baked Potato	570	23
Chicken Nuggets (6 piece)	280	20
Frosty (small)	340	10
Coke/ Sprite/Lemonade	180	0
Diet coke	0	0
Milk	110	4

Motivation On The Tough Days

MATERIALS: Large board to write the children's responses on and a writing utensil for it, markers, scissors, magazines, Bibles, pencils and glue

OBJECT: This Practical Living is designed to help the children realize when they are getting discouraged and how to get back on track. Many times when we get frustrated or discouraged we cannot be effective for God. Learning what gives you motivation and encouragement is a life skill we all must be good at doing!

BEFORE PRACTICAL LIVING:

- Make a couple of examples of things that would motivate you so that you can show them to the children. (You will find out what that means after reading the rest of this Practical Living.)
- Make some copies of the page of curriculum that has the verses that the children can use on their motivational things that they are making today. If you want, you can also come up with some verses on your own to add to it.

DURING PRACTICAL LIVING:

- When your children come into Practical Living, have them sit in a place with tables and chairs since they will be working with their hands today.
- Ask the children, "Let's say it is seven o'clock on a school morning. You have to leave for school at 7:30 and you don't feel like getting up. What do you do? Is there anything that you can think of that will help you want to get up? What? *Maybe it is your mom getting mad at you, maybe you remembered the field trip you are going on at school, maybe you remember that you need to go to school because the staff at the center are proud of you when you do.*
- What we are going to talk about today is thinking of when you have the hardest time persevering and what are some things that could motivate you when you are in that situation.
- Let's begin by you guys telling me some times when you feel like giving up and where you are at the time.
- These places could be at school, at home, when you are alone or when you have to go somewhere alone.
- What we want to do is to make some things today that you can put in the places that you feel discouraged so that you can look at that and be encouraged.

- Here's an example. Let's say I hate math and every time I start doing math at school I feel dumb and so I want to give up! What can I do? I can find a verse in the Bible that tells me about God giving wisdom to whoever asks for it (James 1:5) or a verse about standing firm and not giving up (1 Cor. 16:13) and I could put on the cover of my math book, so that when ever I pull out that math book, I can think about how that motivates me and want to try harder! Or maybe I am motivated because I want to get an A on my report card in math so I can draw a picture of a report card with my name on it and with an A in math. I could also think about the fact that I have to do well in math to be able to graduate someday, so I cut out a picture of someone graduating from high school from a magazine and put it on the cover of my math book to motivate me on the bad days.
- Now, you tell me what are some of the things that could motivate you in the times when you feel discouraged?
- After the children have given you some ideas and you feel like they know what they are looking for, tell them, "Now, we have paper, markers, magazines, Bibles and whatever else you need to make some reminders of what motivate you."
- Make as many different things as you can. Be sure that you have an idea of when you feel discourages and where you are going to put it.
- On the next page there are some verses that you should make some copies of and put on each table so that the children can use them if they want.
- Also be sure to have Bibles there so that they can look up some verses on their own if they would like to!
- Some of the things you might want to carry in your pocket, so that anytime you feel alone you can pull it out and look at it.
- We have a few verses that we are going to put on the table so that you can look at those and use some of those if you want to do so.
- As the children are working on this, the staff and volunteers should be walking around to ask the children what are the times when they feel discouraged. You might want to comment on the things that motivate them. It might surprise you what motivates them to do something.
- Be sure that you have them focus on things that are not really material, but internal. For example if you saw a child cutting out a picture of a nice car to put on their book at school. They say that the car motivates them because if they get out of school and get a good job, they will have the money to buy a car like that. Help them think through what they are really wanting and how they can get that in another way than having a car.
- This is a great chance to listen to the struggles of your children. This will tell you some of their troubled areas. Do not take this lightly!

Verses to Motivate You!

“Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.”
Galatians 6:9

“Therefore, my dead brothers, stand firm. Let nothing move you. Always give yourself fully to the work of the Lord, because you know that your labor in the Lord is not in vain.”
1 Corinthians 15:58

“Be on your guard; stand firm in the faith; be men of courage; be strong.”
1 Corinthians 16:13

“Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand.”
Ephesians 6:13

“If God is for us, who can be against us?”
Romans 8:31

“Do not be overcome by evil, but overcome evil with good.”
Romans 12:21

“No eye has seen, no ear has heard, no mind has conceived what God has prepared for those who love him.”
1 Corinthians 2:9

“Such confidence as this is our through Christ before God. Not that we are competent in ourselves, that we are to claim anything for ourselves, but our competence comes from God.”
2 Corinthians 3:4-5

“Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come!”
2 Corinthians 5:17

“For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.”
Ephesians 2:10

“Do everything without complaining or arguing, so that you may become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe as you hold out the word of life...”

Philippians 2:14-16

“I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus”

Philippians 3:14

A Real Life Example Of Perseverance

MATERIALS: a guest speaker or a book about someone who persevered

OBJECT: We want the children to get a chance to see perseverance applied in someone's life. If they see an example of it applied, then maybe they can see how they can apply it in their own life, making this very practical for learning how we are to live!

- This week, find someone in your church or community who you know has had to go through something very difficult.
- This could be someone who has survived cancer, someone who has been in a serious accident and had to overcome or even someone who has had to endure through financial hardships.
- Have this person share some of their feeling about the situation while they were in it and what they did to cope with their feelings.
- Have the person share what encouraged them during that time, so that if we know someone else who is going through a similar situation we might know a way to encourage them.
- Have this person share what some of the hardest parts were about the problem they had to endure. Maybe they couldn't do something that they loved. Did they do something to try to overcome it?
- Have the person share what some of their greatest victories were. Did they become closer with the Lord? How was God there for them in the hard times?
- Allow the children to ask questions of the speaker.
- If the children don't have questions, have a few that you might like to ask that may get the children thinking about what they would like to ask.

If you are not able to find a guest speaker, read the children a book about someone who persevered.

- In your local library, you can find many books on people who never gave up.
- Here are some people who you can look up:
 - Joni Erickson Tada -paralyzed by a diving accident in her teens
 - Jesse Owens -overcame crippling childhood disease
 - Abraham Lincoln - lost many elections before he ever was elected president
 - Jackie Robinson (in the Book of Virtues) who overcame racism to play in the major leagues

This is just a start! There are many more! Find someone that you think would really interest your children. The ones that seem especially interesting are people who had childhood problems that they had to overcome!

Remember! *The children need to see people who have made it through a tough situation. It seems like when we hear what someone else is going through, it doesn't make our situation look so bad.*

Practical Living Lessons from the
REAL LEADERS UNIT

Taking Care Of Your Community

MATERIALS (Lab Option 1): Plastic gloves, garbage bags

MATERIALS (Lab Option 2): Paint, brushes, rollers, roller trays, plastic drop clothes, clean-up materials such as paint thinner

NOTE: Today's lesson is totally hands-on and gets the children out into the community. If you're doing this series in a month of unpleasant weather, make sure to prepare the children beforehand that they will be spending extra time outside that day and will need proper clothing. Also, if you come up with any other "community clean-up" ideas, please share them with us so we can add to the curriculum! ☺)

TRASH PICK-UP

- Divide the kids into teams, providing an adult supervisor for each team.
- Assign teams to different streets/areas right around the center.
- Send them out with **plastic gloves** and **garbage bags** to pick up the community.
- Give a prize to the team that collects the most trash.
- If for some reason you cannot find a good clean-up area around your center, you might consider contacting a local city park, school, etc.
- **MAKE SURE TO LEAVE ENOUGH TIME FOR DISCUSSION AT THE END.**
- If you travel away from the center for the clean-up, you might consider having the discussion on sight or in the vans traveling back.

GRAFFITI PAINT-OUT

- Find a near-by surface that needs graffiti painted out.
- Arrange for the center to take on the project. (It could be a neighborhood business, a family's garage, or even your own church building.)
- Show up with your kids and **paint materials**, and go for it! What a great witness to the community!
- Since this one is a little more expensive than the first one, you might consider approaching church members and/or a business to donate your materials.
- If for some reason you cannot find a good clean-up area around your center, you might consider contacting a local city park, school, etc.
- **MAKE SURE TO LEAVE ENOUGH TIME FOR DISCUSSION AT THE END.**
- If you travel away from the center for the clean-up, you might consider having the discussion on sight or in the vans traveling back.

DEBRIEF

What are different ways that we can harm the community? (*Vandalism, throwing down trash, graffiti*)

What are different ways we take care of our community? (*keep it clean, don't vandalize, don't paint graffiti*)

Why is it important to take care of our community? (*so that it can be a nice place where we are proud to live and feel safe*)

What happens if we don't take care of our community? (*It looks nasty, we lose proud in our community and ourselves, others don't want to live here and the property values go down*)

Can we be real leaders, following Jesus, if we don't take care of our community? Why or why not?

Today we spent just a small amount of time picking up trash. How different did the area look by the time we were finished? How would the neighborhood look if everyone did their part?

Real Leaders Fight Racism

Note: This lesson about prejudice is based on “The Blue-eyed/Green-eyed Experiment” done by a teacher in the Midwest after Martin Luther King, Jr. was assassinated. Although children in the original experiment were all White, this exercise is very effective within urban ethnic communities, where the diversity of people surfaces prejudices that go beyond just Black and White.



CASE STUDY

The following experiment on prejudice was first done at the Calvary Baptist S.A.Y. Yes!® Center in Compton, CA. With that center and others since then, it has proved to be one of the most powerful experiences of the year. Because of the complexity and emotional nature of this lesson, we decided to include a short summary of what took place there.

The students arrived the day of the ticket store to find staff passing out necklaces. Every other child received a blue circle to wear around their necks. The other children received a green circle. The staff were all wearing blue circles.

It quickly became obvious there were many benefits for those in the blue group. They received their snack first, they were allowed to go to the bathroom as soon as they asked, and they were constantly praised.

"The blue group is so smart -- they always know how to act right."

"I'm not surprised you're so polite -- you're in the blue group."

Things were not going as well for the greens. The staff were making them last for everything, siding with the blues in every situation, and constantly putting the greens down, both in subtle and obvious ways.

"Please come over here and sweep up these crumbs. Greens are so messy!"

"Do not push that boy! You're a blue but you're acting like a green!"

Continually, the kids heard staff say that the blue group was the smartest and the best at everything, while the greens were inferior in every way.

Worst of all was the ticket store. The blues were allowed to go in first, while the greens had to wait until the blues were finished. While in the store the blues were treated like valuable customers. When it was the greens' turn, they were followed everywhere they went, as though they would steal.

About halfway through the ticket store, the director came through blowing the whistle. He announced that there had been a mistake and the staff had been wrong the whole time. It was really the *green group* that were the smarter and better people, and the blue group that was inferior.

Immediately the staff switched their necklaces to green and began doing everything the opposite of before. The green group began receiving all the privileges, and the blue group was suddenly discriminated against.

Reactions during this entire time were varied. Some of the children were very angry -- some were close to tears at times. All of the children were somewhat confused about what was happening. Many questioned the staff and tried to figure out what game they were unwillingly involved in. The staff continued to tell them that this was just the new way they were going to run the center. In spite of all this, none of the children were highly "traumatized." They were all used to unusual things happening at the center.

When at last the ticket store closed, all the children were taken upstairs for practical living. The first thing the group leader did was take off her necklace and throw it in the trash can. She instructed all the children to do the same, telling them they were no longer a member of the blue or green group.

She asked the children how they felt about the experiment they had just been involved in. She led the children in a group discussion around the words racism, prejudice, culture, misunderstanding, communication, relationships, and discrimination. Children gave examples of each from the activity that day.

They learned that the Bible names prejudice as favoritism, which God considers a sin. They also discussed the words justice and reconciliation, learning God's plan for the races.

By the end of the day, the students had a new understanding of the way prejudice affects people.

They also walked away with a S.A.Y. Yes![®] memory they will never forget.

NOTE: If at all possible, it is best to do this exercise on the same day as you have the ticket store. This provides all kinds of avenues for discrimination that you would not have during a regular day.

MATERIALS: Blue and green paper, scissors, circle pattern, hole punch, yarn,

PREPARATION

- Cut an equal amount of blue and green circles so that every child will have one. (They will be assigned a group as they walk in the door and will not switch. The groups need to be equal.)
- Cut both a blue circle and a green circle for each staff. (They will switch groups halfway through the day so they need both.)
- Hole punch each circle.
- Hang each circle on a piece of yarn and tie it off to make a necklace.
- Each staff should start by wearing the blue circles because that's the first "superior" group.

ASSIGNING KIDS TO GROUPS

- As the children are walking into the center, hand every other child a blue circle, then green, then blue, etc., so that the assignment will be totally random and equal.
- Explain to them that they are to wear the circle showing at all times.
- Be prepared for the questions the kids will ask. They will want to know what the groups are for, why you're assigning them to their particular group, how long they have to stay in the group, etc. They will make many speculations, but don't let on. Just tell them, "This is the group you're in from now on. You'll understand more later." That is usually enough to satisfy them for the time being.

Remember, if you've used the S.A.Y. Yes![®] curriculum consistently up until now, your kids are used to the unexpected happening at the center.

RUNNING THE ACTIVITY

- For the first half of the day's activities (up until the time for debrief), one of the groups should be favored in every obvious way. For example:
- They should be the first to receive snack --the other group should be made to wait.
- They should be called on to answer questions -- the other group should be told they don't know the right answer.
- They should be allowed to go to the bathroom first -- the other group members should be made to wait.
- They should be allowed to have the best equipment on the playground -- the other group members should be made to defer.
- They should be let in the store first -- the others should be made to wait.

These are just some examples -- add whatever privileges you can think of. With each privilege given and taken away, with every praise and put-down, it is **ESSENTIAL** that you emphasize that the reason is attributed to them being members of their particular group. The exercise will not work if there is not enough verbal context given throughout the activity.

NOTE: The idea is not to make personal attacks on the kids but to attack their group. We would not suggest that you say, "Johnny, you're so stupid because all blues are stupid!" Rather, watch their every activity and tie it back to their group. Some examples are given below, assuming that blues are the positive group at the time and greens are the negative.

"Sheila, thank you so much for helping with snack. But then again, you are a blue, and that's what we expect from the blues. See children -- blues are so polite! If only greens were as polite as blues."

"Juan -- please stop rough-housing inside. You know the rules -- now stop acting like one of the greens!"

"Carlos and Robert -- you left a mess at the table instead of throwing away your snack plate. Greens are so MESSY!"

SWITCHING

- Halfway through the day, have a staff go around announcing that there's been a mistake, that it's really the other group that's "good."
- At this time, all staff should switch tags to green.
- Now the second group will be the ones to receive all the privileges and the first group will be discriminated against.

It is essential that you switch -- will have some very angry and unhappy kids if you do not switch, and only half of the kids will have "gotten" the lesson.

DEBRIEF

This exercise should carry on through all activities until it's time for Practical Living.

The following extended Debrief will take place during Practical Living. Gather all your kids into one area.

In front of them, take off your tag and throw it in the trash.

Instruct all the other staff and kids to do the same.

"Everybody take off your tag and throw it in the trash. You are no longer members of the green or blue groups. Those groups were just for the purpose of an experiment, and the experiment is now over. Now we're going to take the next few minutes to talk about how you felt about the experiment."

DEBRIEF (Extended)

How would you describe what happened here today?

What did you think when you were assigned to a group as you walked in the door?

All who were members of the blue group raise your hands. How did you feel when you found out that your group had special privileges? How did you feel when you saw the way that the greens were mistreated?

OK -- how did you members of the green group feel when you first saw how you were being treated? How did you feel toward the blues who were being treated so well? How did you feel when the tables turned and you were treated well? How did you feel then when you saw the blues mistreated?

On a chalkboard, write out the words *prejudice, discrimination, racism, justice, culture, misunderstanding, stereotypes, communication, relationships, and reconciliation.*

One by one, help the children define the words (make sure to use concrete concepts and examples) .

Make sure they understand that prejudice is an *attitude of the heart*, while discrimination is an *action* that stems from that attitude.

Ask them to give examples of both prejudice and discrimination from the day.

Ask them to give examples of racism, justice, culture, stereotypes, and reconciliation from their own lives or the lives of others.

Be prepared to give examples of how cultures differ from each other so that the children will understand the relationship between culture and misunderstanding, which can then lead to stereotypes and prejudice.

Be sure to end by discussing God's plan for the races. Try to give them a picture of what racial reconciliation looks like and the power it would have to change the world.

Real Leaders Get Involved In Their Community

- Schedule a field trip to a local government building. Arrange for a Center tour of the city courthouse or civic building.
- Try to arrange for the children to hear from a city councilman, a judge, or even the mayor if possible.
- If you can schedule this, have the children come up with questions to ask the speaker beforehand. (Some of the discussion questions listed below might be good questions to ask the official.)
- Schedule a debrief time immediately following your trip. (Maybe this can take place in vehicles on the way home.) Change the questions according to the elected official the children are able to meet.

DEBRIEF

What did you learn today about our community? *(About our government?)*

Did anything on our tour surprise you?

What about when you met Mayor _____? Did anything about him/her surprise you?

How did you feel being in the presence of the mayor? Were any of you intimidated?

Does being in government automatically make you a good leader in God's eyes?

What makes a good mayor in God's eyes? *(His/Her character, how he treats the people, if he follows Jesus, if he's honest)*

What makes a bad mayor in God's eyes? *(His/Her character, how he treats the people, if he follows Jesus, if he's honest)*

What makes people vote for a certain person?

What should we, as Christians, consider when deciding who to vote for?

What other ways can we be involved in government besides running for office?
(Writing letters to representatives, voting, campaigning for candidates, signing petitions, staying informed about community happenings, praying for government officials, etc.)

What other ways can we be involved in our community besides government?
(Volunteering for community services such as shelters, youth programs, literacy programs, etc., keeping our community clean, shopping in the community, keeping the community safe through neighborhood watch organizations, praying for the community, living in the community after we have attained success!)

Be sure to set aside time in the near future for the children to write thank-yous to the speaker.

Real Leaders Follow The Laws Of The Community

Today's practical living requires a police officer visit your center and speak to the kids about his role in the community. If you do not have someone in your congregation or circle of acquaintances that you can ask to come, then you can call your local police station. When you explain what you want, they will arrange for someone to come down and speak to the kids.

Ask the officer to wear his/her uniform, and bring some of the different tools they use to do their job (i.e. a bullet-proof vest, a billy club, a gun holster, etc.) It is important that kids see items such as guns in the context, which they are supposed to be used. Ask the officer to talk about his/her typical day, the way they handle arrests, why they do what they do, etc. Make sure that they spend time talking about the importance of the law, obeying the law, etc. Have all the children come up with one question to ask. Allow time for those questions.

Be sure to set aside time in the near future for the children to write thank-yous to the police officer.

Practical Living Lessons from the **REPENTANCE UNIT**

How To Sort And Wash Laundry

Knowing how to sort and wash clothes will be useful as children grow older and eventually leave home. Younger children can learn sorting skills and apply them, while older children can learn to apply both sorting and washing skills.

- MATERIALS:**
- Older clothes of various types and different colors, such as jeans, T-shirts, shorts, long sleeved shirts, socks, ladies dress shirts, etc. These clothes will be used as examples of how to sort.
 - Samples of different kinds of soap, for example, dish soap, dishwasher detergent, PineSol™, Woolite™, and regular laundry soap.
 - Fabric softener in sheets and liquid form.
 - Cut out signs or use sticky notes: one that says “Hot,” two that say “Warm,” and two that say “Cold.”
 - Four cardboard boxes or laundry baskets to sort the clothes into. Label the boxes “lights,” “darks,” “gentle wash,” and “dry cleaning.”
 - One extra cardboard box to be the washing machine.
 - A picture of washing machine controls. You could make one using a box with a paper dial and buttons, or you could find a picture in a newspaper advertisement.

ACTIVITY:

- **Explain** to the kids the importance of taking care of their clothes as well as helping with the laundry chores in their family. Ask if any of the kids have helped with laundry before.
- **Dump** all the clothes onto a table. Show the kids some of the items. Place the four boxes nearby and explain the type of clothes that should go in each box.
- **Ask** each child to pick an item of clothing and place it in the box they think it belongs in. If there are enough clothes, have kids pick another item until all the clothes are sorted.
- **Bring** the “lights” box to the table. Dump the clothes out and tell the students how well they sorted them. Then ask the following questions:
 1. **What temperature water should the light colored clothes be washed in?** (It’s best if they are washed in hot or warm water. They can be washed in cold water to save money on the cost of heating water.)
 2. **What might happen if you washed a red shirt in hot water *with* the light colored clothes?** (The dye in the red item might get into the water and color the light colored clothes around it. If you wash dark colored items with light colored ones, you might end up with grayish/bluish socks or pink underwear! It’s best to separate lights from darks.)

- **Ask** for a volunteer to stick the “Hot” sign and one of the “Warm” signs on the “lights” box. This will help the kids visualize and remember the lesson.
- **Next**, bring the “darks” box to the table. Dump the clothes out and tell the students how well they sorted them. Then ask the following question:
 3. **What temperature do you think these should be washed in, remembering how dark clothes could affect light colored clothes?** (Most dark colored clothes should be washed in warm or cold water. Hot water could cause the dye to bleed into the water and deposit on the clothes around it.)
- **Ask** a couple of volunteers to check the tags of the items in the “darks” box. If any of the clothes say “Wash Cold, Gentle Cycle,” have the children take those items out of the box and set them aside.
- **Have** a volunteer stick one “Warm” sign and one “Cold” sign on the “darks” box.
- **Then**, bring the “gentle wash” box to the table. Look to see if any of the kids placed clothes in it. Perhaps ask who did and why. Maybe they looked at the tags or learned from their parents that this type of item always gets washed in the gentle cycle.
 4. **What temperature water should these clothes be washed in?** (It is best if these clothes are washed in cold water. There is gentle soap called (example: *Woolite*) for these items. These can be washed in a machine with a gentle cycle or washed by hand.)
- **Place** the items that were set aside for “Wash Cold, Gentle Cycle” into the “gentle” box.
 5. **Why should these clothes be washed in the gentle cycle?** (Regular wash may damage these clothes. Mild soap will also help the clothes keep their original color.)
- **Lastly**, bring the “dry clean” box to the table. Look to see if any of the kids placed clothes in it.
 6. **What does it mean to dry clean your clothes? Could you wash them at home?** (Dry cleaning is a process that safely washes clothes that need to keep their shape. If the tag says “dry clean only,” then it is best to take that item to a dry cleaner. If the tag says “dry clean or hand wash,” then it is possible to hand wash the item in cold water; but the look of the fabric might change. Dry cleaning is expensive, so it might be best to steer away from owning a lot of clothes that are dry clean only.)
- **Laundry Detergent:** After you’ve gone through the clothes, place the different kinds of soap on the table. Hold up each type of soap and ask the students if they know what each is used for. For each type of soap ask if it can be used in a washing machine. Identify each type and steer the children to see that laundry detergent is the best choice for clothes. Other soaps may suds too much or not clean clothes very well.

- **Show** the kids how much soap to use. It's best to read the directions on the back of the bottle. You might need a separate cup or be able to use the cup on the liquid detergent bottle. It is generally best to put soap in the machine first while it is filling with water, and then add the clothes.
- **Fabric Softener:** Explain briefly what it is. It is not necessary but can help clothes feel soft and can reduce static. Explain what static is. If a washing machine doesn't have a dispenser, you can use fabric softener sheets in the dryer.
- **Ask** for a volunteer (preferably an older child) to come up and measure out the soap.
- **Ask** a second volunteer to choose one of the boxes of clothes ("lights," "darks," or "gentle wash") and dump the clothes in the "washing machine" box.
- **Have** another child tell you what temperature water would work best for this type of clothes (some clothes will have more than one possible temperature). Also have him/her choose regular or gentle wash. If you have a picture of the washing machine controls, the child can pretend to turn the dial or press the buttons to choose the correct temperature and wash cycle.
- **Remove** the clothes in the "washing machine" box and repeat the previous two steps with the other boxes of clothes.

Personal Hygiene

Personal hygiene is a somewhat awkward skill to teach, but it is much needed among at-risk youth. Your S.A.Y. Yes!® students may have a wide range of experience with hygiene; some have been taught the basics and others haven't. Some students may not even have access to standard toiletry items such as shampoo or toothpaste. Most students are embarrassed to admit what they do not know, so it's best to teach the basics to everyone. Be sensitive as you go through this lesson, and pray for the Holy Spirit's leading. Do not allow the students to make fun of each other as you talk about these sensitive subjects.

MATERIALS:

▪ **Station 1: Teeth**

- a toothbrush for every child and adult leader (As of this writing, disposable toothbrushes are available for 25 cents at www.toothbrushexpress.com . Another source is a local discount store where you may find packs of 3 or more toothbrushes for a dollar)
- a tube of toothpaste
- paper or plastic cups for each person
- access to a sink
- paper towels
- brushing instructions (see the following pages)
- (optional) Zip-loc bags
- (optional) a sample container of floss
- (optional) a sample bottle of mouthwash

▪ **Station 2: Body & Face**

- access to a sink
- several small towels
- a sample bar of soap
- a sample bottle of shampoo
- a sample bottle of conditioner
- a sample of deodorant

▪ **Station 3: Hands & Feet**

- two plastic basins or bowls *or* access to another sink
- liquid soap
- paper towels

ACTIVITY:

- Divide the students into small groups of 3 to 6 children and assign an adult or older teen leader to each group.
- Set up three stations using the materials listed above. If you have a lot of students, you can set up two of each station.
- Have the small groups rotate to the three stations, where each group leader will lead the activities. Each station should take about 10 minutes.

Station 1: Teeth

Questions: Start by asking the students the following questions.

1. **Does anybody know how many times a day you should brush your teeth?** *(Two is good, but three times a day is even better. You can squeeze the 3rd time in after lunch or afternoon snack.)*
2. **How much toothpaste do you need?** *(About the size of your (the child's) pinky fingernail.)*
3. **How long should you brush your teeth?** *(For at least 2 minutes.)*
4. **Where should you start and end?** *(Start at the back of the mouth in short and circular motions. Finish in the front of your mouth.)*
5. **What do you do next?** *(Rinse your mouth by swishing water and then spitting it out. Don't swallow the water.)*
6. **What else can you do for your teeth?** *(you can floss. Your parents may need to help you with this. There are children's flossing tools to help out. Try to floss daily. This helps strengthen gums to prevent disease. You can also use mouthwash. You can also go to the dentist.)*
7. **How often should you try to go to the dentist?** *(Every 6 months to 1 year for cleaning and check up.)*

Demonstrate:

- Next, choose a good reader from your group to read the four steps under "What's the best way to brush your teeth?" printed from the OralB website (see the end of the following page) As the student reads, demonstrate correct brushing for the group.

Practice:

- Finally, give each student a toothbrush and a paper cup. Help each student apply an appropriate amount of toothpaste and practice the correct brushing technique.
- Let each student fill his cup with water, rinse his mouth at the sink, and dry his face with a paper towel.
- Allow the students to take home their toothbrushes. (If possible, put the toothbrushes in Zip-loc bags for travel home.)

-----✂----- **Photocopy and cut along this line for the reader** -----

What's the best way to brush your teeth?

Proper brushing is the first step to maintaining healthy teeth and gums. It takes at least two minutes using a recommended technique to do a good job of brushing your teeth.

Step One:

- For the outer tooth surfaces, place the toothbrush at a 45-degree angle toward the gum line.
- Use gentle, short strokes, moving the brush back and forth against the teeth and gums.

Step Two:

- Use this same motion to clean the chewing and inner tooth surfaces.

Step Three:

- To clean the inner front tooth surfaces, hold the brush upright and use gentle up-and-down strokes with the tip of the brush.

Step Four:

- Don't forget to brush along the gum line, and make sure you reach the teeth right at the back
- Also give your tongue a brushing - it'll help keep your breath fresh!

Excerpt from: <http://www.oralb.com/us/learningcenter/dailycare/brushing.asp>

Station 2: Body & Face

Questions: Start by asking the students the following questions.

- 1. How often should you take a bath or shower?** *(Every day if possible. If you have dry skin, maybe every two days. If you are playing outside or if you are reaching puberty, then daily.)*
- 2. How often should you wash your hair?** *(At least once a week)*
- 3. What items do you need when you take a bath or shower?** *(Soap, shampoo, a towel, maybe conditioner)*
- 4. After you take a bath or shower, should you put on clean clothes or dirty clothes?** *(Clean clothes, especially clean underwear. Dirty clothes will just get you dirty again.)*
- 5. When should you start using deodorant?** *(When you are getting older and more active. You might notice that your sweat and odor build up. Deodorant can help. It's best not to use an antiperspirant unless sweating is a big problem.)*
- 6. Why should we take a bath or shower?** *(You will look and feel better, and you won't offend others. Also, it will keep you healthy and prevent common sicknesses from spreading.)*
- 7. Even if you can't take a shower every day, you should wash your face every day. Why do we need to wash our faces?** *(We touch our face with our hands. We get food on our faces. We might sneeze or have a runny nose. All these things will put dirt and germs on our faces.)*
- 8. Should you use soap on your face?** *(Only if you are getting older and noticing oil on your face. Use water 1-2 times a day. Then when you get older, use a gentle face soap and wash 2 times a day.)*

Demonstrate:

- Show the students the samples of toiletry items that you have.
- Next, demonstrate for the students how to wash your face in the sink using just water.
- Dry your face on one of the towels.

Practice:

- Let each student have a turn to wash her face.
- Monitor use of the towels; switch to a new towel if the old one gets too damp or dirty, but try to leave some clean towels for the next group.

Station 3: Hands & Feet

Questions: Start by asking the students the following questions.

1. **How often should you wash your feet?** *(At least once a day, even if you don't take a bath every day.)*
2. **What can happen if you get your feet wet and you don't dry them very well?** *(You can get an infection between your toes.)*
3. **How does wearing socks help your feet?** *(Wearing cotton socks will absorb moisture and help your feet breathe.)*
4. **How often should you change to a new pair of socks?** *(Every day)*
5. **Why should you wash your hands?** *(It helps to keep you and other people healthy.)*
6. **How often do you have to wash your hands?** *(Before every meal, after playing outside, and after playing with any pets.)*
7. **Should you use soap or water first?** *(It's best to wet your hands with water, then put the soap on.)*
8. **How long should you scrub your hands?** *(Long enough to sing "Happy Birthday" or the ABCs.)*
9. **Is there anything else you can do for your hands?** *(Keep your fingernails clean and trimmed. Germs can hide there.)*

Demonstrate: Next, demonstrate for the students how to wash your hands.

- Designate one of the basins of water as "clean" and the other as "soapy." Dip your hands in the "clean" basin. Then put soap on your hands, and have the students sing "Happy Birthday" while you scrub your hands.
- Rinse your hands in the "soapy" basin
- Dry your hands with a paper towel. (Note: Refill the two basins after each group is finished with this station, so that the next group will have clean water.)
- You can also do this activity at a sink, if you have enough available sinks for each station.)

Practice:

- Finally have the students practice washing their hands the same way you demonstrated it for them.

Practical Living Lessons from the **RESPECT UNIT**

Being A Good Neighbor

Materials: something to make someone look like a robber (a mask or ski-mask), a board to post the qualities of a good neighbor

In this practical living segment, you will need three people (besides yourself) to present it.

- You will be the LEADER (like an emcee). Two people will act as Neighbor Ned and his neighbor. The fourth person has a bit part as a robber and someone mowing a lawn (yard person).
- Begin the segment by setting up two chairs that are to represent the two residences. Have Neighbor Ned and the other neighbor sit in the chairs.
- When the children come in, introduce Neighbor Ned and tell the group that they are going to give some advice to Ned on how to be a good neighbor, because he doesn't really know how.
- Also tell them that part of showing respect for others is by being a good neighbor.
- Begin by showing how they should give advice to Neighbor Ned. It might go something like this:

Example #1 of what Neighbor Ned does...

LEADER: Neighbor Ned likes to play his music really loudly.

Neighbor Ned should be acting as if he is listening to very loud music, drumming on things and singing.

His neighbor should be responding by frowning and covering his ears.

LEADER: Do you think a good neighbor would play his music that loudly?

CHILDREN: No.

LEADER: When I count to three, let's all say, "Neighbor Ned, be a good neighbor!" and see if we can get his attention.

ALL: (Loudly) Neighbor Ned, be a good neighbor!

NED: What does a good neighbor do when he likes his music loud?

Wait for someone to say, "Listen with head phones."

NED: Oh! I have some head phones.

Neighbor Ned puts his head phones on and now is still enjoying his music, but you can tell that his neighbor is very happy now.

Example #2 of what Neighbor Ned does....

LEADER: Neighbor Ned's neighbor is gone for a week, and Ned sees someone looking around his house.

Neighbor Ned should be acting as if he were watching out his window while the person that is dressed like a robber is looking around his neighbor's house. When Ned first sees them, he is laughing because it is not his house.

LEADER: Do you think a good neighbor should look out for his neighbor's house when he knows that he is not home?

CHILDREN: Yes!

LEADER: When I count to three, let's all say, "Neighbor Ned, be a good neighbor!" and see if we can get his attention.

ALL: (Loudly) Neighbor Ned, be a good neighbor!

NED: What does a good neighbor do when he sees his neighbor's house is about to get robbed?

Wait for someone to say, "Call 911."

NED: Call 911, I can do that!

Neighbor Ned calls 911 and the police come and take the robber away. Have the group cheer when the police come and his neighbor's house is safe.

Example #3 of what Neighbor Ned does....

LEADER: Neighbor Ned hates to mow his grass and take care of the outside of his house.

Neighbor Ned should be acting as if he is taking a nap as happy as he can be while his neighbor is outside mowing his yard, painting his house and sweeping his front porch. The neighbor keeps looking at Ned's yard with disgust.

LEADER: Do you think a good neighbor would let his yard get overgrown with weeds and let his house look all torn apart?

CHILDREN: No.

LEADER: When I count to three, let's all say, "Neighbor Ned, be a good neighbor!" and see if we can get his attention.

ALL: (Loudly) Neighbor Ned, be a good neighbor!

NED: What does a good neighbor do when he hates doing the yard work?

Wait for someone to say, "Do it anyway, or pay someone to do it for you, but don't just leave it looking bad."

NED: Oh! I know someone who said he would do my yard for me if I paid him.

Neighbor Ned gets on the phone to someone and asks him to come do his yard. The yard person comes over and starts to mow his lawn. Ned's neighbor starts jumping up and down with joy that Ned is doing something about his overgrown yard.

DEBRIEF

- Put each of the three things that you have talked about up on the board. (There are some printed items on the following pages you can use as aids.)
- Then, ask the group if they can come up with any other things that a good neighbor could do.
- There are a few others that are printed out for you.
- There may be different things in various geographical areas that neighbors do for each other. Try to think of some things that would be specific for your area.
- Before you close, go over the complete list again as a review.
- Remind the group that when we are good neighbors, we show respect for our neighbors and our communities.

<p>turn your music down or wear headphones [No loud music]</p>	<p>watch out for their house when you know they are gone</p>
<p>take care of your yard</p>	<p>let each other borrow things</p>
<p>check on them if they are elderly</p>	<p>help them if they are sick</p>

Appreciating The Aged

MATERIAL: Copies of the interviewing sheet for each child.

This practical living segment will give the children a chance to research some of their own history and the history of their family by interviewing someone in their family that is older or someone that they know well who lives around them.

- Before the practical living time, ask an elderly member of your church if he/she would be willing to be interviewed by the children.
- Begin by having the children come in and sit down on the floor.
- Tell the children, **“We must learn to respect are people who are older than us. The older a person is, the more respect that we should give her. Who is an older person who should get a lot of respect?”**
- *Wait for someone to answer by saying Grandparents, the pastor, older people in the church, etc...*
- **People who are older than we are can teach us many things because they have already been through many of the things that we are going through right now. They also can tell us about our families and part of our own history.**
- **Today we are going to interview someone who has some great stories to tell us.**
- **Listen closely so you can learn how to interview someone. You will have a chance to interview either someone in your family or someone you know who lives around you. We tend to have more respect for the people we have taken the time to know.**
- **Take the rest of the time to interview the person whom you have chosen to interview. You can use some of the questions that are on the following page to know what to ask. You can also make up your own questions.**
- After you are done, give the children the chance to ask some questions of their own. Encourage them to think of their own questions! There is not a wrong question! (unless it is not appropriate.)

CLOSING

- Tell the children that during the coming week they are to find an older person they can interview.
- Tell the children that you want to make a wall of respect.
- Tell them to try to get a picture of the person that they are interviewing or they can draw a picture of them. Then, if they can write, they can write some of the things that they learned about the person that they interviewed.
- If they are too young to write well, they could have someone else write some of the words that describe that person or some of the things that they learned.

- What we want the children to see is what types of people that we need to learn to respect.
- If we hang this up at the center, that is a way of showing honor to the people that we respect.
- On the following page you will find a handout that you can give to each of the children as a guide of what to ask.
- Remind them that they can ask their own questions as well.
- You might want to offer a prize for interviewing someone as an incentive to do the project.
- Tell them to return their interview sheets by next week.
- During Family Time each day, children can share about the persons they interviewed.

Interview Questions

1. Where did you live when you were five-years-old?

2. How many brothers and sisters did or do you have?

Were they older or younger than you? _____

3. How many people were in the school that you went to when you were little?

4. What was the first job that you had?

5. What did your parents do for a living?

6. What are some of the chores that you did around the house when you were little? _____

7. What was your favorite thing to do when you were my age?

8. How much did a candy bar cost when you were little? _____

9. Tell me your favorite childhood memory. _____

Interview Questions [page 2]

10. What were some of the things that your family did together when you were little? _____

11. Who was someone who made a big impact on your life?

12. Is there any advice that you could give me that you wish someone had told you when you were young? _____

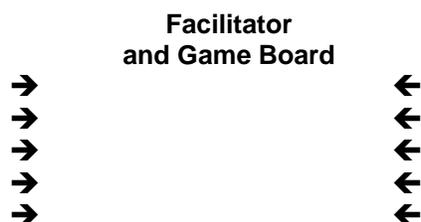
How To Show Respect To Your Host

This practical living activity is taught in the form of a Family Feud game.

MATERIALS: large poster board that will hold all three columns of answers to the questions; question cards; answer key; answers cut apart (see following pages)

SET UP:

- Set up a row of five chairs that are facing another row of five chairs, with enough space for the facilitator in the middle (configuration similar to the Family Feud game show).



- Cut apart each of the answers that go with each of the questions. You will know which answers go with each other by the number that is in the bottom left corner of the box that the answer is in.
- Tape each of the answers face down on a board in three columns (Questions 1-3). Make sure you have the list of the answers and tape them down in that order so that you can flip them over when the right answer is given.
- When someone guesses one of the answers, flip the answer over so that everyone can see the answer.
- Divide the children into two teams.

Introduction to the activity:

- Tell the children that they will be playing family feud. Since they have extra large families, the rules will be a little different.
- Tell them, **“The thing we are going to learn about today is how to show respect to your host.”**
- Ask the children if they can tell you what a host is. (*People who have you over to their house or invite you to be a guest at the place that they are staying.*)

Rules to the game:

- Tell the children to choose five people from their team to go first.
- There will be three questions, and for each question there will be five different participants from that team in the chairs.
- The player that sits in the chair closest to the facilitator and game board starts.
- The facilitator should flip a coin to see which team will get a chance to answer first.
- The team that won the flip will try to guess the answers that are on the board.
- There are no strikes in this game, so everyone on the team will get a chance to guess.
- For every answer they get right, their team gets 50 points.
- When each member of the team that won the toss has had a chance to guess, then the other team can begin guessing.
- If the team that won the toss gets all of the answers to the questions correct on their first try (which means no wrong answers), that team will receive a 200-point bonus for that round. (This probably won't happen!)
- When both teams have had a chance to guess, reveal the answers that no one guessed.
- When the round is over, replace the children that played this round with new participants from their team.
- If the teams have more than 15 people, you should add an extra chair to the rows.
- At the end of three questions, add up the points and give the winning team a prize. You may want to give prizes to both teams if they played well.
- Ask the children if there are any other things that they need to do to show respect to a host.

Here are a few:

1. Write a thank you note to the hosts after you leave.
 2. Invite them over to your house. (Return the favor.)
 3. Be thoughtful of other guests when you ask for seconds.
 4. Do not overeat at a host's house.
 5. Do not ask for things to eat or drink if they are not offered.
 6. Be sure to use silverware or a utensil when getting things out of a bowl or platter that others are using.
 7. Always be sure to say please and thank you when things are served or offered.
- In closing, you might want to have them think of some places that they would go where they would be a guest besides just at someone's house: at a store, a restaurant, a hotel or other places like that.

FAMILY FUED
Question Cards

1. What are some things you should remember to do when you first arrive at the home of your host?

2. What are some things that you should NOT do when you are a guest?

3. What are some things that you should be sure to do to show your host respect?

FAMILY FEUD
ANSWER KEY

1. What are some things that you should remember to do when you first arrive at the home of your hosts?

- Wipe your feet on the mat.
- Shake hands with the hosts.
- Introduce anyone that should be introduced.
- Greet them politely.
- Remove your hat or jacket.

2. What are some things that you should NOT do when you are a guest?

- Use something without permission.
- Put your feet on the furniture.
- Go into rooms that you don't have permission to be in.
- Look through their things.
- Say that you don't like the food that they are serving.

3. What are some things that you should be sure to do to show your hosts respect?

- Thank them for having you over.
- Compliment something (house, food, etc.).
- Follow their rules.
- Ask for permission to use things.
- Sit properly on their furniture.

FAMILY FEUD

ANSWERS TO HANG UP ON THE BOARD

Wipe your feet on the mat.

1

Shake hands with the hosts.

1

Greet them politely.

1

Introduce anyone that
should be introduced.

1

Remove your hat or jacket.

1

Use something without permission.

2

Put your feet on the furniture.

2

Look through their things.

2

Go into rooms that you don't have permission to be in.

2

Say that you don't like the food that they are serving.

2

Thank them for having you
over.

3

Compliment something
(house, food,...)

3

Follow their rules.

3

Ask for permission to use
things.

3

Sit properly on their
furniture.

3

How To Do Well In A Job Interview

MATERIALS: a copy of the “Steps for doing well in a job interview” for every 5 or 6 children, plus a copy for the leader, a large board and marker or tape and steps cut out, a brown paper bag for each group

This practical living is designed especially for an interview that they might have on their first job.

- Before practical living, make enough copies of the page that has the “Steps for doing well in a job interview” so that each group can have one. Also make one for yourself.
- Cut apart each of the steps and put each set of steps in a paper sack.
- Divide the children up into groups of five or six. Make sure each group has mixed ages and all groups have at least one good reader.
- When the children have settled into their groups, give each group a sack.
- Tell them that they have 5 minutes to put these steps to a successful job interview into the right order.
- Tell them that there is more than one right way to organize them. (Some of the things do not have to be in a certain order but “near” other steps so that they make sense in the sequence.)
- Tell them that some of the steps have clues that will tell you what they go after or before. (This is called sequencing and is a very good skill for the children to practice. Be sure to let them struggle to find their own way as a group to put these steps into order. They are learning!)
- When the five minutes are up, have them all look up to the front of the room where you have a board set up and your own set of steps that are cut into strips. Put them up one by one as you talk about them. You might choose to write them out on the board if you find that the printed ones are too small.
- Tell the children, “This week we are talking about how to become respectable. Having a job is a good way for people to respect you, but sometimes it is hard to get a job because we don’t know what the employers, or the people who can hire you, are looking for in an employee. Let’s find out what you know about doing well on an interview.”
- Now, go through each step of the interviewing process and explain what it means and why it is important.
- With each step, ask which group got that one in the same order. If they didn’t put it in the same order, ask them where they put it and to explain why they thought it should go there. (This is learning to give reasons to support their own original thoughts and ideas. Be sure to let them share this!)
- Here are some things to say for each step. Feel free to add in any of your own helpful hints!

- 1. Wake up early** - If the interview is in the morning, you want to wake up with plenty of time to get ready and be very awake by the time that you get there. You don't want to look like you just woke up when you get there! If the interview is at another time of the day, be sure that you stop whatever you are doing before that in plenty of time to get ready for the interview.
- 2. Shower and/or groom yourself** - Even if your interview is in the middle of the day, you might want to take a shower right before you go just so you seem extra fresh and clean. This also means brushing your teeth and hair. Making sure your appearance is the best it can be.
- 3. Make sure your clothes look neat, iron if necessary** - when you choose the clothes that you are going to wear to an interview it should usually be one of the nicest things that you have. Make sure that it doesn't have any stains and doesn't have any wrinkles. Don't choose something too flashy or too casual. Try to choose something that you might wear to church on Sunday.
- 4. Take something to write with and leave for the interview** - Having your own pen to fill out the application shows that you are prepared. If there is anything else that you need to bring, don't forget it! You want to be prepared as you possibly can.
- 5. Arrive 30 minutes before the interview time** - one thing that employers look for when they are deciding who to hire is someone who is on time. Being late for an interview is one of the worst things you can do. If you plan on being there 30 minutes early and are a little late, you are still on time. Being early shows that you are eager and ready to work and that you are taking this interview very seriously!
- 6. When you arrive, wait for instructions from the person interviewing you** - A way that you can show respect to your future employer is to wait for him or her to tell you what you to do. This shows them that you are polite and can follow instructions.
- 7. Fill out the entire application, telling the truth** - This is a very important step. Be sure that you read the questions that it asks very carefully and answer them with the whole truth. If it asks for your work history (other jobs you have had) and you have never worked before, write that you do not have an experience. DO NOT make up other jobs that you have had so that they will hire you. If you want to be respected, you must tell the truth! If you can, pick up the application for the job before the interview and have it filled out when you arrive at the interview. This will give you plenty of time to think about your answers. Try to use your best handwriting on the application being careful to spell everything correctly. If you make a mistake, correct it neatly or get another application.
- 8. When the employer asks you questions, answer questions briefly** - At some point, the employer will probably ask you some questions. They might be questions like: tell me a little about yourself, why do you want this job, have you ever done anything like this before, etc. Do not take a long time to answer the questions. Try to get to the point as quickly as possible! No answer should take over 2 minutes.
- 9. After the employer has asked you questions, ask any questions that you have** - This is your chance to find out anything that you want to know about the job like what kind of responsibilities you would have, how many hours a week you would work, if you have to go through training or whatever it is you want to know. Do not ask too many questions though.

10. When all the questions are finished, shake the employers hand firmly - when you shake someone's hand it is good to shake their hand firmly but not too hard. This shows that you believe in yourself. Women do not have to shake as firmly. This is very important for a young man to know!

11. Thank the employer for the time that they took to interview you - Be sure to thank them. They might have had to interview many people to find one good person for the job. Be sure to thank them for their sacrifice!

After you have gone through each of the steps, ask them if they have any questions.

To see how well they were listening, ask these questions that check for comprehension. (Give out a small reward for those who answer the questions correctly.)

COMPREHENSION QUESTIONS

Which is more important in an interview, to be on time or to ask the employer the questions that you have? *To be on time*

When you fill out an application, be sure to...(three things) *Tell the truth, try not to make mistakes, read the questions very carefully so that you answer the question correctly.*

True or False: It is okay if you take all the time you need to answer any question that they ask you in the interview. *False, your answer should be less than 2 minutes long.*

When deciding what to wear for an interview you should choose...

- a. something that is very flashy after all they probably won't forget you!**
- b. something that you would wear to relax on a Saturday afternoon**
- c. something that you would wear to church on Sunday (correct)**

A firm handshake is most important for who? *a man!*

STEPS FOR DOING WELL IN A JOB INTERVIEW

- 1) Wake up early.
- 2) Shower and/or groom yourself.
- 3) Make sure clothes look neat, iron if necessary.
- 4) Take something to write with and leave for the interview.
- 5) Arrive 30 minutes before the interview time.
- 6) When you arrive, wait for instructions from the person interviewing you.
- 7) Fill out the entire application, telling the truth.
- 8) When the employer asks you questions, answer questions briefly.
- 9) After the employer has asked you questions, ask any questions that you have.
- 10) When all the questions have been asked, shake the employer's hand firmly.
- 11) Thank the employer for the **time that they took to interview you.**

Practical Living Lessons from the
RESPONSIBILITY UNIT

Caring For Babies

MATERIALS: A floppy doll for every few children, 2 diapers per doll, handi-wipes, layette blanket per child, samples of toys that are safe for babies, samples of toys that are not safe for babies, infant seat, stroller, high chair, car seat, prize for best listening team.

Teaching Tip: Many children have younger siblings for whom they have responsibility. It is important for them to know how to properly care for an infant. You might ask a mother with an infant to bring the baby and all the items she uses and demonstrate.

SET UP

- The adult responsible for Practical Living can lead this session from the front.
- Assign a small group of children to each adult present. The adult will guide them through the directions the “leader” gives from the front.
- Each group is given a doll, diapers, blanket, and handi-wipes.
- Have tables set up around in which each group can gather with its “baby.”

ACTIVITY

- Hand out S.A.Y. Yes!® dollars to the children who are being very serious and careful about the way they are handling the “baby.”
- As the children are each taking their turns with the “baby,” you can be giving them extra information. Tell them they need to be listening, because you will have a quiz at the end to see which group has best paid attention.
 - If one is to care for a baby, then he/she must be very responsible. There is much to know in caring for a baby.
 - Babies need to be talked to. They need to be rocked and cuddled.
 - When we talk to babies in “parent-ese” (or “parent-talk”, the high pitch tone) it helps their brains to develop. People in all cultures, all languages, talk to infants in this way. God has equipped humans to automatically do this.
 - Babies can’t do anything on their own. They are totally dependent on us to care for them. They need to be fed, have their diapers changed.
 - They need to be protected from drafts and loud sudden noises.
 - Every baby is different. Have them look at each other and see how they are all different. Babies are just as different.
 - At about 6 weeks, babies need to start spending time on their stomachs on the floor. The movements they make help their brain to develop properly.

- Infants should not be placed in walkers except for short periods. They need to be on the floor where they can try to creep and crawl. Crawling is very important for the development of the brain. Children who never crawl may later have difficulty reading.

CARRYING A BABY

- Explain to the children that they must be careful when handling a baby.
- The baby does not have control of its neck. Show them how to place a hand under the neck of the “baby” when lifting it.
- Show them how to take their other hand and place it under the back of the “baby”.
- Now have them shift the “baby” into a laying down holding position.
- Let each child have an opportunity to try this.
- Now show them how to shift the “baby” to their shoulder. Always giving support to the neck and back.
- Let each child have an opportunity to try this.

BURPING A BABY

- When the baby drinks from a bottle, he may swallow air.
- Burping the baby helps him to expel the air he has swallowed. The air can cause a stomachache if it isn't belched up.
- Put the “baby” over the shoulder.
- Gently pat the “baby” on the back.
- Sometimes it is helpful to run your finger from the lower back up the spine to the bottom of the neck.
- Sometimes when a baby burps he might spit up. So it is a good idea to lay a cloth diaper over the shoulder.
- Let each child try to burp the “baby.” Remind them to be careful how they are handling the “baby.”

BABY TOYS

- Have a variety of toys and explain when to introduce to the baby. You might make it a game. Lay out all the different toys or have pictures of the various toys (cut out from advertisements). See which group can get the most into the appropriate age group. Can they tell you why they think it fits that age best?
- Birth to 6 weeks: mobiles with bold colors.
- 3-1/2 to 5-1/2 months: rattles, plastic books set up placed in front of child to see, unbreakable mirror, a cradle gym that baby can bat at or grasp, introduce teething toys for her to “gum.”
- Five to eight months: nesting and stacking toys, begin to take her through picture books, balls.
- Eight to twelve months: books with stiff pages, fill and dump toys, rubber or plastic animals, washable dolls, stuffed animals, pull toys for walkers.

WHY BABIES CRY AND WHAT TO DO

- Hungry.
- Uncomfortable because of wetness, gas pains, a bowel movement, or need to be turned over.
- Lonely.
- Sick or colic.
- Bored or lonely.
- They’ve learned you will pick them up if they cry.
- If it is time for the baby to eat, feed him.
- If it has only been a short time since the baby was fed, check the diapers. If they are wet, change them. If not wet, make sure a diaper pin isn’t open, or some other object isn’t sticking the baby.
- The baby may be straining to have a bowel movement.
- Wrap the baby snugly in a layette blanket. They feel secured when swaddled. Show the children how to swaddle a baby in a blanket.
- Let them take turns doing so.
- If you tried to do everything and the baby still cries, it is O.K. It will not hurt the baby to cry for fifteen or twenty minutes. The baby will eventually cry herself to sleep. But be sure you have checked out all the possible reasons she may be crying.

DIAPER CHANGING

- Show them how to use both a cloth diaper and disposable diapers.
- Encourage them to fold the cloth diaper so it isn't bunched up. This is uncomfortable for the baby.
- Show them how to protect the baby from the prick of the pin.

ADD YOUR OWN TIPS FOR CARING FOR A BABY

FINAL QUIZ

What do you do if you have tried everything but the baby is still crying? *(Let him cry until he falls asleep. But not longer than twenty minutes.)*

When would you put an unbreakable mirror in front of the baby? *(3-1/2 to 5-1/2 months.)*

Why do you put a baby in a walker for only a short time? *(Because the baby needs the opportunity to squirm around as much as possible. This helps the brain develop.)*

What is "parent-ese" (or parent talk)? *(It is the high pitch tone with which parents talk to their babies.)*

Demonstrate how to burp a baby.

Demonstrate how to lift a baby into your arms.

Give three reasons why a baby might cry. *(Hungry, wet, bowel movement, lonely, sick or colic, bored, just wants your attention.)*

Why is it important how you fold a diaper? *(It can be very uncomfortable if it is all bunched up.)*

How To Do Your Own Laundry

MATERIALS: For each group: laundry, bleach, detergent, spot remover.

Teaching Tip: This practical living would be best done in small groups. Each group has supplies so they can have actually do each step as you describe it.

- Take the children through this step-by-step approach of washing their clothes. Give each group their own pile of clothes so they can do the steps with you. (Of course, using their imaginations with the washer and dryer.) **Say:**
- The first step in doing your laundry is to gather everything that you need to wash. The things may include the sheets on your bed, your towel, or wash cloth, or even your shoes. Have them imagine going through the house to gather what needs to be laundered.
- Be sure to empty all your pockets before you put them in the wash.
- Look for spots or stains on your clothes. If the stain is really bad, you might want to let it soak for a while. On many stains you can put spot remover and throw it in to the regular wash.
- Separate the clothes into light and dark colors. If you have enough, you might want to do a load of just whites.
- As they are sorting, walk around and give them tips on stripes and other difficult pieces of clothing.
- If you are doing your laundry at a laundry mat, you want to check the washer that you are about to use to see if it has any bleach on it from the last person. If you get bleach on your clothes it will take out all the color.
- Let's take a little time to talk about how dangerous bleach is.
 - First, you don't use bleach to get your clothes clean. Bleach is only a whitener.
 - Look on the bleach bottle and you will see that it is poison. You can die from putting bleach in your mouth or sniffing it. It is very dangerous.
 - If you get too much bleach on your clothes in one spot, it can eat through your clothes. This is why you should always dilute (mixed with water) the bleach and don't pour it directly on your clothes.
- Now, start the washer. Always wash dark colors in cold. You can wash light colors in hot or warm water, but hot water might shrink your clothes.
- After you have chosen the water temperature, let the water cover the bottom of the tub and then add your detergent.
- Some detergents don't have to dissolve (liquid and crystals), but if your detergent is powder, it will need to dissolve in water before you put the rest of your clothes in the washer.

- After it has dissolved a little, add your clothes.
- Close the lid and let the machine do the job. **DO NOT** open the lid of the washer after it has started. If you forget to put something in, put it in while the washer is still filling with water. After it has begun washing, **DO NOT** open the lid. It can be very dangerous.
- After the washer has stopped and the light says that the wash is finished, or the dial has turned to off, take the clothes out and put them in the dryer.
- The clothes that had spots on them will need to be checked before you put them in the dryer. If they still have the spot on them, you might want to wash them again. Putting them in the dryer may make the stain even harder to get out. Once stains have been dried, they are very difficult to get out.
- Most everything goes in the dryer. You might have some clothes that are special fabrics. If you don't know what to do, read the label on the clothes. If it reads "tumble dry", that means you can put it in the dryer. If it reads "dry flat", you need to lay it flat in the bathtub, on a chair, or on the floor on a towel.
- As soon as the clothes are finished on the dryer, fold them. This way they will have fewer wrinkles. If you just put them in a basket they will get very wrinkled and you will have to iron everything later.

At the end of these step-by-step procedures, have some questions to see what they remember and give out S.A.Y. Yes!® dollars for correct answers.

What is bleach used for, and do you have to use it? (*For whitening and you don't have to use it.*)

How do you divide your clothes to wash them? (*Lights in one pile, and darks in another.*)

What temperature should you wash dark colors? (*Cold.*)

What should you do, if you aren't sure how to wash or dry something? (*Read the label.*)

When is the best time to fold your laundry? (*Right when it comes out of the dryer.*)

How To Make A Bed

MATERIALS: Per team: Cots, couch cushions, or throw pillows to create a bed, mattress cover, fitted sheet, top sheet, blanket, bedspread, pillow, pillow case, and two throw pillows.

- Demonstrate how to make a bed, talking as you go about what you are doing:
- Put on the mattress cover.
- Put on the bottom fitted sheet.
- Lay the top sheet over and then the blanket. Pull the blanket up to the top of the thick hem of the top sheet and fold the hem of the top sheet over the blanket.
- Fold under the bottom corners of the blanket. Push the very end of blanket and sheet under the mattress. Lift up the top flap of the blanket and sheet hanging over the edge of the side of the bed so the bottom flap is left dangling. Tuck the dangling portion under the mattress and then pull the top flap down tight and push under the mattress. Repeat on the other side of the bed.
- Put the pillowcase on the pillow and put at the head of the bed.
- Lay the bedspread over the bed.
- Look around the bed to make sure the bedspread looks neat, and is on evenly. Lay the two throw pillows on the bed.
- After demonstrating for the children how to make the bed, divide them into teams. Number on each team will depend on how many “beds” you have, and how many children there are.
- Place the “beds” at one end of the room.
- Have the children line up for a relay at the opposite end of the room.
- When the leader says, “Go”, the first person from each team runs down, finds the mattress cover puts it on the “bed,” then runs back and tags the second person.
- The next player runs to the bed and puts on the fitted sheet and then runs back and tags the third player and so on until the “bed” is made.
- If a player gets to the “bed”, and discovers the player before them made a mistake, they must fix the mistake. That is all they can do. They then return to tag the next player.
- Twenty points will be given to the team that finishes first, ten points to the second team, and five points to the third team.
- Forty points will be given to the neatest bed made, thirty points to the second neatest, and twenty points to the third neatest bed made.
- Points can also be given for cheering on their teammates.
- Thus a team could win, even though they don’t finish first. This must be stressed to the players.

DEBRIEF

What does making a bed have to do with being responsible? *(I can be depended on to do my part in keeping the house in order.)*

Why do you think it is good to make the bed each day? *(It keeps the sheets clean. God is a God of order and we feel better about ourselves when we keep things orderly. It looks good. We will be proud to invite friends to visit.)*

What most often keeps you from making your bed? [Note: Some children may not have a bed to make. Be sensitive to this. Know your children. Make adjustments as needed. Just because they don't have a bed does not mean they shouldn't learn how to make a bed.]

When you visit a friend should you make the bed in the morning? *(Yes.)*

Should you make the bed when you stay in a hotel or motel? *(No. You are paying for the maid to make the bed.)*

How To Have A Quiet Time

MATERIALS: A Bible; pencil for each child; copies of My Weekly Journal.

- **Say:** “This week we have been talking about being responsible to God. Remember in Bible Club when King Josiah’s priest found the Word of God? What did King Josiah do with the Word when he found it? He read it! That is the only way that King Josiah could know if he was doing what God wanted him to do or not. Today, God’s Word isn’t lost. The fact that everyone can have his or her own copy of the Bible is all the more reason we have to read it!
- **Does anyone here want to make God happy?**
- **How will you know what to do to make Him happy?** (*Read the Bible*)
- There are many times when people will tell you different things that the Bible says and some of them might be true, but some of them might not be true. How will you know if they are right or not? (If you know how to read the Bible for yourself, and study it on your own.)
- How do you think that we should start, if we want to find out about the Bible?
- First, we have to understand a few things about the Bible.
 1. First, the Bible is not like a novel that you must start at the beginning, and read it all the way through to the end. The Bible has many stories in it, but you can start almost anywhere you want, and learn something about God.
 2. There is an Old Testament and a New Testament. The Old Testament was written from the time God created the earth to the time right before Jesus came. The New Testament begins with the birth of Jesus, and goes on from there.
- Today we are going to start reading in the book of Proverbs.
- If you open your Bible almost exactly in the middle, you will find it.
- Try to find it now. It is after Psalms, but before Isaiah.
- Now, has anyone ever heard of a quiet time, or a devotional time? Can you tell me what it is? (*Time you spend each day reading God’s word so you can learn about Him.*)
- How do you have a quiet time?

Here are some simple steps that you can follow:

1. Pray and ask God to show you what He wants you to learn that day.
2. Find a passage of scripture that you want to read.
3. As you read, look for things that are interesting to you, that jump out at you, or seem to have special meaning for something that you have been thinking about lately. If you are reading your own Bible, underline any of those things that you think are important.

4. When you find things that are important to you, stop, and write them down.
5. You don't have to spend a long time. Anytime is better than no time. The more you get interested in learning about God, the longer you will want to spend with Him.
6. If you want, you can also keep a journal to God, about some of the things that you are praying about, or things that God has been teaching you.

- When might be a good time to have a quiet time?
- How often should you have a quiet time?
- Let's start right now. Look at Proverbs 1. Let's read a little bit of that together, and I will show you what I mean.
- Who will read Proverbs 1:1-7?
- After the section has been read, say "Did anyone see something that you liked, or thought was interesting? Why did you think it was?"
- All you do is read God's Word and look for little treasures. All through the Bible, God has little nuggets of gold that He wants to show you, but you have to dig for them!
- Answer any questions that they might have.
- Suggest if they are not yet reading, they can have their parents or a sibling read to them.
- Encourage them to keep their journals.
- Offer them a set amount of S.A.Y. Yes!® Dollars for each day they have quiet times and fill out their journals. Children need a concrete reason for what you want them to do.
- Hand out **My Weekly Journal**. Here is a way to keep track of what you are learning in the Bible.

My Weekly Journal

Name: _____

MONDAY	Passage Read
	Truth to Apply:
	Prayer Topic
TUESDAY	Passage Read
	Truth to Apply
	Prayer Topic
WEDNESDAY	Passage Read
	Truth to Apply
	Prayer Topic
THURSDAY	Passage Read
	Truth to Apply
	Prayer Topic
FRIDAY	Passage Read
	Truth to Apply
	Prayer Topic
SATURDAY	Passage Read
	Truth to Apply
	Prayer Topic

Practical Living Lessons from the **THANKSGIVING UNIT**

Planning A Holiday Meal

MATERIALS: Magazine pictures of nice table settings; crackers, cheese, peanuts, potato chips, pickles, carrots, etc.; 3 paper plates per child; tables and chairs; platters; magazine pictures of food;

Today we are going to plan a holiday meal. We are going to imagine that our extended family is coming for dinner. Or if you do not live near your family you have invited a group of friends over. It is going to be a festive occasion. There are ten people coming for dinner.

This is a special day so you want to make it as nice as possible. To make it an incredible feast you must take the time to plan it out. That is what we are going to do right now:

- Have the children dream with you of what they think a holiday festive meal would be like.
- Many of the children have perhaps never experienced a formal dinner party.
- Have pictures from magazines that you can show the children. Have a variety of pictures from very formal to nice but casual. In week one of this unit they learned how to set a formal table.
- Explain the difference between a buffet and a sit-down dinner.
- Have a table set for a buffet. On your buffet table you can have crackers, cheese, olives, potato chips, pickles, carrots, etc.. (If your center is in an ethnic area use foods that would be served in their homes. See question 1 below for what each of these represent.)
- Give each child a paper plate and let them walk around the buffet table taking what they wish. Before they begin around the table tell them each food item represents a larger food item that might actually be served at a holiday meal.
- Have them sit down at a table. As they eat continue your discussion.

DISCUSSION QUESTIONS:

Each of the items on our buffet table represents a larger item that might actually be served for a holiday meal. What do you think each item represents? *Crackers-bread; cheese-meat; potato chips-mashed potatoes; pickles-cooked vegetables; carrots-fresh green salad; olives-relish tray. Be sure to make the foods fit your neighborhood.)*

- Now let them experience a family-served meal. Tell them they are to use their imaginations. Bring in platters with pictures (cut from magazines) of food on them. Show them how to pass the platters from person to person, “taking” a little from each platter for themselves.

- Clear the table and now have them experience a formally served dinner. Serve each child a paper plate with pictures of food on them. Tell them they should wait until everyone has been served before they begin to eat.

You have now experienced three kinds of dinners. Which kind of dinner should we plan? *Let the children vote on which of three dinners.*

Next week we will decide which foods we will serve at our dinner. It will of course will depend on how much money we have. This coming week begin thinking about how much money it might cost to feed ten people a holiday meal. You could look at advertisements in the newspapers to get an idea or ask your parents what they think.

Budgeting A Holiday Meal

MATERIALS: a set of grocery store advertisements for each group of children; an added list of items they may wish to purchase which aren't in the advertisements; pencil per group; paper per group

Today we are going to continue working on the meal, which we started planning last week. We are now going to actually decide on the food, which we are going to serve. The food we serve is largely based on the amount of money, which we have to spend.

Remember we are going to serve ten people. We should also consider the decorations in our budget, unless we have things from a previous year.

- Have the children get into small groups. Mix the older and the younger children together.
- Give each group the same set of grocery store advertisements from a local newspaper. You might add to it a list of items they might want that isn't in the advertisements. Be sure to put the prices with the items.
- They are to select items from the newspaper they want to serve for their dinner. Remind them they need enough of each item to serve ten people.
- Give them about five minutes.
- Have each group tell the others what they have planned. As they share write it on the board. Be sure to keep track of the amount of food and the cost.
- Look at each set of suggestions. Does it stay within the suggested budget? Does it provide for a festive meal? Is it a well-balanced meal? Did they remember to put in the decorations?

Table Etiquette (Advanced)

MATERIALS: Items that you would use to set a table for a formal dinner: 2 knives, 2 forks (1 smaller and 1 larger if possible), 1 spoon, 1 napkin, 1 dinner plate, 1 glass and 1 bread or salad plate. Have one set per child if possible, or pair the children up as you need to do so. (These sets don't have to be real dishes; it could be paper plates and plastic wear. They just need to know where it all goes)

This practical living is designed to teach them manners at a dinner table or a formal dinner. You can tie this into the theme this week by telling them, **“Because we have so much to thank God for, we have a large feast and celebration to give God thanks. The magnitude designed for this meal reflects the magnitude of our thankfulness.**

This does not mean if we don't have much food for thanksgiving we are not thankful, it only means that historically it is a big meal because we do have a great deal to be thankful for everyday!”

This is a step-by-step guide to leading them in the manners of a meal.

- Have them begin by standing behind the chair that they plan to sit in and wait for the instructions from you.
- Begin by telling them that if they come in to sit down at a table, the men should always help the ladies sit down first and they can sit down afterwards.
- After they are seated, explain that a host is the person that is giving the party. The person whose house the dinner is at or the person that is paying for the meal. If it is a woman, she is called a hostess.
- If they sit down at the table and it is time to eat, pray first. Wait for the host to pray or to lead the prayer. Watch to see if the host wants you to join hands or not. It is best to let them decide what everyone should do.

Teacher Tip: If you can put all the things that they will need into a bag, that would be great - assuming that these things are not real of course. You might even use real silverware and paper dishes.

- Have them then set their place for dinner. If they are in pairs, have them choose one person to set the silverware and the other to set the dishes and the glass. They set the place setting up between them.
 - Begin setting the place with the **dinner plate**. It goes right in front of the chair, one inch from the edge of the table.
 - Next, the largest fork goes closest to the dinner plate on the left hand side. (If both forks are the same size tell them to imagine.) This is the **dinner fork**.

- The smaller fork goes beside the dinner fork, farther left. This is the **salad fork**. Line all silverware placed on the table up by the base of the handle. (The bottom of all the utensils should be even.)
- The **napkin** goes on the center of the dinner plate unless food is already on the plate. Then, it would go to the left of all the forks, not under.
- There can be three knives. Most of the time there will be no more than two. Have them use one for butter and the other as a dinner knife. The **dinner knife** goes closest to the dinner plate on the right. We will place the butter knife in a minute.
- The **salad knife** is the knife next to the dinner knife. You may use it to cut your lettuce if it is too big or for anything that is larger than bite size.
- The **spoon** if for soup. It is placed to the right of the knife.
- Now place the **bread plate** up and to the left of the dinner plate. (If the dinner plate were a clock, the bread plate would be at 11 o'clock.)
- The **glass** then goes up and to the right of the dinner plate. (about at 2 o'clock.)
- The **butter knife** is placed laying diagonally on the top right edge of the plate. The blade should be facing towards the guest. (The blade might rest at 11 o'clock and the handle at 3 o'clock.

Now, walk around and check the settings to see how they did. Help them make adjustments where they need to do so. If you can, show them an example of what it should look like. Do not do this before. This exercise is great for their oral listening skills!!

Now for the manners! Ask them if they can tell you some that they know so that they don't have to just sit and listen. Have a board or a large sheet of paper ready so that you can write down the things that they say and you add to the list.

Make sure all of these are included:

- You know when to begin the dinner when the host puts his napkin in his lap, then follow their example and put yours in your lap.
- Wait until everyone has their food before you begin eating unless someone tells you otherwise.
- No elbows on the table.
- Have good posture.
- Put your hands in your lap when you are not eating.
- Don't talk with your mouth full.
- Don't reach across anyone's plate or glass if you need something, ask someone to pass it.

For more information on manners, you should consult your local library for information concerning manners and etiquette. These are a few books that I would recommend.

Please feel free to check them out at the library for more information:

Charlotte Ford's Book of Modern Manners, Simon and Schuster Publishers, 1980, p.121-132.

Emily Post's Etiquette, 15th Edition, 1992, p.428-431.

Amy Vanderbilt's Complete Book of Etiquette, by Nancy Tuckerman and Nancy Dunnan, 1978, p.176-181

When And How To Write A Thank You Note

MATERIALS: Chalkboard or dry erase board, chalk or dry erase pen, paper and pencils for the students.

Today you are going to teach the children about when the appropriate times are to write a thank you note and how to do it.

Start off by helping the children come up with a list of when they might write a thank you note. Ask them questions that will help them come up with a list similar to this one: (write their answers up on the board.)

- **When someone gives you a gift.**
 - Birthday, Christmas, Valentine's Day, other special events like weddings, new baby etc.

- **When someone does something extra nice for you:**
 - Lets you stay at their house overnight, takes you on a special trip to the movie and they have paid your way, has you over for dinner, helps you with a big project at school

Once you feel like they have a pretty good idea of when to thank someone, ask them if they would know what they would say.

Give each child a piece of paper and a pencil. Tell them that you want them to think of someone that they want to write a thank you note to. You will help them write a note together and they will fill in the details. Here are two sample notes:

Dear _____,

Thank you so much for the _____. I really like it. I have been able to use it _____. It was so nice of you to remember me on _____. I hope you are doing well. I hope to see you again soon.

Love,

Dear _____,

Thank you so much for _____. That was so nice of you to do that for me. I looked forward to _____ so much and I am still remembering how much fun I had. I hope that we can do something together again soon.

Thank you,

Panel Discussion On Trust

MATERIALS: Paper and pencils.

Today we are going to continue our study on Trust. This is the first week of this unit. Many of the students you are working with have no idea what trust really means. You can set aside this time to help them think about this concept, maybe for the first time.

SETUP:

- Remember, as you prepare, that many of the children have no understanding of the concept of trust.
- Set up a panel of adults. It could be staff, volunteers, church members, or even the pastor.
- Find an individual who would enjoy facilitating the discussion.
- The panel should contain at least three people. It would be best if these are people with whom the students are already familiar.
- Tell the panel members, when you recruit them, that you want communicated to the children:
 1. There are many different levels of trust.
 2. Trust must be built.
 3. Each of us must prove ourselves trustworthy.

ACTIVITY:

- Hand out pencils and paper to the children.
- The facilitator starts by saying:
- **Say:** “Today, we have asked a panel of three adults to tell us what the concept of trust means to them. I will start by asking them some questions. If you have a question you may write it on the piece of paper you have been given.”

QUESTIONS:

1. If you trust someone, how would you show him/her that you trust him/her?
2. What does someone need to do to gain your trust?
3. How long do you think it takes to fully trust someone?
4. What happens when someone you trust makes a mistake?
5. Can someone lose your trust? How?
6. What can I do to let you know that I am trustworthy?
7. Can you love someone even though you might not be able to trust them?
8. What are the types of people that we are usually able to trust?
9. Why do I need to trust anyone?
10. Is there anything I can gain, by being someone a person can trust?
11. What will I miss out on if I never trust?

- **Say:** “I will now collect any questions you may have written down for our panel.”
- Ask the children’s questions.
- If the students have more questions than time allows, tell them: **1.)** You will write a response to their questions and post them on a bulletin board. **2.)** They could ask you their questions later, individually.
- Be sure to let each student know that he/she is special and that his/her question is important.
- This is a great time for teachable moments. Be sure not to miss any!

Dealing With Depression

Most children are not in touch with their feelings. They may not even know they are depressed. Rather than talk with them about being depressed it might be easier to talk about being sad. You know your children and what would be best for them.

You might want to split the older children from the younger ones.

ACTIVITY

- This will best be done in small groups.
- Give each child the Hope and Depression form (see following pages).
- Give each child a yellow, black, green, blue, and red crayon.
- Ask the children to draw a picture of each feeling – hope/depression.
- The drawing can be anything that shows, for them, the feeling.
- Do not make suggestions to them.
- It will be best if they can be apart from one another for this.
- The youngest children will need the words read to them.

DEBRIEF

- Allow each child to tell you about his/her picture.
- Do one feeling at a time.
- After they have all had the opportunity to tell you about their drawing for a particular feeling, you tell them of a time when you experienced the feeling.
- Be sure to use feeling words.
- Let the children see you actually experience the feeling as you are telling them.
- Be sure to include how you handled the feeling.
- Maybe you acted out. Would you do the same thing today? Have you grown?
- This is going to require you to be vulnerable.
- If you are willing to do this Jesus will be glorified.

For instance: Hope “I remember when I was going to graduate from the eighth grade. I wanted a dress so badly. I had seen it in a magazine and knew of a store where I could buy it. I had great hope that I might be able to get it. When I thought of the dress my body would tingle with expectation. I had a lot more energy. I felt like running and jumping. I had a smile on my face. Life seemed to be great because I had hope that I was going to get the dress I wanted.”

For instance: Depression “I remember going through a time when I was in grade school that I was very depressed. I was sick a lot and because they didn’t know what was wrong in the beginning, they made me wear pants every day so I wouldn’t get cold. I was the only girl in the school who wore pants, so I felt embarrassed. I was really fat and was already teased about being fat so this just added to my pain. To try and escape from my pain I would eat more and more. I guess I thought my only true friend was food. But it wasn’t. Eating more just made me get fatter I felt like sleeping all the time. I wanted to just hide myself away where no one would ever find me. I hurt really bad inside. I wanted to cry and cry and cry.
NOTE: If you have never felt truly “depressed” (or as depressed as the example given) try to share an example of a time when you felt overwhelming grief or sadness.

Can you tell me what your body feels like when you have hope? *High energy, good tingly, relaxed, you have positive thoughts...*

Can you tell me what your body feels like when you are depressed? *Tired, bad tingly, nauseated or very very hungry or can’t eat at all, don’t want to do anything.*

What do you think would be something good to do when you feel like that? *Find an adult you can trust and tell him/her how you feel, listen to music that reminds you how much Jesus loves you, write in your journal, tell Jesus how you feel and ask Him to take this feeling away, think through why you might feel this way. Sometimes it makes sense that we feel so bad because of what is happening in our lives. That is when we really need to talk to someone. **Do not isolate yourself.***

Sometimes what we eat can make us feel this way. It is important to think about what we eat. Ask yourself if you have eaten foods with too much sugar, caffeine, salt, and chemical additives. **Have you had enough protein and fresh vegetables?**

What will you do if you feel depressed? *Talk to an adult, sing songs about Jesus, pray.*

Have the children quote this month’s Bible verse, **Proverbs 3:5-6.**

God is working in our lives even when it doesn’t look like it. We don’t always understand why He allows certain things to happen to us. If you have experienced Jesus bringing good out of a difficult situation, tell them about it. Don’t give platitudes, but let the children know Jesus does care for them. He cares about their pain.

Have a time of prayer. Ask Jesus to teach each child how to deal with depression when it comes.

HOPE

DEPRESSION

OPTION 2

Thank You Letter To God

This activity is designed to help the student understand more about God's character by seeing that he is the only one who can be fully trustworthy.

MATERIALS: Paper and pencils, optional: nice stationary for letters

- To begin this time, share a way that you had to trust God to protect you, to guide you or to help you make a decision.
- Tell of an example in your personal life to which the children can relate.
- Answer these questions as you share your example of trusting God:

What would have happened if you had not trusted?

What might you have done differently?

Would it have been harder or easier?

- Put to words the way that you thought out your letter.
- This is modeling both critical thinking skills and Godly wisdom.
- An example:

I decided to write my own letter to God. I remembered how trustworthy He was when my car broke down last month. Do you remember? When I took it into the shop, they told me it would cost \$500 to fix it. I knew I didn't have that much money, so I went home and prayed. It ended up that the repairman called back and said he found a used part that still worked well and he could put that in for about \$300. That made it better but I still didn't have that much money. The next day I got a call from someone who needed me to do a job for them. They said they would pay me \$300. I told them that was exactly what I needed to get my car fixed. Since I needed my car to do the job they agreed to give me the money in advance! God provided!

If I hadn't trusted God, I could have gotten very mad and maybe decided not even to come to the center that day. I also could have put that money on a credit card, then I still would not have been able to pay it back, and then I would have missed the exciting way that God provided for me. Plus, knowing that I have a God who is looking out for me makes going through these situations easier because I know I have someone I can trust.

Your story does not have to be that dramatic, but it would help show how mighty God really is!

- Write a letter to God thanking him for being fully trustworthy.
- Read this to the kids.

- Suggestion: have copies for each child so he/she can read along with you.
- Encourage the kids to think of a time that they had to trust God.

Brainstorm in the group.

There might be something that happened at the S.A.Y. Yes![®] Center that involved all the kids.

- Have the kids write their letters.
- If there is time allow them to read their letters to the group, if they want.
- These letters can be used as part of this week's craft project.

Being A Trustworthy Babysitter

Take your group of children through the following information:

- To be a trustworthy babysitter there are some key things you want to make sure you know and do.
- You should have a list of things you ask the parents about before they leave the house. Bring a sheet of paper with these questions written on it. Write down their answers.
 - What is the phone number where I can reach you?
 - What time do you want your child(ren) in bed?
 - What food is it okay to feed your child?
 - Does your child have any medical needs of which I should be aware?
 - Is there any off limit places in your house or yard?
 - What TV programs are they allowed to watch? Or are there any TV programs they are not allowed to watch? Do not settle for, “the kids know what is allowed.”
 - Are they allowed to have friends in?
 - Are they allowed to go to a friend’s?
 - Are there any other special instructions of which I should be aware? Such as are they allowed in each other’s rooms, are there any toys they are not expected to share, etc.?
 - What discipline do you expect me to use?
 - Where are your first aid supplies kept? You might want to bring your own just in case they don’t have any.
- Bring a bag of games or toys with you. It is easier to care for young children if you can keep them busy. Suggestions are:
 - Simple puzzles
 - Craft supplies
 - Age appropriate board games
 - Dress up clothes
 - Items to play charades
- Once the mentor has discussed the items with his group, the group will prepare to be a babysitter.
- Plan on 10 minutes for a group to plan what they will act out.
- Let your group make their plan.
- Someone should write out the questions that they want to ask. If they can think of added questions, they will get extra points for them.

- What games will they create to have in their bag?
- It would perhaps be most effective if the whole group plans it, but then just one or two children from the group are chosen to represent the group in carrying out the plan.
- If you have kindergartners and first graders, you could work with them in one of two ways:

Go over the material with them but let them take turns playing the part of the children when the other groups act out their plan

The mentor guides them through the process as much as is needed for them to come up with a plan.

GROUPS TOGETHER

- Each group will act out their evening or day of babysitting.
- There should be at least two judges.
- Three adults will play the part of a mother/father and two children.
- Each group will act out with the “actors” what they would do when babysitting.
- Each group will receive points dependent on what they do.
- At the end the judges tell which team has won and why.

DEBRIEF

Why is it important to ask the questions? What could happen if you didn't ask one of the questions? *Help them to think through the consequences if they didn't have the information. For instance: you don't have the phone number of the parents and the child falls and has to be taken to the hospital, or a child tells you they can watch a TV program they are not allowed to watch. When the parents come home they hold you responsible and tell you they will never let you sit with their children again. You had been depending on that weekly income.*

Why is it good to bring your own bag of games to play with the kids? *You are assured you can keep the kids busy. It keeps them out of trouble and makes the time go a lot faster. The parents and kids think you are really awesome for being so creative and will ask you to come back*

What does this have to do with our study of trust? *If we want to get babysitting jobs, we must prove that we are worthy of a parent's trust. There is nothing more important to a parent than his child. He will not ask you to baby-sit if you are not worthy of his trust.*

Have a time of prayer. Ask Jesus to make each one a trustworthy babysitter.

PRACTICAL LIVING

Option 2

PURPOSE: For the children to see that trusting the wrong people can have a big impact on their lives.

WITNESS

- Invite someone from your church or community to share their testimony.
- The best person to testify would be someone who has been involved with gangs or drug selling.
- If you don't have someone in your church call your local Teen Challenge or Victory Outreach. Make sure the person who shares is a born-again Christian.
- Ask them to point out not only how they trusted the wrong people but perhaps they weren't trustworthy themselves.

PREPARING CHILDREN

- The day before tell the children about the visitor who will be coming.
- Suggest they think of questions to ask the visitor.
- If they finish their homework, have them write out some questions.
- Write a list of example questions on the board in their classrooms.
- Explain to the children there are different kinds of questions. For example:

Information Questions

What gang were you part of?

How long were you a part of it?

Were you ever in jail?

Feeling Questions

How did you feel the first time you did something for the gang? Did you always feel the same way?

How did you feel when you talked to your mom about what you were doing? Do you think she was proud of you?

Opinion Questions

Why did you think it was important to come and talk to us today?

What do you think about gangs today?

Encourage the children to write one of each kind of question.

DEBRIEF

This can be part of a question and answer session or done after the “witness” leaves.
Suggested Questions:

What did you learn today from the speaker?

What do you think makes God happy about what the speaker shared today? What makes him sad?

Who did the speaker trust that he/she shouldn't have? Who was the right person to trust?

How do you think you will be different after hearing the speaker today?

Add your own questions stressing the importance of discerning who is trustworthy in relation to the speaker.

Have the children write the speaker thanking him/her for coming. Ask each child to tell the speaker at least one thing that the child learned from his/her testimony.

Who Do You Listen To?

MATERIALS: A CD/cassette player; poster board; marking pens; a chalkboard or a large piece of paper and different colored markers and chalk.

Warning: This practical living will be a little crazy but the students will hopefully learn some valuable lessons!

SET UP:

- This lesson is designed for the children to become sensitive to the music they choose to listen to.
- Begin a few days before in one of two ways:
 - Ask the children to bring their favorite tape and tell them that you will play some of it during practical living.
 - You choose some music in advance by popular artists that you have had a chance to preview. This gives you time to decide what you will say.
- Write Philippians 4:8 on poster board.
- Write words from Christian rap songs.

ACTIVITY:

- Begin by playing the first song that you have chosen.
- Only play the first few lines or at the most the first verse (especially if these are rap songs the words will go by very fast!!!)
- If it is your song, you could have the words written down on poster board. Then, you can have the children tell you or read you the lyrics of the song.
- **Ask:** “If you did what the singer suggests, would it make Jesus happy?” Why or why not?
- Have Bible verses ready for the different possible topics. (See next page.)
- Go to the next song and try the same thing.
- Write out at least three partial songs before you allow them to listen.
- **Ask:** Why do you think that the Holy Spirit would tell you not to listen to this music? *(When we dwell on activities that are against God’s will, it opens us to be attacked by the devil. It can place ungodly desires in our minds, it can lead to depression, lack of self-esteem, cause us to have false values, can place fear in our hearts, etc.)*
- Have the children **read Philippians 4:8** off of the poster board. Discuss the comparisons of the songs and what God tells us to dwell on.

- **Ask:** What about this statement? *“I like the beat. I don’t really listen to the words.”* Our subconscious mind picks up the words even if we are not consciously aware of it.
- Play some Christian music for them. Giving them a good alternative is key.
- There are some Christian rappers that sound just like some of the students’ favorites but their words are Christ centered. Some examples are Gospel Gangstas, Dynamic Twins, or DC Talk.
- You might even know of some yourself that are local or personal favorites.

Hint: Be sure that the staff is following this also. If the kids get into your car and they hear music that is not Christ centered your message might not be that effective. If you listen to that music, then why can’t they?

Suggestions to Mentors

- Music is a huge stronghold that Satan has over our young people.
- Put a lot of prayer into this practical living.
- If you are really committed to changing your students’ hearts in this area, invest in some of this music for your center.
- Have a listening area at the center that has the music that you previewed for them.
- Listen to it in your car as you take the kids home, they will be asking for it before you know it.
- *Don’t give in* to letting them listen to the local radio station in your car unless you are prepared to have a discussion about anything undesirable that comes out of the speakers!!
- Make the kids see you being different from the world and loving it!!!

List of possible verses

Philippians 2:3-4 – Selfishness conceit.

Colossians 3:8 – Anger, wrath, malice, slander, abusive speech, lying.

Colossians 3:9 – Lying.

1 Thessalonians 4:3-8 – Sexual impurity.

1 Peter 2:13-14 – Obedience to government leaders.

1 Corinthians 6:9-10 & Galatians 5:19-21 – Fornication, idolatry, adultery, homosexuality, stealing, coveting, drunkenness, envy, cheating, jealousy, disputes, carousing, strife, sensuality, witchcraft, bad company.

1 Corinthians 15:33 – Bad company.

NEW ADDITIONS!

Meal Time Manners

Skit #1 - Table Manners

In the first skit, the actors will be exaggerating bad table manners. Through this, they would be able to laugh at the example but then also access their own actions and behavior. The second skit will show by example what good manners look like and reinforce it by writing on a poster what good manners are.

Girl #1: Race ya to the table!

Girl #2: "Okay!"

Both run over to the table. Girl #1 beats the second girl and puts her feet on the chair next to her. Scuffling between them happens. Finally, Girl #1 puts her feet down and Girl #2 sits down. There are a couple of bowls on the table and Girl #2 starts to serve herself and eat and doesn't pass the dish.

Girl #1 Hey I want some of that! Are you gonna eat all that by yourself?

Girl #2: I'll pass it when I'm ready to!

Girl #1: I'll just get it myself! *(She reaches over to pick up the bowl and she cuts in front of her friend.)*

Girl #2: Get your arm outta my face! I'm trying to eat! *(She says this with her mouth full.)*

Girl #1 gets the bowl and slops some food on her plate. As she starts eating, she is chewing her food with her mouth open and her elbows are on the table. Her friend notices.

Girl #2: "You're chewing your food like a cow!"

Girl #1: No, I'm not!" She looks a little hurt.

QUESTIONS:

What did you see that might be an example of bad manners? *(Horseplay at the table, not passing dishes, eating before people at the table have their food, talking with mouth full, elbows on the table, chewing with mouth open, reaching across somebody to get food, picking on someone when they show bad manners.)*

How would you feel if somebody reached in front of you while you were eating to get something? *(You might feel offended and push their arm out of your way or you might feel that they were only thinking of themselves and what they needed.)*

How would you feel if somebody called you names because of how you were acting while eating? *(Probably hurt, sad or angry)*

Why are manners important? *(It shows that we care how we treat other people. In other words manners shows that we respect them and their feelings.)*

Skit #2 - Table Manners

Girl #1: Hey, it's time to eat. Do you want to sit next to me?

Girl #2: Yeah, I'd like that!

The girls walk over to the table and sit down. Girl #1 has two bowls of food by her. She takes some and puts it on her plate and passes it to Girl #2. She does the same with the second bowl. Girl #1 waits to eat until her friend has her food too. Then they start eating with their mouths closed and elbows off the table. Girl #2 needs some salt and pepper. Instead of reaching over her friend, she asks for them to be passed.

Girl #2: Could you pass the salt and pepper please?

Girl #1: Sure. Here you go.

Girl #2: Thanks. So how was Mrs. Henke's class today?

Girl #1: *(Finishes chewing her food before answering.)* It went pretty good but she can really be in a bad mood sometimes.

Girl #2 nods.

QUESTIONS:

What was different about this skit? *(It was less chaotic, the girls seemed to like each other and cared about the other, there was respect between them)*

What were some of the good manners that you saw? *(No horseplay at the table, no feet on the chair, passing food to her friend on the right, places it on her plate, passes the food, chews food with mouth closed, elbows off table, asks for something out of reach rather than reaching over friend, finishes chewing food before answering question, making conversation with her friend.)*

How would you feel if your friend asked you to sit with you at dinner? *(Probably pretty good. It might make you feel like you were somebody special to your friend.)*

How would you feel if your friend asked you how your class was with a tough teacher? *(That your friend cared about you and your problems.)*

Table Setting Basics

Now that the children have an idea about how to act at the table, they will be introduced to basic table setting techniques. Some ideas as to how to do this are: have each child or pair of children have a basic setting in silver or plastic ware or use paper cut outs.

MATERIALS: Each child, or pair of children will need 1 plate, 1 spoon, 1 fork, 1 knife, 1 glass. We will give the children verbal instructions on setting the table. If the children are in pairs have one set the silverware and the other set the dish and glass.

- Begin by setting the plate in front of the chair, one inch from the edge of the table.
- The fork will be placed on the left side of the plate. This is called the dinner fork.
- The napkin is folded in half or diagonal and placed to the left of the fork. It can also be placed on the plate if there is no food.
- The knife will be placed on the right side of the plate. This is called the dinner knife.
- The spoon will be placed to the right of the knife.
- The glass will be placed up and to the right of the plate. (2 o'clock placement)

Hygiene Quiz

Teeth

Does anybody know how many times a day you should brush your teeth? *(Two is good, but three times a day is even better. Squeeze the 3rd in after lunch or afternoon snack.)*

How much toothpaste do you need? *(About the size of your (the child's) pinky fingernail.)*

How long should you brush your teeth? *(For around 3 minutes.)*

Where should you start and end? *(Spend 2 minutes on the back of the mouth in short and circular motions.. Finish with the last minute in the front of your mouth.)*

What next? *(Rinse mouth by swishing water in the mouth and then spit it out. Don't swallow the water. Finish by flossing. Your parents may need to help you with this. There are children's flossing tools to help out. Try to floss daily. This helps strengthen gums to prevent disease.)*

How many of you have been to the dentist?

How often should you try to go? *(Every 6 months to 1 year for cleaning and check up).*

Body

How often should you bathe? *(Every day if possible. If you have dry skin, maybe every two days. If you are playing outside or if you are reaching puberty, then daily.)*

Why should we take a bath or shower? *(You feel better, look better, not offend others and it will keep you healthy and prevent spreading common sicknesses.)*

Face

Why do we need to wash our face? *(We touch our face with our hands, we might get food on it, we might be sick and sneeze. All these things will put dirt and germs on our face.)*

Should you use soap? *(When you're very young you can use water 1-2 times a day. Then as you get older can use a gentle face soap and wash 2 times a day.)*

Feet

How often should you wash your feet?

(When you take a bath/shower should be enough. Otherwise once a day. Dry well the skin on your feet and in between toes so you don't get an infection.)

Should I wear socks? *(Wearing cotton socks will help your feet breathe and absorb moisture.)*

Hands

Why should you wash your hands? *(Helps to keep you and other people healthy.)*

How often do you have to wash your hands? *(Before every meal, after playing outside and playing with any pets.)*

Soap or water first? *(Best to wet your hands with water, then put the soap on.)*

How long should you scrub your hands? *(Long enough to sing “Happy Birthday” or the ABCs.)*

Anything else? *(Keep your fingernails clean and trimmed. Germs can hide there. Eww....)*

Underarms

When should I start using deodorant? *(When you are getting older and more active. You might notice that your sweat and odor builds up. Deodorant can help. It’s best not to use an anti-perspirant unless sweating is a big problem.)*