

INTEGRITY IS THE ANTIDOTE
TO CORRUPTION.

1 I INFLUENCE 1.5020	2 Ts TRUST 45.928	3 D DIGNITY 8.116
4 H HONOUR 9.2411	5 T TRUTH 6.911	6 AU AUTHENTICITY 40.233

TEACHER MANUAL

CODE NAME INTEGRITY
TEACHER'S WORKBOOK
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Introduction and Instructions

WHY A KID'S INTEGRITY TRAINING PROGRAM?

Can the pandemic of corruption be stopped? Does the solution lay in building bigger prisons or more of them? Would it help if more judges and law enforcement officers were hired? Should the primary anti-corruption focus be on deterrents? Will more severe consequences cause enough fear to stop negative behaviours? Is the solution found in providing more funding to existing forces or increasing the number of anti-corruption policies or codes? All of these are retributive justices, but they have not effectively stopped the pandemic of corruption.

Commissioning a Lifestyle of Integrity (cli) believes that a part of the solution must be preventative. What if we were to train and reward integrity rather than focusing on deterrents for corruption? What if we dedicated significant efforts to the development of good character? The **Code Name Integrity** program is a proactive approach that equips children to live with integrity.

Commissioning a Lifestyle of Integrity (cli) began its work by offering a training program designed to disciple adults. We set out to create a pro-integrity movement that could transform a country and with it, the future. We are not an anti-corruption program.

Creating a good future for the succeeding generations is a noble vision. However, to realize that vision every generation must be equipped to live with integrity... not just the adults. After all, children make up nearly 50% of the population. Why wait until kids become adults? Instead, let's begin to coach them before they develop unhealthy habits. Wouldn't it be better to help children develop good character rather than attempt to undo bad habits or break patterns of corruption?

cli believes it is better to construct integrity rather than deconstruct corruption.

APPLICATION, NOT JUST INFORMATION

Code Name Integrity teaches integrity through life application. Our goal is not just information, but life-style transformation. How is this possible? Firstly, from the time of Aristotle through to today, society has learned that the formation of personal character occurs best within a community. When behaviour is encouraged at the relationship level and reinforced by repeated personal choices, it becomes a life-style. **Code Name Integrity** takes place in a group setting. The participants are given good information which is moved to application through integrity exercises.

The CODE NAME INTEGRITY Story

A super virus threatens the entire world population. In response to this pandemic, the Global Health Agency (GHA) recruits two of the world's top scientists to lead a special research project. These two brilliant researchers invite a team to assist them in their work. The name of the virus is Corruption. The team sets out to discover a cure for the virus of Corruption. The GHA gave this special operations team the code name - **INTEGRITY**. The students will observe the work of the INTEGRITY Team. Each lesson brings INTEGRITY one step closer and with that, a cure for the virus.

Code Name Integrity

The GHA has identified six people who successfully resisted the virus of corruption. These six are the key to creating an antidote. If successful, INTEGRITY will extract one essential element from each of the six people. From these elements INTEGRITY will create a Personal Protection Immunity (PPI). The mission of INTEGRITY requires that they connect with all six individuals.

INTEGRITY Team Members

DR. JEN R. US

Dr. Jen is a highly respected molecular scientist. Dr. Jen R. Us serves as an expert in microbiology and infectious diseases. She was born in Zambia. Among her accomplishments are the development of several life saving vaccines.

Her hobbies include the study of ancient cultures and languages. She believes that ancient peoples often understood secrets necessary for life. Dr. Jen knows that the challenge of developing a new molecule that is able to resist the corruption virus, will require all of her skills.

DR. BEN A. FIT

Dr. Ben A. Fit is famous for his medical research. He, too, is an infectious disease specialist and has worked with Dr. Jen in the past. Dr. Ben is famous for his extreme care and accuracy in doing clinical studies.

He is also a bit of a unique fellow. Although he is best known for his scientific research, he is also an inventor. One of his many inventions is a thing called the Inspire Lens. This invention has yet to be proven to work. The idea is that when the Inspire Lens hovers over historical documents, it makes the stories come to life.

JUNIOR SCIENTISTS

Code Name Integrity invites students to journey alongside Dr. Jen R. Us and Dr. Ben A. Fit. The students receive special clearance to observe Dr. Ben and Dr. Jen as they work. Each observer must wear a personal identification tag for security reasons.

INTEGRITY'S Theory

The INTEGRITY Team hopes that an antidote to corruption lies in creating a vaccine able to give immunity. They believe a simple salve containing the antidote will provide adequate resistance to the virus. If the salve is applied everyday, it will keep the user corruption-free. It will be especially effective if used around the eyes, mouth, hands, or feet. The salve will protect against every variant of the corrupt virus. What the salve does is block the virus from entering the body and ultimately from attacking the heart.

The INSPIRE Lens

Dr. Ben's Inspire Lens holds the key to how INTEGRITY will connect with the six historical people. When the Inspire Lens is placed over a book, the story comes alive! The Inspire Lens enables the observer to see what actually happened, but only if the story is based on truth. Stories from long ago of Joseph, Ruth, or Saul for example, would come alive. However, the lens can't reveal imaginary stories like fairy tales of Cinderella or Pinocchio. For whatever reason, when the Inspire Lens gets placed over a true story it comes to life.

Dr. Ben discovered a book that contains many trustworthy, historical accounts. It contains all six stories of the people the research team must find.

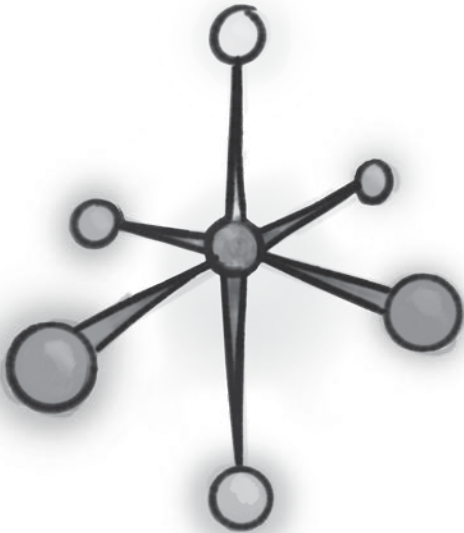
That book is called B.I.B.L.E.

Basic
Instructions
By
Living
Examples



INTEGRITY Molecule

INTEGRITY will connect with all six people. Samples will be taken from each of them to form a six-atom molecule. The team members will work hard to find the essential atoms necessary to create a molecule, able to stop the virus and give people immunity.



After spending time with each historical person, the research team goes back to their laboratory to work on the molecule construction. As a team, they design the atomic structure of the molecule called INTEGRITY.

As a class or group, students will also create a replica of the same molecule that the research team builds. By assembling the molecule and adding new atoms gained from each historical story, they will discover the structure of integrity. They understand why integrity is able to resist corruption.

If the **Code Name INTEGRITY Team** is successful, every person in the world will be able to resist the virus of corruption. The salve, when applied, will effectively stop the virus. As a result of their research, the world will be a safer place.

How to Use CODE NAME INTEGRITY

Code Name Integrity is for pre-teen children, from grades 4-6.

Who can teach these lessons?

Our teacher's guide equips teachers, parents, club leaders, Sunday school teachers and coaches to instruct.

There are six essential elements of integrity.

We call the essential elements of integrity "secrets". These secrets are adapted from the six pillars of integrity as taught in the **cli** book for adults: **Integrity - The Best Foundation**. Code Name Integrity presents the same insights by examining the life of six well-known people who lived in ancient history.

Code Name Integrity

Code Name Integrity has SIX Secrets.

Each secret is taught in FIVE Lessons.

LESSON 1 (Introduction to Essential Element)

Dr. Jen and Dr. Ben begin their investigation, introducing students to the historical person in the lesson.

As part of the lesson, the students are taught a theme song about that lesson's secret.

These are action songs, designed to teach each secret of integrity. The music and words enable the kids to remember, understand, and enjoy what they are learning. Our integrity songs make learning fun.

Singing the songs helps prepare the student for their lesson. All seven songs are available on our website (video.cli.international).

- You will receive a password for a free download of a sing-along soundtrack.
- You can watch the lyric videos with Wanda Mann and a group of integrity kids as they sing the songs and do the actions.
- You can download the sheet music and words.
- You can go online and sing along with us.

LESSONS 2 – 5

The remaining lessons teach how the historical person resisted corruption.

DAILY LESSON PLAN

Each day's lesson plan follows a similar format. The format is as follows:

LET'S SING

There is one song for each secret of **integrity**. In addition, there is a theme song for the entire program. The seven integrity songs are core to learning. Don't skip the singing! We recommend that the group sing the secret theme song at the start of each lesson. We also suggest that the group sing the program theme song each day. The theme songs are a great way to learn and remember the secrets of integrity. Each song has fun actions as you sing along.

SHARE / REVIEW

Sharing encourages the accomplishment of a life application.

It reinforces the importance of living with integrity. The review enhances the learning experience and increases the retention of the message.

OPENING ACTIVITY – “ice breaker” games, object lessons

We provide a complete list of materials necessary for each activity. All the activities are simple, fun, success secure and low cost. There is an easy-to-follow guide explaining how to use the exercise with each lesson.

STORYTIME

cli provides an intriguing, short story that teaches the essential element of integrity from the life of the selected historical character. We recommend you read the story together as a class. All stories are historically accurate and biblically trustworthy. You may want class members to read or even dramatize the story.



KEY IDEA

The key idea summarizes the core thought. This concept reinforces the integrity secret taught in that lesson. Generally, cli accomplishes this by using a proverb, a saying, or a Bible verse.



LESSON APPLICATION / ACTIVITY / CRAFT

The Life / Lesson Application section encourages the learner to apply the learned information. It moves the truth to application. The success of this section should impact the learner's character. Life application will shape the child's behaviour and strengthen their personal integrity.

BUILD AN INTEGRITY MOLECULE

- Students will build a model of the integrity molecule.
- The construction of this molecule is an excellent learning tool and a creative visual reminder of what is essential for integrity.
- The teacher will use readily available materials to create the molecule.

Aids for the Teacher

TEACHER'S NOTES

cli provides additional information to equip the instructor. Our notes help the teacher to understand and present the day's topic. You can expect to find historical, sociological, psychological, spiritual, and behavioural insights in this section.

Teacher's Pre-Class Preparation

Be familiar with the words and tune of the theme song. (Songs are available online at video.cli.international or on a flash drive.)

- We suggest you test the opening activity and be familiar with its application.
- Read the story and be familiar with the provided background information.
- Understand the Key Idea well enough to explain it and lead a discussion.

LIFE / LESSON APPLICATION

The Life / Lesson Application section encourages activities and behaviours which will help shape the learner's character. The intent is to move from information to character formation. Give a strong focus on this aspect of each lesson.

ILLUSTRATIONS

The illustrations were created by artists in Africa and Canada.

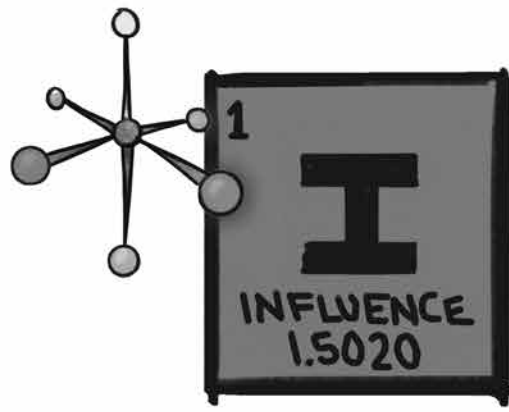
SNACK / CRAFT

A snack option can be both an entertaining and yummy lesson boost. Low-cost snacks will provide an opportunity for lesson review and relationship building.



PRAYER

Faith-based groups will want to include this option. We have provided short prayers at the end of each lesson. Our approach encourages both the teacher and students to pray.



INFLUENCE

INTEGRITY IS THE FOUNDATION UPON WHICH TO BUILD YOUR INFLUENCE.



STUDENT WORKBOOK
MODULE 1



INTEGRITY
is the FOUNDATION
upon which to
BUILD your
INFLUENCE.

LESSON 1 The Secret of Influence

SUGGESTED MEDIA

God's Story: Joseph. Crossroads Kids' Club (<https://youtu.be/NQ7wLTBnF84>)

LET'S SING

[See the Let's Sing section at the back of your manual.]

- 'Right Here' (Integrity Song)
- 'The Best Way' (Influence Song)

OPENING ACTIVITY

Material: two clear water glasses, drinking water, salt

Fill both glasses with fresh water.

For the next 5 days add a teaspoon of salt to just one glass of water.

Invite one person to take a sip of the salted water and then the fresh water.

Ask the person, "Can you taste a difference?"

Then ask them, "How big is the difference you taste?"

By the end of the five days, there should be a very large difference.

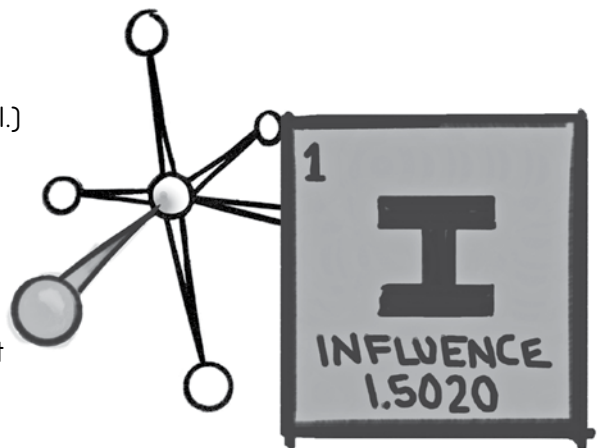
Integrity is like salt in freshwater.

The more integrity [salt] we place in our hearts, the stronger its influence.

IN THE LAB

Team Integrity Launches Project

Dr. Ben A. Fit was not in the best of moods. It had been three days since the Global Health Agency sent their 'Code Name Integrity' file, and he still hadn't managed to solve the first clue. Dr. Jen R. Us looked up from her microscope, troubled by the worry on her friend's face. "I know you're discouraged Ben, but we simply can't give up. The virus corrupting the world is rapidly spreading. If we're going to save humanity, we must unlock the keys to the cure."



Influence

Dr. Ben sighed. "Well, the agency certainly hasn't made it easy."

Dr. Ben studied the clue on his floating screen. "A man named Joseph in 2,000 BC??? Why, there could be thousands of them!"

A loud gasp rose from the library upstairs.

"Dr. Ben, Dr. Jen, come quick! Something strange is happening."

The scientists raced toward the library. The students in the Junior Scientists Club were usually quiet as mice when they came to visit the lab. Something strange was happening indeed!

Dr. Ben and Dr. Jen met the wide-eyed stares of Tayla, Sammy and Luke. Luke pointed to a glass prism resting on a fallen book page.

Dr. Ben sputtered, "Why is my precious Inspire Lens on the floor? I've spent years building a lens that could bring words to life, and now it may be of no use at all."

Luke's head bowed with guilt. "Sorry Dr. Ben. I accidentally knocked it off the table. Do you think that's why it's glowing now?"

Dr. Jen leaned in for a closer look at the word shimmering beneath the lens. "Ben, I think the lens is working! It says: 'Joseph'. Could this be the person we've been searching for?"

Dr. Ben knelt over the Inspire Lens, carefully putting its dislodged pieces back in place. With the last click, the small glow swelled to a brilliant light. The team stared in wonder as the beam projected a golden palace all around them.



"What are we seeing Dr. B?" Tayla asked in a tiny trembling voice. Dr. Ben eyed the regal-looking man now sweeping into the palace court. "If my calculations are correct... 2,000 BC."

TEACHER'S NOTES FOR STORYTIME

Who is Joseph?

Joseph was born around 2,500 BC. as the eleventh son of a man named Jacob. He was born into an unhappy, stress-filled, dysfunctional home. His father (Jacob) had two wives, two concubines, and twelve sons. But, the major cause of stress was that Jacob loved one wife (Rachel) and one son (Joseph) more than the others.

Joseph grew up enjoying his father's favour. His father added to the domestic conflict by giving Joseph a special coat of many colours. The coat reminded everyone that Joseph was the favourite son.

In his brothers' opinion, Joseph was spoiled, arrogant, and lazy. His brothers despised him! One day, when the opportunity presented itself, they got rid of Joseph by selling him into slavery.

Why was Joseph chosen?

After he was thrown into the pit, Joseph's character and conduct changed. It seemed like Joseph saw his life after the near-death experience of being thrown in a pit, as a second chance to do



the right thing. From that day on, integrity guided him. Whether in Potiphar's house, prison, palace or with family, integrity directed his choices and his influence.

After his brothers sold him into slavery, Joseph's character seems to shift. His good character and skills caused him to advance into leadership. From the day he arrived in Egypt, he gained influence. Eventually, Joseph would become incredibly wealthy and powerful.

- How would Joseph use his influence in Egypt?
- How would he use his new wealth and authority? (Did he just help himself or did he help others?)
- Years later, when Joseph's brothers would come before him to ask for help, how would Joseph respond to them and their request?
- Would he use his influence to take revenge on his brothers because of how they had hurt him?



KEY IDEA

The **SELFISH** use of **INFLUENCE** results in negative consequences.
The **UNSELFISH** use of **INFLUENCE** results in good consequences.



CRAFT

Material: paper, scissors, pens

Create an **Identification Badge**. This badge will be the personal ID badge, qualifying students to participate as Junior Scientists. We recommend that each ID badge include a drawing of a molecule and the participant's name. You can create an example for the students or develop a standard design with the students, one that all can copy.



PRAYER

God, please help me to have a teachable heart so that I can learn from the experiences of my life. Help me to be an influence for good and to understand how my actions are affecting others so that I can make good choices.

LESSON 2

Be Humble



As the students arrive, have them put on their ID badges.

LET'S SING

- 'The Best Way' (Influence)
- 'Right Here' (Integrity)

OPENING ACTIVITY

Material: white art paper, crayons

Ask the children, "What do you want to be when you grow up?"

Have each student draw a multicoloured garment that represents what they dream of doing when they are an adult. After they have completed the drawing, have them show it to the class and share their dream.

As a teacher, please affirm that every dream is important. (e.g., a nurse's uniform, soccer player's jersey, or fireman's coat.)

- Can your dream influence you today?
- Can your dream guide your choices for the future?

Every person is essential, and we all have a dream.

STORYTIME (Based on Genesis 37:1-11)

One night, Joseph was gripped by a curious dream where the sun, moon, and stars all bowed down to him. As Joseph shared the vision with his father, his brothers listened in with burning resentment. Whispering in the shadows, Joseph's brothers began to plot against him. One way or another, they would be rid of their boastful brother forever! Wasn't it enough that he had their father's favour and treated them cruelly? Did Joseph think he was superior to them? Why should they serve him too? This crazy dream story was too much to tolerate!

PRIDE
only THINKS
of ITSELF.

TEACHER'S NOTES

Joseph's pride caused him to use his influence to his selfish advantage.

a) Joseph was **critical** of his brothers.

- Joseph had a false sense of self-importance. He intentionally brought a bad report to his father against his brothers. He meant for his report to make his brothers look bad and for him to look good in his father's eyes.
- He used his favour with his father for his own advantage and to the disadvantage of his brothers. What kind of report would integrity bring?

b) Joseph considered himself **better** than his brothers.

Two things supported his sense of superiority. He had dreams in which his family bowed down to him, and each day he wore a special coat of many colours. The coat set him apart and above his brothers. It motivated him to dominate and control his brothers. He would bully them by how he talked to them and how he treated them. He enjoyed making their life difficult.

A Multi-Coloured Coat

The coat was a clear symbol of distinction and privilege. Jacob gave Joseph this special coat of many colours because he loved him and because it granted him special position. This coat meant Joseph was always first, therefore he felt more important than his brothers. Joseph did not handle his privilege and power very well. Power corrupted his behaviour. As a result of his misuse of influence, a huge rift was created between the brothers.

QUESTION

Does possessing something special make us feel we are better than someone else?

Two Dreams

Joseph had two dreams, and both pictured him as ruler over his family. Although his dreams were from God and would eventually come to pass, Joseph unwisely shared his dreams. In arrogance he shared his dreams without thinking how the message would impact his brothers. Instead of thinking he had been given influence so he could help his family, pride caused him to think that his family should serve him. Joseph did not understand that the reason he was given influence was so that everyone could benefit. He thought only of himself.

His pride also blinded him to his brothers' anger. Joseph underestimated the anger his brothers felt toward him. One day, when an opportunity presented itself, the brothers would retaliate and take joy in bullying Joseph.

c) Joseph **taunted and bullied** his brothers.

Although he was younger than them, he used his position and influence to make his brothers' lives miserable. Joseph was sure his brothers were inferior to him. He bullied them with words and actions.

- When we hurt people with our words, it is called **verbal abuse**.
- When we hurt people with our attitudes, it is called **emotional abuse**.
- When we hurt people physically, it is called **physical abuse**.

Joseph's brothers became so angry they could not speak 'peacefully' to him. Their anger led them to hostile actions aimed at Joseph. Anger united them in a plot intended to destroy Joseph. They would get revenge by bullying the bully.



KEY IDEA

PRIDE DESTROYS relationships and causes negative **INFLUENCE**.

HUMILITY GROWS relationships and gains welcomed **INFLUENCE**.

Matthew 23:11

The greatest among you will be your servant.

Proverbs 16:18

Pride goes before destruction, a self-important spirit before a fall.

BULLYING

WORD SEARCH ACTIVITY KEY

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

FIND THESE WORDS:

- Help Victim Suicide Scared Friends Violence
- Parents Bullying Teachers Confidence Bystanders
- Depression Self Esteem Intimidation Frustrations
- Playgrounds Verbal Bullying Social Bullying
- Cyber Bullying Physical Bullying

LESSON APPLICATION

(Below are a group of questions. We recommend that you select one or two.)

- Do you feel superior or inferior to anyone? Why?
- Is it because of your tribe, affluence, favour, or intelligence?
...remember, pride says I deserve an advantage.
- How could Joseph have used his influence for the good of his brothers?
- If you have influence, what is the best way to use it?
- Does anyone treat you as if you are less than them?
– How does that make you feel?
– Is it true they are better than you?
- What can you do today to serve someone who needs your help?

Bullying is never OK. It is the use of strength or influence to intimidate someone to do what you want them to do or to hurt them.

- Have you experienced being bullied or observed bullying? How did you respond? How did you feel?
- Why do some people bully others?
- Who should you talk to when you see or experience bullying?
- Have you ever felt afraid because someone was bullying you?

The opposite of being a bully is using your INFLUENCE to be kind or help others. Integrity guides us to understand and appreciate others.

Is there someone to whom you could show kindness? How could you do that?



OPTIONAL CRAFT / SNACK

Material: colourful fruit rollup, marshmallow, straight stick pretzels

Create a 'pretzel man of Joseph'.

Dress the pretzel man with a colourful fruit rollup.



PRAYER

God, you want me to understand that what you've given me is meant to be used to help others.
God, give me eyes to see how to do that well, so that I can please you.

LESSON 3

Be Kind

BULLYING
hurts
EVERYONE.



As the students arrive, have them put on their ID badges.

OPENING ACTIVITY

Before the lesson, without the rest of the group knowing, ask one person to stop singing during the theme song and whisper something three times. (Whisper something like, “My favourite colour is purple.”)

At the end of the singing, ask the group what the person whispered?

Next, ask the person who whispered, “What did you say? How did you feel when nobody heard or paid attention to you?”

LET'S SING

- ‘The Best Way’ (Influence)
- ‘Right Here’ (Integrity)

SHARE

Since our last class, what did you do to help someone?

How did helping someone make you feel?

How did they respond to your kindness?

STORYTIME (Based on Genesis 37:12–36)

Joseph’s brothers were as clever as they were cruel. Not only had they thrown Joseph down into a pit and then sold him into slavery, but they also smeared his prized coat with animal blood to convince their father he’d been killed.

Joseph’s brother, Reuben, struggled with the ache of his lies. He knew Joseph was not dead and that he and his brothers had sold him into slavery. It was hard to stand silent and observe unspeakable grief as his father could not be comforted. But, he reasoned, hadn’t their father mistreated and been unfair to his ten other sons? Didn’t this only balance the scales of treatment? The brothers buried their guilt in silence, never speaking of the one now lost. Joseph’s fate remained unknown.

TEACHER'S NOTES

Yesterday, we learned that Joseph misunderstood his brothers, pretending that there were no relational problems. He attempted to use his influence for his own advantage so that he could control others by bullying them. He used verbal and emotional bullying.

We also saw how Jacob's unfair treatment of his other sons caused anger and resentment to develop. There was a lot of tension in the family. The brothers hated Joseph and loathed their father. They blamed their father for not caring for them and for blindly supporting Joseph's actions.

As their hatred for Joseph grew, they began to look for ways to be unkind, even vindictive towards him. Eventually their unchecked, verbal, and emotional responses would lead them to physical abuse.

- Father Jacob mistreated ten of his twelve sons.
 - The pain of Rachel's death blinded Jacob to his dysfunctional parenting. Stress, conflict, jealousy, favouritism, and bullying created an ugly environment among his family.
 - Jacob preferred Joseph above all of his sons. He gave Joseph a coat of many colours to honour him. In addition, Jacob did not require Joseph to work in the fields with his brothers, but permitted him to stay at home. This unfairness triggered sibling rivalry. In the book of Genesis there are five sibling rivalries, all of which have a far-reaching, negative impact... Cain and Abel, Isaac and Ishmael, Leah and Rachel, Jacob and Esau, plus Joseph and his brothers.
- Joseph used his position to bully his brothers.
 - A sense of superiority motivated Joseph's actions. He considered himself superior to his brothers and he put them down. Joseph misused his privilege and verbally abused them. The more he bullied them, the more he isolated himself and his ten brothers became united against him. Joseph was insensitive and uncaring even in the face of his brothers' anger and offence.
 - The more Joseph maneuvered to advance in power, the more he mistreated his brothers.
 - It seems surprising that Joseph was willing to visit his brothers when they were far from home. His pride blinded him to the danger of their anger. He was completely oblivious to the intense resentment they harboured, and he assumed that because of his position he was safe. But, he was wrong.
- Joseph's brothers bullied him.
 - Joseph's ten older brothers waited for their chance, then ganged up in retaliation. The years of their brother's unkindness, taunting and abuse, fuelled their rage. They never forgot. Also, the harshness of their father magnified the problem.
 - When an opportunity to harm Joseph presented itself, they welcomed it. Even if their actions meant that they would crush their father's heart, it seemed appropriate and justifiable because of how their father had treated them.
 - The brothers acted with a vengeance. It is worth noting that they stripped Joseph of his coat of many colours, then cast him into a deep pit.
 - So often, those who are bullied will find a way to bully someone else. If they can, they will try to get even with the bully by hurting the one who hurt them.
 - The brothers intended to rid themselves of Joseph, but they debated how far to go with their actions. Most wanted to kill him, but not all.



KEY IDEA

There are three kinds of bullying:

- **Verbal** – name calling, insults, bad reports
- **Emotional / Social** – excluding, intimidating, sharing information or images that are harmful
- **Physical** – harming, hurting, shoving, hitting

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. [1 Corinthians 13:4-5]

LESSON APPLICATION

How to deal with bullying? (The highlighted text are the answers to the student's notes section.)

1. **Be Aware**

People are less likely to bother you and more likely to listen to you if you walk, sit, and act with awareness, calmness, respect, and confidence. Projecting a positive attitude means holding your head high and walking confidently. Staying aware also helps you to notice problems so that you can deal with them sooner rather than later.

Have the group practice the difference between being passive, aggressive (or assertive) in body language, tone of voice, and choice of words.

2. **Walk Away**

The best self-defence response is called 'target denial' which means, 'don't be there'. Leaving an unsafe situation is often the wisest and most effective solution for getting away from trouble.

Act out a scenario where a young person is walking in the school corridor (or any other place where they might be bullied). Coach each student to veer around and move out of the bully's reach.

3. **Set Boundaries**

Boundaries can also be important in dealing with aggressive or threatening behaviour in situations where it is not possible to just leave. Waiting for a safety problem to go away on its own, usually just gives time for the problem to get bigger. It is wise to take action and to not let this behaviour continue.

Pretend to follow a student and then very gently pretend to poke them in the back. Do this very carefully as the purpose is to practice a response rather than being hurtful or scary. Coach your student to turn, stand up tall, put their hands up in front of their body like a fence, elbows bent close to their body, palms out and open, and say loudly, "Stop!" Move back and walk away.

4. **Protect Your Self Worth**

You can protect yourself from the power of insults and name calling. Avoid believing insults or taking into your imagination any identity that hurtful words can cause. Learn to embrace what is true. If someone says, "you are stupid", you can throw those words away and say, "I am smart." Practice choosing how you want to view yourself.

5. Speak Up

Most people who are being hurtful to others don't want to get caught. Yelling or speaking up loudly calls attention to the bullying. Words like 'stop', 'no', and 'help' are effective. Remember... you can go to a safe adult and report what has happened to get help.

If you are a bystander, observing the bullying question and/or behavior, use humour to redirect. Intervene as a group to diffuse the situation or reach out privately to the bullied person and let them know you care.



CRAFT

Material: 1 ziploc bag (represents integrity), 1 sharp pencil (represents difficulties), container of water

Fill the ziploc bag to 30% full with the water.

Now, holding the top of the bag, stick the pencil through one side of the bag, through the water and out the other side. No water will spill out.

You thought the water would go everywhere, but it will stay inside.

Difficulties do not need to destroy our character.

PRAYER

God, I need your help so that my heart has no room for offence, leading me to actions that could harm others and myself. Help me to be quick to listen, slow to speak, and slow to become angry.



LESSON 4

Be Forgiving



UNFORGIVENES
HURTS
EVERYONE.

SUGGESTED MEDIA

Media Clip – Joseph Forgives – Saddleback Kids (<https://youtu.be/ndETu4bzwAY>)

LET'S SING

- 'The Best Way' [Influence]
- 'Right Here' [Integrity]

SHARE

The opposite of being a bully is showing kindness.

- Did you show someone kindness?
- What happened?
- How did you feel?

OPENING ACTIVITY

Material: ground black pepper, a plate, water, dish soap

Pour water onto a plate. Pour enough to cover the bottom of it.

Sprinkle a dusting of pepper on the water's surface.

Dip your finger into some dish soap.

Then dip your finger into the water on the plate.

The pepper will suddenly spread out, moving away from the soap.

[Note: too much pepper will slow the spread of the pepper to the sides.]

STORYTIME [Based on Genesis 42–45]

Joseph stood in the court of Egypt's great palace. He hid his face from the ten men trembling in fear behind him, pleading for his mercy. They did not recognize him. How could they? It had been years since they were children in their father's house in Canaan. Even now, the memories of their hatred toward him still stung. What would he do?

TEACHER'S NOTES

The years that followed Joseph's sale into slavery were both cruel and kind. The favour of God had brought Joseph to a place of authority in Egypt, only to later find himself imprisoned for something he did not do.

Inside the bleak prison, Joseph's ability to interpret dreams benefitted some others, namely, Pharaoh's jailed cupbearer. Despite the cupbearer's promise to help Joseph, he quickly forgot Joseph's kindness when he was released and returned to the palace. But, God never forgot Joseph. Later, when Pharaoh himself was troubled by dreams, the cupbearer remembered Joseph. With God's help, Joseph was able to interpret Pharaoh's dreams and offer him wise counsel. As a result, Pharaoh promoted him to a position of great influence.

Joseph would manage all of Egypt's storehouses. There were seven years of abundance followed by seven years of famine. During the famine, people from all over the world came to Egypt to buy food. Everyone who came had to deal directly with Joseph. His brothers were among those who came seeking food.

Now, as his brothers stood before him, Joseph immediately recognised them, but they did not recognise him. How would Joseph respond? Would he use his power to get revenge on his brothers? Would he be able to forgive?

Something rose up inside of Joseph and at first, he lost perspective. He showed no mercy to his brothers and started to exact his bottled-up revenge. He had all the power to do to them whatever he wished. Sadly, power magnified the bitterness hidden away in his heart and he took the opportunity to taste harsh revenge. Joseph's behaviour changed.

- First, although he knew it was not true, he charged his brothers with being spies.
- Next, he falsely accused them of dishonesty.
- Then, he planted false evidence to condemn them.
- Then, he imprisoned them.
- After three days of incarceration in the worst of conditions, he released only nine of the ten brothers keeping one in jail.
- He did give the nine brothers limited provisions, but warned them against returning.
- He demanded that if they ever returned to Egypt, they must do something that would break their father's heart... they must bring their youngest brother back with them.

Joseph's actions did not go unnoticed by the people under his command. They had known him as a great leader, someone respected for integrity and compassion, but now he was angry and acting without integrity. Why? The leader they admired was gone.

- Joseph had run a nasty scam on his own brothers.
- He commanded his trusted servants to carry out dishonest activities.
- For a time, because of anger and unforgiveness, Joseph lost his focus. He retaliated and sought vengeance, but unforgiveness was not making things better. Rather, it was making things much worse.

Thankfully, Joseph recognized the damage of his revenge. He dealt with his pain and shame. After a time of personal reflection, he chose to forgive his brothers. He decided it was much better to forgive them than to hold onto unforgiveness. With tears streaming down his face, he revealed his true identity. The brothers also wept as they felt ashamed and somewhat fearful. At that moment, Joseph exercised the greatest power anyone could display, the power of love.

Influence

Did his brothers deserve to be forgiven?

- Forgiveness is not earned; it is a gift.
- Unforgiveness threatened to steal his future and ruin his reputation.
- Joseph chose to do the right thing even though it was difficult.

What was the result?

- Relationships were healed.
- A family was restored.
- Joseph regained the respect of those who followed his command.
- He was able to use his influence for the benefit of others.



KEY IDEA

Forgiveness is essential.

Forgiveness is a conscious, deliberate decision to let go of feelings of resentment or vengeance toward someone who has harmed you, whether they deserve it or not.

The weak can never forgive. Forgiveness is the attribute of the strong. (e.g. Mahatma Gandhi)

When you struggle to forgive, what should you do?

- If you are struggling to forgive, talk to someone you can trust.

Why?

- Unforgiveness hurts relationships.
- Unforgiveness torments our thoughts.
- Unforgiveness makes it hard to do good or be kind.
- Unforgiveness is like drinking poison and waiting for the other person to get sick.

Forgiveness restores relationships and renews our thinking with peace and joy!

LESSON APPLICATION

Let's imagine that Joseph refused to forgive his brothers. Create a story of what might have happened if Joseph had refused to forgive. Invite the group to share their ideas of what could have happened if Joseph refused to forgive. What would the future have been like for Joseph and his family? How would the servants who Joseph commanded have seen him?



OPTIONAL ACTIVITY

Material: a trash can, paper, pencils

Ask the students to write the name of someone who has mistreated them on the paper.

Next, have the student crumple the paper into a ball.

Then, throw the ball of paper into the trash.

When they do, ask them to say, "I choose to forgive you, and I let go of my unforgiveness."

Ask the students, "When you struggle with forgiveness, what do you do?"

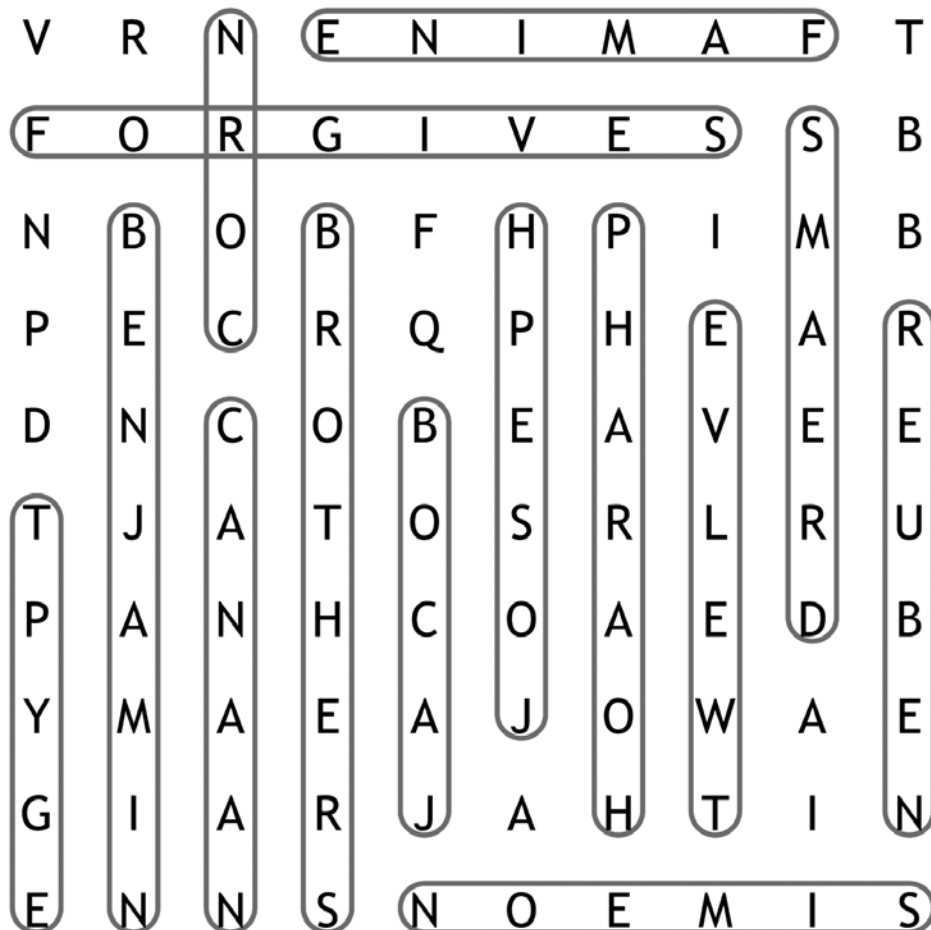


PRAYER

God, I thank you that you forgive me. Help me learn to forgive others quickly and to not carry offence in my heart.

JOSEPH FORGIVES

WORD SEARCH ACTIVITY KEY



FIND THESE WORDS:

Forgives	Brothers	Benjamin	Pharaoh
Twelve	Dreams	Famine	Simeon
Reuben	Canaan	Joseph	Egypt
	Jacob	Corn	

LESSON 5

Be Generous



LET'S SING

- 'The Best Way' (Influence)
- 'Right Here' (Integrity)

SHARE

Tell a story of when you forgave someone.

Did things change because you forgave?

If yes, how did things change?

If no, why not?

OPENING ACTIVITY

Ask the class to close their eyes, keeping them closed until you instruct otherwise. Find and hold up a picture of a hungry or hurt child, then ask the students to open their eyes and tell you what they feel when they see the picture.

Then ask, "If you had two eggs would you give this child one? Why or why not?"

A wise king taught his country this statement:

"Those who give to the poor will lack nothing, but those who close their eyes to them receive many curses." [Proverbs 28:27]

"Do all the good you can, by all the means you can, in all the ways you can, at all the times you can, to all the people you can, as long as you can." – John Wesley

STORYTIME (Based on Genesis 45)

The good news of Joseph's reunion with his brothers reached Pharaoh himself. With Pharaoh's blessing, Joseph loaded their donkeys with gifts and provisions and instructed his brothers to move their father and families back to Egypt so they could be taken care of and live in blessing with him.

When Joseph's brothers told his father all that had happened, he didn't believe them. How could it be true that the son he thought to be dead was still alive? When Jacob saw the bounty that Joseph had sent for him and his sons, his heart leapt! Only Joseph had such a generous heart. His son must truly be alive!

Jacob's family returned to Egypt and lived in love, joy, and forgiveness with Joseph until the end of Jacob's days and far beyond.

TEACHER'S NOTES

[Genesis 41]

Pharaoh entrusted Joseph with the responsibilities of managing the seven years of good harvests and then managing the storehouses of resources during the seven years of famine. This assignment caused Joseph to become very influential, wealthy, and powerful. Because of integrity, his leadership thrived.

- Potiphar's house prospered – Genesis 39:4-6
- Prison conditions improved – Genesis 39:22,23
- Pharaoh and Egypt succeeded – Genesis 41:37-49

Joseph used his influence to benefit other people. As a leader, he cared for those he served. He used his knowledge, authority, and wisdom to rescue the people of Egypt, as well as the surrounding countries. One day his dreams became a reality.

- The legacy of Joseph shows that he became a generous man.
- He refused to build wealth just for himself. Everyone under his leadership profited.

He also extended his generosity to his brothers and father. He used his power and wealth to improve the life of his family. Rather than leave them to struggle where they lived, he invited them to join him in Egypt where he could enjoy life with them and help them.

- Joseph gave more than his possessions. He gave his love.



KEY IDEA

You give a little when you only give your possessions, but you give a lot when you also give yourself.

"One gives freely yet grows richer; another withholds what he should give and only suffers want. Whoever brings blessing will be enriched, and one who waters will himself be watered." [Proverbs 11:24-25]

LIFE APPLICATION

What can you give or do to help someone else?

Create a list of things everyone has to give. Here are a few suggestions:

- Time
- Encouragement
- Help
- Love

Please think of someone to whom you can show generosity.



BACK IN THE LAB

The powerful light faded away. Dr. Jen inspected the Inspire Lens and carefully retrieved a single droplet left behind. “It seems that Joseph’s story has one more thing to teach us.” The team followed Dr. Jen to her powerful microscope.

“What is it Dr. Jen?” Sammy asked, pressing in for a closer look.

Dr. Jen pointed to the virus map on the floating screen. “It’s an atom of good influence and it’s fighting the virus!”

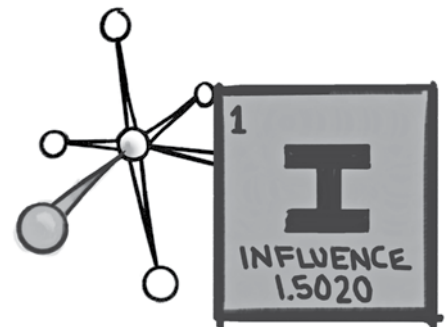
Dr. Ben joined her in front of the screen. “But one atom alone won’t stop such great destruction. We’ll need to gather the pages of the B.I.B.L.E. so we can work together to unlock the remaining clues.” The team nodded in hearty agreement. If history held the answers for Code Name Integrity, they were determined to uncover every last one.



ACTIVITY

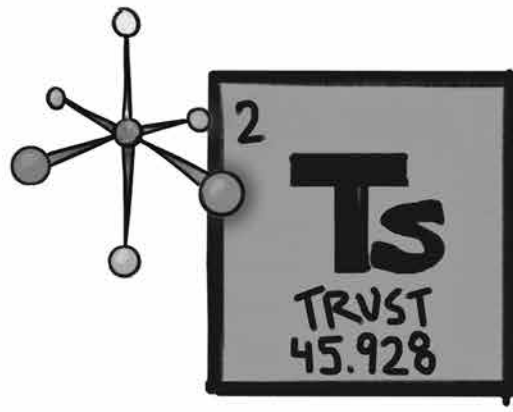
Let’s begin to construct the molecule of Integrity that will defeat the virus of corruption.

- The center ball will represent **INTEGRITY**.
- The second ball will represent an atom called **INFLUENCE**.



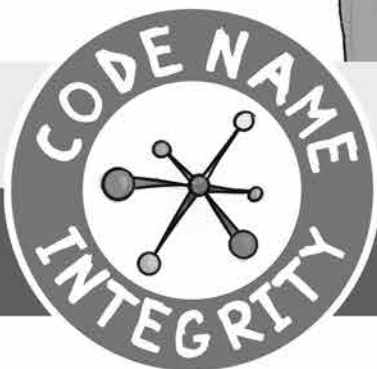
PRAYER

God, help me to not just forgive, but to forgive and be restored as well to those who have done wrong to me. Would you also help me do the same for those that I have hurt or done wrong to? Thank you.



THE SECRET OF TRUST

INTEGRITY IS THE
FOUNDATION UPON WHICH
TO BUILD TRUST.



STUDENT WORKBOOK
MODULE 2

LESSON 1

Be Trustworthy



As the students arrive, have them put on their ID badges.

SUGGESTED MEDIA

God's Story: Paul, Crossroads Kids' Club

(https://youtu.be/ROpOW_Zbt1s)

Paul's Ministry, Saddleback Kids (<https://youtu.be/llXFy3zjjh4>)

LET'S SING

[See the Let's Sing section at the back of your manual.]

- Learn 'Trust Comes' and make up actions.
- 'Right Here' (Integrity)
- 'The Best Way' (Influence)

REVIEW

Joseph taught us about the first secret to overcoming corruption. Let's review what we learned about using our influence with integrity.

- When Joseph was proud because of his favour, how did he treat others?
 - Integrity reminds us to be humble.
- When Joseph used his influence only for his benefit, it resulted in bullying.
 - Integrity reminds us to be kind and not hurt others.
- When Joseph could have retaliated against his brothers, he chose to forgive them.
 - Integrity reminds us to forgive.
- When Joseph could have kept all his wealth for himself, he chose to share it with others.
 - Integrity reminds us to be generous.

IN THE LAB

Fading daylight fell on the weary Junior Scientists. Sammy, Luke and Tayla had been searching the ancient manual for hours and by now their stomachs weren't the only things grumbling. Their eyes followed the floating screen glowing bright with the agency's second clue: "A blinding light allowed him to truly see."

TRUST is
NECESSARY
for GOOD
RELATIONSHIPS.

Luke shook his head, "This is impossible! We should just wait for Dr. Jen and Dr. Ben."

Tayla plucked another page from the pile. "They told us to keep searching the manual," she said. "If we can't find answers in the oldest book in existence, where else can we find them?"

Sammy's eyes stopped on the bright green pen in Tayla's hand. "Where did you get that pen, Tayla?"

Tayla continued to study her pages. "I won it in an essay competition," she said.

Sammy's eyes narrowed. "Funny, my favourite pen goes missing and you turn up with one exactly like it."

Tayla could hear the accusation in Sammy's voice and she didn't like it one bit. "Do you really think I'm the kind of person who'd steal from my friends or anyone else?"

A shrill alarm turned their heads toward the floating screen. Dr. Jen raced in, quickly reading the alert report. "We need more atoms to make the serum stronger!"

Luke's face lit as he eyed the manual page in his hand. He asked, "Would the answer to the 2nd clue help?" Luke grabbed Dr. Ben as he entered. "A blinding light allowed him to see... doesn't that sound like this Saul story?"

Dr. Ben pulled the Inspire Lens from its secure casing. "Well, let's find out, shall we?" Dr. Ben gently rested the lens on Luke's palm. He could see Luke was afraid to touch it. "Don't worry Luke. I trust you."

Luke drew a deep breath, carefully setting the lens on the page. In an instant, the walls of the room fell away. A crowd of people surrounded them now, rocks in hand, as their shouts swelled to an angry roar! The team traded nervous looks. What had they stepped into?

TEACHER'S NOTES

The ancient Middle East practice of stoning, related to justice. It was a horrible execution where people threw stones at a condemned person until they became unconscious and died. The law permitted this method of punishment for crimes considered to merit death.

Why was Saul of Tarsus chosen?

Saul grew up in a privileged home and resided in a university city. As a young man, he graduated with honours. He quickly earned recognition for his intellect and religious fervour. Saul worked hard to advance his fame and power. As a result, he rose to the high leadership position much earlier than any of his peers. Saul was an extraordinarily talented man.



Trust

Saul belonged to a group called the Pharisees. They exercised strong religious and political influence. To be a Pharisee, a person separated themselves from others and, most significantly, they detached themselves from Hellenistic culture, certain political groups, common people, and any type of 'impurity' as proscribed by their codes.

Saul's wisdom, passion, skills, and determination promoted him to be a member of a most elite group called the Sanhedrin. The Sanhedrin was like the supreme court. They sat in council to guide the Israelite people. Their primary function was to make sure the Israeli people and culture abided by the law.

Why was Saul so angry?

Saul believed the law was essential to guide culture and life. As a leader, he was required to respond to anyone who was threatening to undermine the law and religious system, and this new, religious group posed a clear and present danger. They needed to be stopped. People like Stephen could disrupt everything. Saul believed it was justifiable and at times necessary to harm people who would not comply. These rebels had to be stopped and Saul would do whatever it took to do so. He became the authorised leader of this harsh persecution. People were arrested, tortured and some were even put to death because of their newfound faith.

However, one day Saul would meet the same Jesus about whom Stephen had told him. It happened on the highway leading to Damascus. At that moment, Saul would be convinced that Jesus was the Son of God and the message Stephen shared was true.

Saul had to build trust with people he had persecuted. Saul had done so much to hurt and destroy the lives of the people who believed in Jesus, but now he also believed in Jesus! He would follow Jesus with the same commitment he demonstrated while a Pharisee, but could he ever gain trust from the people he had previously persecuted? Was it possible? How could he ever do it?



KEY IDEA

- If people can TRUST you, they will build a relationship with you.
- If people can't TRUST you, they will not build a relationship with you.



ACTIVITY

Material: clear drinking glass, water, index card big enough to cover the top of the glass

Ask, "Do you think the water will stay in the glass if I turn it upside down?"

Fill the glass of water to $\frac{2}{3}$ full. Place the index card over the top of the glass, making sure that the whole rim is covered by the card, then press down. Hold onto the top of the card with one hand and move your other hand down the glass towards its bottom. Carefully flip the glass upside down, making sure you keep holding the card in place. You may get a tiny drip on the page at this point, but don't panic! Now, slowly move your hand away from holding the card underneath. The card should stick, holding the water at bay!



PRAYER

Lord, I want to learn to be a trustworthy person. Help me to understand how to do that. Also help me to love and trust you so that I will become trustworthy just like you are.

LESSON 2

Avoid Anger



When anger is out of control, it becomes a dangerous weapon.

LET'S SING

- 'Trust Comes'
- 'The Best Way' (Influence)

Sing along with both songs and enjoy doing actions.

OPENING ACTIVITY

Material: two balloons

What do emotions feel like? They are like blowing up a balloon.

How do we handle our emotions?

Do we keep them contained inside of us until they do damage?

- Blow up a balloon until it pops – anger destroys
- Let it fly crazily around the room – anger out of control

Can we learn to manage our emotions?

- Blow up a second until it is very full, then slowly let the air out of the balloon.

Integrity is like the second balloon; it has emotions, but learns to manage them for good.

ANGER
is a DANGEROUS
WEAPON.

STORYTIME (Based on Acts 7:54-60 and 8:1-3)

Saul stood in back of the angry mob, arms folded tight across his thick chest. One by one, men laid coats before him to guard as they went to hurl their stones at the source of their rage. Who did this Stephen think he was, speaking against the religious leaders? Saul himself had witnessed Stephen teaching against their ways in the synagogue and it made him furious! He deserved every stone being thrown at him for his lies. Even from a distance Saul could see Stephen was in pain, so why was he still speaking out about this Jesus? Saul's anger continued to burn, but so too did his questions. What kind of faith was worth this suffering?

Trust

Saul was on the warpath. After the death of Stephen, many of his fellow believers fled Jerusalem, fearing for their lives. Saul's rage was like a fire that could not be put out and he had aimed it squarely at the church. Saul enjoyed being feared almost as much as he did terrorizing the Christians. He kicked open house doors in the dead of night, dragging frightened men and women into prison. Saul was enraged, so much so that he decided to chase down the apostles who had escaped his brutal punishment. Saul went before the High Priest for a letter of permission and was quickly approved. Saul was gleeful! There would be no escape from his wrath for these Christians. Not this time!

TEACHER'S NOTES

Saul and his companions felt very threatened and offended by the message of Stephen and by the growing number of people who believed in a new faith. At first, Saul's anger came from being offended by Stephen, who he thought was a threat to their traditions. He felt justified in stoning Stephen because he was defending the truth, but the more he did to stop this group, the more rapidly it grew. Their growth caused Saul to become angrier and angrier! He began to respond with more extraordinary cruelty and violence. It is common for people to use anger to force their way. Saul employed anger and threats to try and force people to do what he wanted them to do. When his attempts to stamp out the new group failed, he became angrier and angrier. The people Saul disliked, experienced intense suffering because of his hostility.

Saul got very angry at those who were not like him. At first, his anger led to unkind words, but it did not stop there. As his rage grew, he stole from them, harmed them, damaged their property, and sought to kill their leaders.

Saul's anger led to hatred for these people. His anger just kept leading to more and more anger.



KEY IDEA

Anger doesn't solve or build anything, but it can destroy everything.

"Get rid of all bitterness, rage, anger, harsh words, and slander, as well as all types of evil behaviour. Instead, be kind to each other." [Ephesians 4:31,32]

LESSON APPLICATION

[Important questions to help start discussion.]

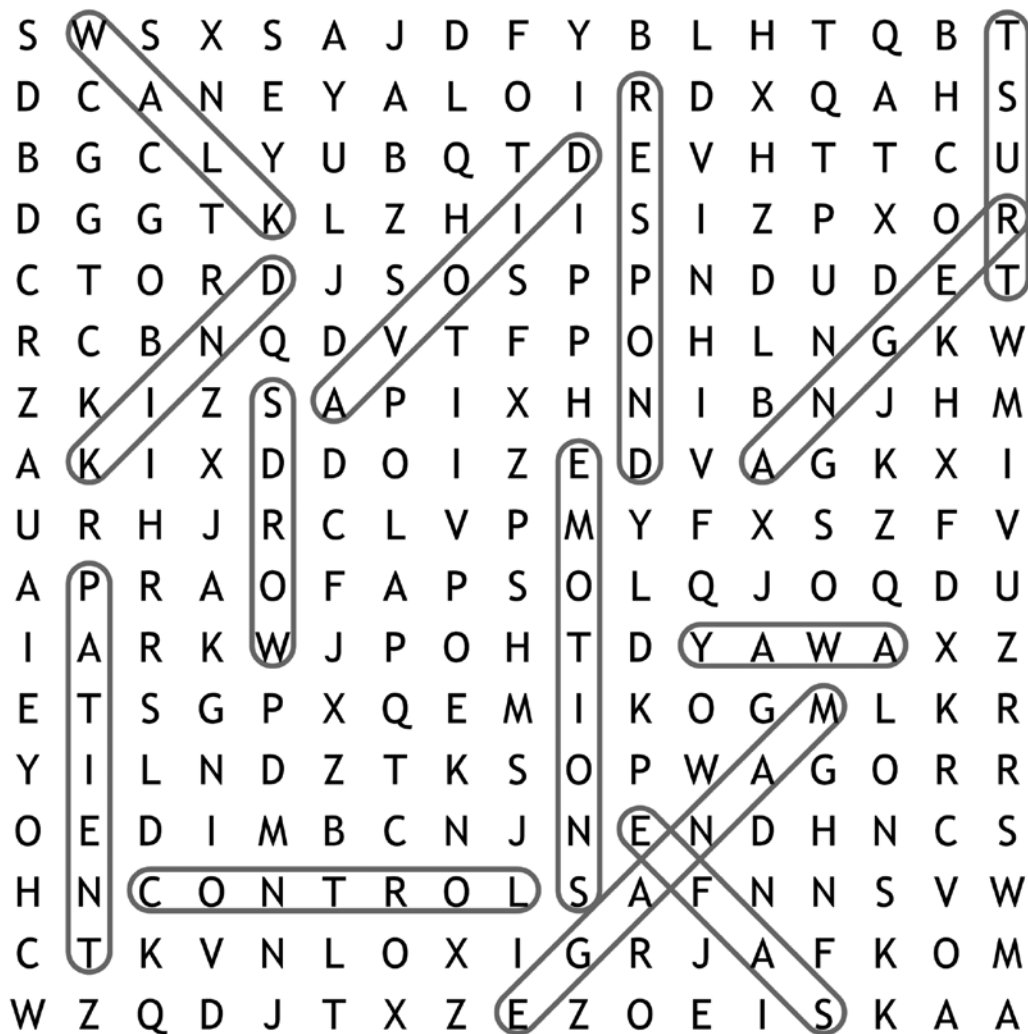
- Why do people become angry? [They want their way, experience injustice, feel threatened, or mistrust.]
- Often anger leads to bad things. Why does that happen?
- Sometimes anger leads to good things. When does the emotion of outrage become good?
- Do you remember being angry and then, later wishing you could have the moment back?
- If you could relive a moment of anger where you hurt someone, what would you do differently so it would not have happened?
- When you start to feel angry, how could you control your responses? [It is possible to manage your emotions.]
- What can you do before your anger gets out of control or leads to bad things?
- Remember that even your body tells you that you are getting angry. What are the signs your body tells you?
- How can we learn to manage our anger?

Here are five ways that could help:

- Believe anger can be controlled. (Ask God for His help.)
- Recognize negative impulses.
- Don't be quick to respond or retaliate.
- Think about the consequences.
- Choose to do something good or walk away.

ANGER MANAGEMENT

WORD SEARCH ACTIVITY KEY



FIND THESE WORDS:

avoid anger manage words
 walk away patient control respond
 kind safe emotions trust



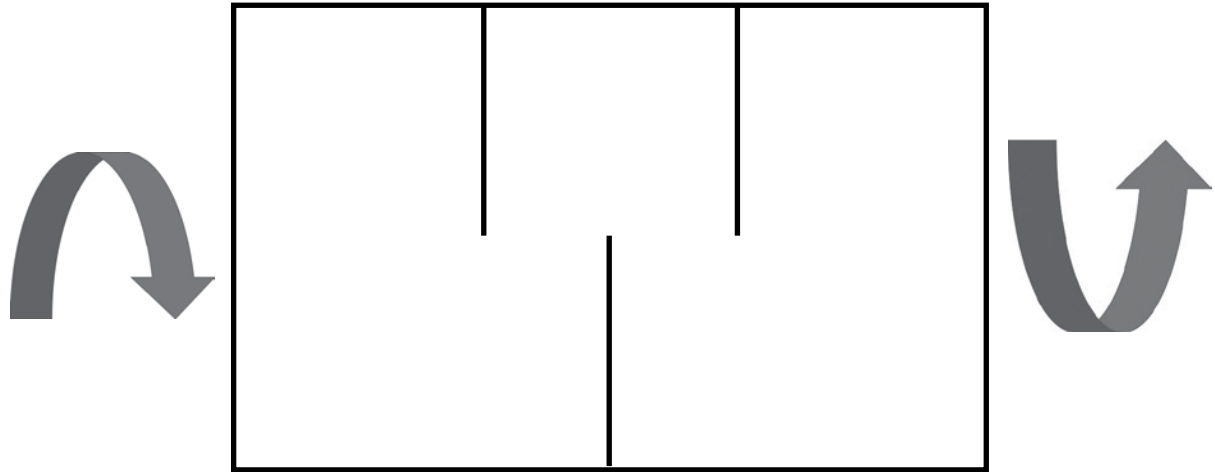
OPTIONAL ACTIVITY

Material: half sheet of paper, scissors

Create the model before class. Attach the paper to a coloured piece of paper.

Cut along the line

After cutting turn ends



Without showing the students how to do this, tell them, “Your goal is to transform your piece of paper into something that looks like the model.”

Give them several minutes.

They won't know how, so tell them they can ask someone in the room to help. Typically they will ask a fellow student.

After they can't do it, ask them, “Who should you have asked?”

They will realise they could have asked the one who created the model.

The point of the lesson: Always turn to the right source for help. This lesson also illustrates that we need to follow the plan and then we can achieve things we didn't think possible.



PRAYER

Lord, help me to be slow to speak and slow to get angry. I want to be a safe person, controlling my anger. Help me to be a safe person for those around me.

LESSON 3

Be Sorry

APOLOGIZE
for YOUR
WRONG
ACTIONS.



LET'S SING

- 'Trust Comes'
- 'The Best Way' (Influence)

SHARE

Since we last met, did you have a moment when you began to feel angry?

Did you manage your anger or did it control you? What did you learn from that experience?

OPENING ACTIVITY

Two Person Skit – Choose two students. One will be Person 'A', the other, Person 'B'.

Material: one banana (cut in half), two plastic bags

Skit

Person A: Holds the banana halves.

Person B: Asks, "Can I have half a banana?"

A: "Sure!" and puts the banana in one of the plastic bags, smashes it and hands it to them.

B: "I don't like it that way."

A: "Sorry!"

B: "Can I have the other half?"

A: "Sure!" and puts the second half in a bag and again, smashes it!

Teacher: "Was the banana masher (Person 'A') actually sorry?"

STORYTIME (Based on Acts 9:1–16)

The journey to Damascus was long and tiring for Saul and his men, yet Saul's anger continued to boil. Just as he neared the city gates, a blinding light broke through the clouds, stopping Saul and his men in their tracks. A voice like thunder shook the air around them saying, "Saul, Saul, why are you persecuting me?"

Trust

Saul fell to his knees. This time he was the one trembling with fear. "W-Who are you?"

The answer struck his ears like a lion's roar. "I am JESUS, the One you are persecuting."

Saul struggled to speak. "Lord, what should I do?"

Jesus replied, "Get up and go into the city. You will be told what you must do."

Saul staggered to his feet. The light was gone, but he could see nothing. Everything around him was dark. Saul was terrified! "I-I'm blind." Not knowing what else to do, Saul's men led him toward Damascus. The journey Saul had begun was now leading his life in an entirely different direction!

TEACHER'S NOTES

When Saul discovered how wrong his actions were, he was determined to change them. It is important to stop doing what we know to be wrong. Saul could have defended himself or made excuses for his actions. He could have used his authority and power to deny responsibility for what he did, but instead, Saul apologised. His apology was more than words, it was backed up with a change of behaviour. Genuine repentance includes a change of actions. Saul meant what he said and his conduct changed from that time forward.

Saul responded with sorrow. As a sign of his true repentance, he did not eat or drink before he had asked forgiveness from God and others. He also took time to think about what his new behaviour needed to be.

The Message Bible says that Saul spent a few days getting acquainted with the Damascus disciples, "but then went right to work, wasting no time, preaching in the meeting places that this Jesus was the Son of God. They were caught off guard by this and, not at all sure they could trust him, they kept saying, "Isn't this the man who wreaked havoc in Jerusalem among the believers?" (Acts 9:20,21a)



KEY IDEA

- Feeling sorry is a good thing if it leads to change, but it's a bad thing when it leads to nothing. What you do after you say you're sorry is what creates trust or destroys it.
- Just because you are sorry doesn't mean everything is immediately alright. It takes time to build trust.

LESSON APPLICATION

Nobody likes to feel sorry or ashamed of what they've done, but being sorry can inspire us to change our behaviour.

- Remember, that being sorry may not be a sign of weakness, but a sign of good character.
- Is there anything you've said or done for which you need to say, "I am sorry?"
- What should happen after we say, "I am sorry?" (We must follow our words with actions.)
- Next time you say, "I am sorry" ask yourself, "How can I show I am sorry?"

How can you manage or bring anger under control?

- Be genuinely sorry.
- Be responsible for what your anger caused and help resolve it.
- Ask God for help to do the right thing.
- Determine how you will try to respond in the future.
- Start acting with kindness on your apology.



OPTIONAL ACTIVITY

This object lesson requires that you take the class outside with their student workbook.

Ask the students to sit in a sunny spot. After they are seated, ask them how fast they feel the effects of the sun? They will say they felt it immediately.

Now ask them to create a barrier with their workbook between them and the sun. Ask the students how they feel now?

Why do they feel cooler or relieved when sheltered? Did the power of the sun rays change? Let the students explain why they feel cooler.

As a teacher, compare the rays of the sun to a relationship [between us and God]. Something may happen between us and we don't feel close or loved any more. We have created barriers. God's love does not change, so we need to remove the barriers and keep the connection line clear.

Next, have children lower the workbook. Ask them how quickly they feel the sunshine again?

When we pull down the barrier, God is immediately there, ready to forgive.



PRAYER

God, I am sorry for the wrong things I've done. Help me to be sincere when I apologise to the people who have been affected by my actions. Help me to do all that I can to make things right again so people will know that I am truly sorry.

LESSON 4

Be Reliable



LET'S SING

- 'Trust Comes'
- 'Right Here' (Integrity)

Sing along with both songs and enjoy doing actions.

SHARE

Since the last time we met, did you say, "I am sorry" to anyone?

What did you do after you said, "I'm sorry?" How did they respond?

Did your actions follow your words?

OPENING ACTIVITY

Material: clear container 2/3 filled with water, three blank paper cards

Instructions:

- Draw a bold arrow on one of the cards.
- Write 'Good Choices' on the 2nd card.
- Write 'Bad Choices' on the 3rd card.
- Show students the card with an arrow pointing one way.
- Fill the container with water.
- Place two cards; one card saying 'Bad Choices' and one card saying 'Good Choices' on either side of the clear water container.
- Take the card with the arrow and point the arrow toward bad choices.
- Slide the card behind the container ... the direction of the arrow will change.
- Explain that this is what integrity does in our hearts ... it changes our direction.

STORYTIME (Based on Acts 9:10–25)

In the city of Damascus, word of Saul's arrival had spread like wildfire. Christians in the city were understandably fearful. The stories of Saul's brutality toward Christians in Jerusalem were well known, and no one wanted to be his next victim.

Ananias was one of the believers living in the city. While he loved God deeply, he too feared being imprisoned by Saul. At that very moment God spoke to Ananias in a vision and told him to go and see Saul. Ananias was fearful, but God assured him that Saul was a man He would use for His purposes. Ananias travelled to the house where Saul was staying. He was surprised to see the cruel Saul now weak, blind, and fearful. Ananias laid his hand on Saul's eyes and prayed. In an instant, the scales fell from Saul's eyes and his sight returned.

Hungry to learn more about Jesus, Saul stayed on with the Christians in Damascus. Though initially uncertain, even they had to marvel at Saul's transformation. The man who had punished them for their faith was now preaching about Jesus openly. Saul knew his heart had changed, but would the people he had tormented ever trust him?

TEACHER'S NOTES

Saul had changed, but it would take time for other people to believe that it was true. Saying sorry did not automatically guarantee everything would be fine. It would take some time. However, Saul did not wait for their approval or belief that he was trustworthy. He began to testify every day in the synagogue. His words and conduct seemed to indicate that he was genuinely different, but it would take time before the people he hurt could trust him. In time though, they would believe him.

Saul could not change what had been done, but he could change how he lived. Many of his bad actions were irreversible, but he could live right from this time forward. Because he had a change of heart, Saul's lingering regrets fanned a new resolve.

Surprisingly, the first group of people who believed he had changed were his former allies in persecution. His former colleagues resented his new ways and plotted to kill him. This test of Saul's resolve to be different helped those who mistrusted him, giving him a second chance.



KEY IDEA

- It is wrong to know the right thing to do, but choose not to do it.
- Life is about choices and every choice you make, makes you.

LESSON APPLICATION

Have you done something you've regretted, and then found that it actually motivated you to do something good or make things right again? Saying, "I'm sorry" is the beginning of building trust, but it takes much more than an apology. It also takes good conduct.

- Is there something you know you should do, but have not yet done it?
- Decide you are going to do what you know you should do.
- Share what you decided to do with the group.



OPTIONAL ACTIVITIES

1/ Material: toothpicks

Ask students the following questions:

- Can you break one toothpick?
- If I put two toothpicks together, can you break them?
- If I put three toothpicks together, can you break them?
- If I put four toothpicks together, can you break them?
- If I put five toothpicks together, can you break them?

LESSON 5

Be Teachable

A black and white illustration showing a man in the foreground, looking distressed and struggling to hold a large, heavy bundle. Two other men are leaning over him from behind, using long poles to help support the bundle. The scene is set in a simple, sketchy environment with a building in the background.

ACCEPT
HELP
from
OTHERS.

LET'S SING

- 'Trust Comes'
- 'The Best Way' (Influence)

Sing along with both songs and enjoy doing actions.

SHARE

Last time we were together, you decided to act with good conduct after saying sorry to someone. Please share the step you took and what happened as a result.

OPENING ACTIVITY

Material: two books of equal weight (preferably about .5 kg)

Hand both books to one person and ask them to place one in each hand, stand up, and then hold the books out to their side with arms fully extended.

Talk to the group about how strong the book holder is, but about every ten seconds ask how they are doing at holding the books. Ask if the books are feeling heavier.

When they indicate they need help, ask two people to come up. Ask each helper to support one of the arms to assist the student at holding the books. Ask the book holder how they feel now that they have help.

The point is, we think we are fine on our own, but we need the support of others. This is especially true with integrity.

STORYTIME (Based on Acts 9:23–31)

Saul's behaviour was the talk of the city...this time, for different reasons. This new Saul, with a passion for Jesus, was all so consuming that it made the religious leaders he once served furious. The leaders hatched a plan to kill him!



Whispers of their evil intentions reached Saul and his disciples were quick to sneak him out of the city, hidden inside a basket.

Saul's return to Jerusalem was hardly celebrated. The apostles did not trust him at all. How did they know Saul wasn't trying to trick them and put them in prison? Saul knew it would be hard to gain their trust.

God said Saul would learn what it was to suffer for His name and

learn he did. Though Saul's life was threatened for preaching the gospel, he did not stop. The wounds he had inflicted on others would take time to heal, but God would use Saul's newly, humbled heart to turn the hearts of others toward Him.

TEACHER'S NOTES

Without the help of people, Saul would have failed to accomplish the work he needed to do. From the beginning of his life of faith to the end, Saul surrounded himself with people who encouraged him to serve and who assisted him in his work.

The first person to help him was Ananias, who enabled him to understand his new faith. Later, when enemies threatened his life, Saul relied on a group of men to help him escape Damascus. When night came, they lowered him over the city wall as he hid in a basket.

From Damascus, Saul journeyed to Jerusalem. Although he brought a letter of endorsement from his friends in Damascus, nobody in Jerusalem felt safe with Saul. They didn't believe him until Barnabas stood up in support, saying that he believed and accepted Saul. He also encouraged the others to follow his example.

Several years later, Barnabas would ask Saul to join him in Antioch to assist him in his work. The two men worked together very well and became wonderful friends. Anyone who knows about Saul's life will tell you that he always cooperated with others to accomplish his mission.



KEY IDEA

- Friendship is like a two-way street, one lane is for giving and the other for receiving.
- Everyone should use the road of friendship.
- Integrity grows best when we let others help us.

LESSON APPLICATIONS

- Who do you know that needs someone to help them?
- Can you think of a way you can assist someone?
- What do you need help with? Who could you ask to help you?



BACK IN THE LAB

Dr. Jen carefully collected the TRUST atom that Saul's story left behind. Carefully adding the crystal drop into the test tube, the serum glowed bright once more. Dr. Ben eyed Sammy's glum expression and said, "What's the matter Sammy, didn't you find Saul's life inspiring?"

Sammy nodded, "It's just, when Saul changed, his life had to show people he could be trusted." Sammy eyed Taylor with a sheepish apology. "But when friends have always been trustworthy, you shouldn't treat them like they're not. I'm sorry I accused you of stealing, Taylor."

Taylor smiled softly, "Apology accepted."

The screen alarm wailed loudly once more. The team watched as red dots clustered on the global map. "What's going on Dr. Jen? Isn't the new atom working?" Sammy did his best not to sound afraid, but his voice came out in a squeak.

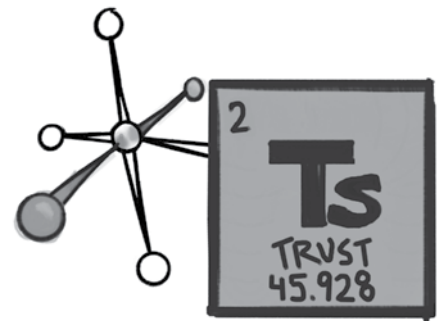
Dr. Jen took a deep breath. "It is Sammy, but the virus is spreading faster than we predicted. If we're going to save the hearts of humanity, we'll have to move fast!"



ACTIVITY

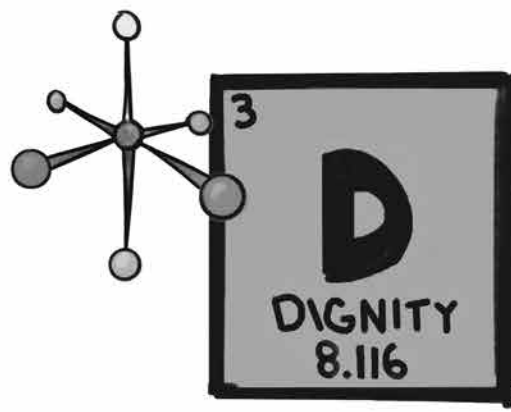
Continue to construct the molecule of Integrity that will defeat the virus of corruption.

- The center ball will represent **INTEGRITY**.
- The second ball will represent an atom called **INFLUENCE**.
- The third ball will represent an atom called **TRUST**.



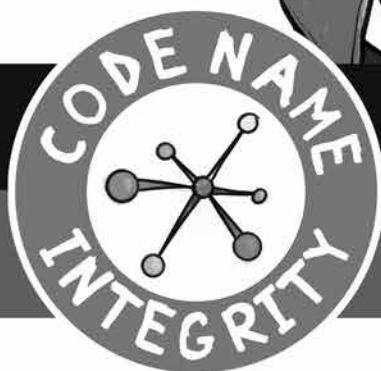
PRAYER

God, I desire to be a trustworthy person. Help me to earn the trust of people. Teach me who can be trusted.



THE SECRET OF
DIGNITY

INTEGRITY IS THE FOUNDATION
OF DIGNITY.



STUDENT WORKBOOK
MODULE 3

LESSON 1

You Have Dignity



SUGGESTED MEDIA

God's Story – Ruth, Crossroads Kids' Club

(<https://youtu.be/irThVpdeSXk>)

Ruth (The Book of Ruth) – Saddleback Kids

(<https://youtu.be/pyr3AyI7zVY>)

Naomi and Ruth Go to Bethlehem – Super book

(<https://youtu.be/kbmc6rdNF8k>)

LET'S SING

- Help students learn the new song 'Have Dignity'
- 'Right Here' (Integrity)

SHARE & REVIEW

In Secret 2, Saul taught us how to be trustworthy. It is incredible that Saul of Tarsus, the man who persecuted believers, would himself become a believer. It's equally amazing that the one who hurt so many, could one day serve the very people he had attacked. And finally, Saul became a trusted leader among the believers. We know him as the Apostle Paul. He provided the INTEGRITY Team with the second essential atom... TRUST.

So, we have discovered two essential atoms. Joseph taught us to use our influence for the good of everyone. Saul, who became Paul, taught us about being trustworthy.

- Share something from the story of Joseph that inspires you.
- How about Saul? What about his story inspires you?

IN THE LAB

Dr. Ben wiped at the sweat dotting his brow. He had to use great care when operating the robotic repair arm, especially when it came to fixing something as delicate as his Inspire Lens. The laboratory door slammed, making Dr. Ben jump. He looked up to see Tayla storming into the lab.

DIGNITY
tells us who WE ARE
and gives LIFE
PURPOSE.

“Careful Tayla. The system is very sensitive. Too much motion can affect its operation.”

Tayla pouted her way to an empty chair, a fact that didn’t escape Dr. Jen’s attention. “Well?” Dr. Jen prodded. “Are you going to tell me or do I have to drag it out of you?”

Tayla shook her head, “I know you’re working hard on the serum; I don’t want to bug you.”

Dr. Jen cocked her head, “We are working hard on the serum. And speaking of ‘we’, where are Sammy and Luke?”

Tayla’s pout returned, “Exactly! They got picked for the robotics team even though my grades in physics are better. It’s not fair! The teacher never picks girls for that team.”

Dr. Jen stepped away from her microscope. “Have you spoken to your teacher about it?”

Tayla scowled, “A hundred times, but nothing changes. Maybe it never will.”

Dr. Jen paused, troubled by Tayla’s words. She walked over to the ancient manual, searching the pages until her eyes caught on one page in particular. “Ben, is the lens ready for use?”

Dr. Ben gave a reluctant nod, “It could use a little time to settle, but it’s functional.”

Dr. Jen led Tayla over to Dr. Ben. “I tested the Inspire Lens on this page earlier, but I think it’s worth another look.”

Tayla furrowed her brow, watching the lens quiver as one glowing name lifted off the page and high into the air... it was RUTH.

TEACHER’S NOTES

Who was Ruth?

Ruth was born 3,000 years ago in a small nation called Moab. She grew up in a culture that gave little value to women. Her family lived in poverty and struggled to provide for their children. At that time, parents arranged marriages for their children. Often they hoped to give them a better life by the choice they made. When the opportunity came for Ruth’s parents to give their daughter in marriage, it was to a more wealthy family. Even though the groom was from another culture and language, they consented.



After only a few years, her husband died. As a young widow, Ruth had to decide whether she would

Dignity

stay in Moab and attempt to build another life or venture to Israel with her mother-in-law, Naomi. In Moab, she could not go back to her family. She no longer worshipped their gods. If she went to Israel, she would have the company of her mother-in-law (Naomi) and she could worship the God she now trusted. So, Ruth went with Naomi and immigrated to Bethlehem, settling into the small village. Life in Bethlehem required that she learn the local language and adopt the culture. As a refugee, her fashion and skin colour were visually different from the villagers. She didn't arrive there with riches or skills, therefore the local people were slow to adopt her into their community.

Why was Ruth chosen?

Ruth is a wonderful example of someone who lived with dignity. In some ways, her story is like that of Nelson Mandela or a girl called Malala. Ruth refused to let her gender, colour, culture, language, or poverty define who she was. Nor would she let circumstances determine who she would become. She overcame enormous difficulties because she never let anyone rob her of her dignity.



KEY IDEA

When **DIGNITY** is lacking, people mistreat one another.

When **DIGNITY** is present, people treat one another with respect.



ACTIVITY / CRAFT

Material: one new currency note of your country

Ask the kids:

- How much is this money worth?
- If I gave you this currency what would you do with it?

Crumple the note and ask:

- How much is the note worth now?

Put the bill on the floor, step on the currency, and ask the same question.

Pour tea on the currency and ask the same question.

Just as the currency holds its value despite circumstances, so people have a value that does not change. (It's a God-given value.) Every person has dignity. Whether people live with a handicap, in poverty, or lack education, their dignity is not lost.



PRAYER

Dear God, thank you that you value me so highly. Help me to recognize my dignity. Help me to honour and value the dignity of other people.

LESSON 2

Everyone Matters



LET'S SING

- 'Have Dignity'
- 'Right Here' (Integrity)

SHARE

- What did yesterday's object lesson with money teach us?
- Are you more like a \$10, \$100, or \$1,000 note?

Opportunity to encourage each child to see themselves as very valuable.

OPENING ACTIVITY

Males and females are as different as salt and pepper. Boys and girls are wonderful and equal, but not the same.

Materials: full salt shaker, full pepper shaker

Shake the salt into each student's hand. Ask them to taste it. Then, shake the pepper into each student's hand. Ask them to taste it.

- Salt and pepper belong together.
- Salt and pepper complement each other.
- Salt and pepper work together to make things taste better.
- Salt and pepper taste differently.
- Salt and pepper make the food taste better.
- Boys and girls need to value and respect each other.

STORYTIME (Based on Ruth 1:1–6)

Life was not easy for Ruth. She was born into a poor family in Moab and in those days, a woman lacked privileges. People were often unkind to her and her family and she often felt the disdain of others. Their harsh words frequently criticized her for her impoverishment. Somehow, Ruth held to her sense of worth and knew she had dignity.

Beyond the city borders, Moabites like Ruth were considered morally corrupt 'foreigners'. Inside the city, a culture ruled by the opinions of men, devalued women. In spite of it all, Ruth had learned to count her blessings, and her mother-in-law, Naomi was certainly one of them.

Naomi had come to Moab with her husband and two sons. She came because she was fleeing a famine in Judah. Ruth's marriage to Naomi's son, Chilion, knit the two women together in friendship. Even in a time of lack, Ruth learned from Naomi's example.

As the years passed, the bond between Ruth and Naomi continued to grow. As deeply as they cared for each other, no amount of love could keep tragedy off their doorstep. Naomi's husband had been the first to die. Shortly after his death, Ruth's husband also died. Then, Naomi's second son died.

Ruth knew that both Naomi and her prospects were grim. As widows, they would not be viewed with pity, but rather they would be seen as a burden that most would be unwilling to bear. Setting her own grief aside, it pained Ruth to see how Naomi's full heart had emptied. She had not only lost her husband, but her two sons as well. It seemed like God had forgotten her.

Although the challenge of their future remained, Ruth refused to lose hope. Her home village cared little for a widowed Moabite. Would Bethlehem be any different? Why try?

TEACHER'S NOTES

What was it like to grow up as a girl in the ancient culture of Moab?

- Girls were not treated with the same dignity given to boys. Girls did not have the same opportunities as boys. Moab culture thought a girl had much less worth than a boy. Many cultures elevate men and dishonour women, but integrity views men and women as different yet equal.
- Men and women are different, but they have the same worth. There is no difference of value between male and female in the eyes of our Creator, nor should there be in ours. Ancient culture taught that Ruth mattered little and that her life had low value. They treated her as insignificant and unimportant; however, she refused to see herself as a victim and helpless.
- Society saw widows as a burden, but they were wrong. Ruth would prove them wrong. Her life had a great purpose and could bring high benefit. All lives matter.
- The story of Ruth tells us about a woman who lived with DIGNITY. In time, Ruth accomplished many good things and gained much respect. At first, people saw Ruth as an insignificant person, but they were wrong. She was from Moab, a people many detested, but her consistent choices to be a person of dignity caused her to gain respect.

Millions of people lived during the time Ruth was alive. She may not have been the best, the strongest, the smartest or the prettiest, but she was the best Ruth that she could be. She believed that one of the reasons God made her was because He wanted her in His universe. Culture often says that being special means you are better than others. **What if being special amounts to being the best you can be?**

Both statements below are factual:

- Complementarian theory says that boys and girls are equal but different.
 - Boaz was a protector
 - Ruth was a nurturer
- Egalitarian theory says that boys and girls are equal and the same.
 - Boaz is necessary for the care of Naomi
 - Ruth is necessary for the care of Boaz



KEY IDEA

With God, there is no Jew or Gentile, slave or free, male or female, for all are one in Christ Jesus.
[Galatians 3:26–29]

Ruth was made in the image of God and knew she had a purpose. She was a special creation just like we are. The truth is, God has a purpose for every person. Dignity is core to our self-worth.

Ruth did good, not knowing the good that would come to her in the future.

LIFE APPLICATION / DISCUSSION

Never give your dignity away.

Never lose your dignity.

Ask students some of these questions:

- Do all tribes have equal dignity?
- Do boys and girls have equal dignity?
- Do rich and poor have equal dignity?
- Do people who immigrate (foreigners) have dignity – is it equal to nationals?
- Do you view yourself as a victim or someone with dignity?



ACTIVITY / CRAFT

[To illustrate the point that both men and women are valuable. We need each other.]

Material: paper, pencils or crayons

Create two groups, one for the girls and one for the boys.

Ask the boys to draw four pictures of what makes women valuable.

Ask the girls to draw four pictures of what makes men valuable.

Then, have boys and girls share their artwork with the other group.

Ask each child to look for a way to encourage or say, “Thank You” to someone of the other gender.



PRAYER

Thank you for making boys and girls. As a (boy/girl), I am of great value. Help me to value the people around me, whether they are male or female.

LESSON 3

Be Loyal



LET'S SING

- 'Have Dignity'
- Sing an Integrity Song of the students' choice

SHARE

Did you intentionally say, "Thank you!" to someone or encourage them?

How did they respond?

How did it make you feel?

OPENING ACTIVITY

Ruth was loyal to her mother-in-law even when Naomi was harsh and difficult to live with. Do other people's actions determine my actions or reactions?

REACTION GAME

Material: six blank cards, writing utensils

Write a high emotional event on six different cards. (Events like... surprised by a lion on the road, you just won a lottery, your dad just lost his job, your team won the soccer championship, or your pet died.)

Read the six items on the cards to the class. Give three children a card to act. Then ask them to act in a way someone might respond if they experienced what was on the card. (Use facial expressions, body gestures, but only one word ...). They all have 30 seconds to act out what is on their card, but all three students will act in front of the class at the same time.

Ask students to guess what happened to each person.

Point of the game: your actions are not controlled by the actions of someone else.

DIGNITY
PRACTICES
LOYALTY.

STORYTIME (Based on Ruth 1:6–22)

After years of famine in Israel, word reached Ruth's mother-in-law that provisions of food had returned to the land. Ruth and her late brother-in-law's wife, Orpah packed up their few belongings to return with Naomi to her homeland. The journey from Moab was more difficult than any of them could have imagined. Naomi struggled most of all. The ache of her years now slowed a once brisk stride. Naomi spoke frankly to Ruth and Orpah. She was grateful for the kindness they had shown to her and her sons, but they stood a better chance in life by returning to their own country and remarrying. God may have dealt bitterly with her, but perhaps he would be kinder to them. Orpah kissed her mother-in-law and returned to Moab, but Ruth refused.

No matter how much Naomi insisted, Ruth remained loyal and would not abandon her. Ruth spoke to Naomi with firm conviction. Where Naomi went, Ruth would go. Where Naomi stayed, Ruth would stay. Naomi's people would be her people, and though she came from a land of many gods, Naomi's God would be her only God. When Naomi saw Ruth's mind could not be changed, she continued onward, travelling alone with her beloved Ruth.

TEACHER'S NOTES

There is no bad daughter-in-law in the story. Naomi had two sons and both had married Moabite women. Sadly, Naomi's husband as well as both of her sons died. We don't know how the three men died. Was it a war, an accident, or illness? The fact was this: Naomi, Orpah, and Ruth became widows. Ruth's sister-in-law went back to her Moabite family.

Ruth was not required to stay with Naomi, but chose to go with her. The death of her husband released Ruth from any obligation to stay with her. Being childless brought Ruth criticism and it released Naomi from all responsibility to her. Most people expected that Ruth would have left Naomi and pursued her own interest, but she chose to stay and care for her mother-in-law.

Ruth loved Naomi and chose to accompany her even when the older lady could be demanding and harsh. Ruth loved her mother-in-law and showed loyalty as she cared for her even when they were back in Bethlehem. She adopted Naomi's people, culture, language, and faith.

Despite the challenges they endured upon arrival in Bethlehem, Ruth remained faithful. Life proved to be hard in Bethlehem for a foreign widow who was poor, childless, and unemployed. However, Ruth decided to do what she could do. If there was no work, she would still try to glean grain in the fields of farmers who left a little grain for the poor to harvest.

Naomi grieved the loss of her husband and two sons. She blamed God and felt bitter, depressed, and empty. Was her life hopeless and going to be unfruitful?

Ruth disagreed with Naomi's opinion. She attempted to encourage her. Although Naomi was depressed, Ruth listened to her and offered her hope.

Dignity made Ruth strong and not fragile. It inspired her to show kindness even when it was difficult. She loved her mother-in-law.



KEY IDEA

Loyalty means that I will be faithful and supportive.

A friend loves at all times, and a brother is born for adversity. [Proverbs 17:17]

Loyalty is hard to find.

Trust is easy to lose.

Actions speak louder than words.

LIFE APPLICATION

Do you have a loyal friend? Why do you say that they are loyal?

Is there anyone who was your friend at one time, but now they no longer treat you as a friend? How does disloyalty behave and feel?

Do you know someone who needs a friend? Are you willing to befriend them?



PRAYER

Lord, I want to be a truly, loyal friend. Help me to never be disloyal or give up on people.

LOYALTY

WORD SEARCH ACTIVITY KEY

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

FIND THESE WORDS:

Encourage Dedicated Friend Dignity Ruth
 Naomi Trustworthy Allegiance Steadfast
 Committed Constant Faithful Support Devoted

LESSON 4

Avoid Prejudice



LET'S SING

- 'Have Dignity' (Have students lead the song and actions.)

SHARE

Did you reach out to befriend someone?
Tell us about that experience?

OPENING ACTIVITY

Read the story of the Good Samaritan found in Luke 10:25–37.
Have the class or group act it out.

The Samaritan was not the same race as the man who was robbed. What does this story teach us about how we should care for one another?

STORYTIME (Based on Ruth 2, 3)

In her mother-in-law's native country, Ruth felt anything but welcomed by the people there. The locals held strong opinions about Moabite women and none of those ideas were very good. Ruth knew they looked down on her, harshly judging everything from the clothes she wore to the food she ate. Despite their treatment, Ruth refused to let their prejudice make her feel small.

The harvest season had begun. While she had no land of her own, Ruth dutifully collected scraps of grain from a harvested field to make sure Naomi and herself had food to eat. Though Naomi's heart was bitter toward God, Ruth never failed to show God's love to Naomi. While she did not have wealth or great skills, dignity was a crown Ruth would always wear.

TEACHER'S NOTES

Sometimes people do not respect others who are of a different race, colour, language, culture, or religion. Instead of treating people with DIGNITY, they mistreat them because of perceived differences.

VALUE
EACH
PERSON.

Dignity

Ruth had an inter-racial marriage. She was from Moab and her husband was from Israel. Neither the culture of Moab nor the culture of Israel viewed this marriage with favour.

Ruth lived as a foreigner, an outsider, to the people in Bethlehem. She lived in a new community where she dressed differently from the locals. When she talked, her strong accent betrayed that Hebrew was not her first language. Even her diet was different from the people in Bethlehem.

Ruth immigrated as a young, powerless, childless widow. Few people welcomed her. The rejection she felt was akin to tribalism, but Ruth refused to be a victim.

Dignity enabled her to withstand the prejudice that questioned her worth. Guided by her dignity, Ruth lived within the culture and sought to bring about change. She held onto her self-worth.

- How does a culture or a person overcome prejudice?

Here are some proven behaviours that decrease bias or prejudice:

- a) See people as individuals, who have worth
- b) Take time to connect with members of other social groups
- c) Practice kindness towards people for whom you have had prejudice
- d) Refuse to exaggerate the differences between people
- e) Avoid 'stereotypes' that put people into a category and judge them, or make assumptions, or bully
- f) Give public support to anti-prejudice actions and resist prejudice



KEY IDEA

When judgment is weak, prejudice is strong.

Love your neighbour as yourself. (Mark 12:31)

Prejudice is often a preconceived opinion that is not based on reason or experience.



OPTIONAL ACTIVITIES

1/ The Old Testament has clear guidelines about how to treat the foreigner and the stranger. The grace of God is extended to both. God reminds his people that at one time they too were strangers and foreigners.

Emojis have become a meaningful way we communicate with one another. They are used to communicate our moods, feelings, thoughts, interests, and identity. Ask the students to create emojis for how the people of Bethlehem felt towards Ruth and then how Ruth felt as a foreigner.

2/ Ask one child to go out of the room, then have the other students form a tight circle. Tell them to hold hands tightly and refuse to let the excluded child into the circle. They can smile and say nice things, but not let the child into the circle.

Invite the excluded child back into the room. Tell them they are to try to join the circle.

After the game, interview the participants about how they felt.

- What does rejection feel like?
- Is there anyone I have excluded or shown prejudice towards?
- How can I overcome my prejudice?



PRAYER

Lord, I don't want to treat people unkindly or with prejudice. I don't want to fear people or dislike them when I don't understand them. Help me to be friends with people who are different from me.

CULTURAL DIVERSITY

WORD SEARCH ACTIVITY KEY

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

FIND THESE WORDS:

Include Individuals Differences Respect
 Moab Anti-Prejudice Love Kindness
 Worth Dignity Culture Bias

LESSON 5

You Are Not A Victim



DIGNITY
ACTS
RESPONSIBLY.

LET'S SING

• 'Have Dignity'

SHARE

Have you felt any prejudice toward someone?

How did you try to change your prejudice into acceptance?

OPENING ACTIVITY

Sometimes people put more time and effort into avoiding work than it would take to complete the job itself. What excuses have you made up or heard from others to avoid responsibility for doing the right thing?

STORYTIME (Based on Ruth 2, 3)

Ruth's care and devotion toward Naomi did not go unnoticed. The owner of the field where Ruth gathered scraps of grain was a kind man named Boaz. Moved by Ruth's courage and kindness, Boaz instructed his harvesters to leave some grain behind so that Ruth could find it. Day after day Ruth returned to Naomi with arms full of grain. Naomi's heart leapt hearing of Boaz's kindness to Ruth. God had not forgotten them after all!

After a time, Ruth and Boaz's friendship blossomed into something special. Boaz did not look at her as a 'foreigner' who was beneath him; he loved Ruth's heart as she loved his. Ruth listened to Naomi's words of wisdom regarding Boaz and hearts joined in friendship were soon joined in marriage. Ruth, the Moabite woman the world called lowly, would be exalted for generations to come.

TEACHER'S NOTES

Ruth took responsibility for her life. She made little choices each day. She could have blamed others or excused herself by saying, "There is nothing I could do about it." Instead she decided she could do something, and she did it. Instead of complaining or making excuses for her situation, she would do what she could to improve them. She would not expect others to do for her what she should do. The residents of Bethlehem began to notice her commitment.

One day Ruth learned that a man named Boaz could help her. Naomi explained that Ruth had the right to appeal to Boaz for help. So Ruth decided she would do her part. Rather than wait for Boaz to come to her she would be brave and go to him with her request.

The person of dignity fulfills their responsibility.

Important habits that will shape who you become:

1. Exercise

If you want to feel better, more energetic, and even add years to your life – exercise. It is dangerous and foolish to ignore the many benefits of regular exercise. Don't underestimate the value of exercise. Regardless of age, gender, or physical ability, everyone profits from exercise. According to the Mayo Clinic there are seven significant reasons you should exercise. Exercise influences weight, combats health conditions, improves moods, boosts energy, promotes better sleep, rejuvenates, and enables enjoyable social interactions.

2. Nutrition

Eating 'junk food' affects your health and mind. Proper diet leads to improved health, better memory, healthier teeth and bones, better digestion, settled moods, inhibits both strokes and cardiovascular disease, managing diabetes, reducing risk of cancer and enhancing sleep. Good nutrition is worth every effort you give it.

3. Sleep

The lack of sleep lowers concentration, productivity, attitude and reduces physical performance. Sleeplessness increases the risk of disease, affects metabolism, initiates the onset of type 2 diabetes, causes depression, downgrades your immune function, and promotes cell damage. Remember to value your sleep. Go to bed!



KEY IDEA

We can accept conditions the way they exist or we can take responsibility for changing the way things are. Dignity takes responsibility.

Don't get tired of doing good, for we will reap if we don't give up. [Galatians 6:9]

LIFE APPLICATION

Ask the students to think about something that they make excuses for not doing.

Examples:

- Improving your grades in school
- Showing a positive attitude
- Throwing garbage on the ground
- Doing your chores at home

Challenge the students to say, "Because I am a person of dignity, I will not make excuses for [name that issue]."

Challenge the students to do what they know they should do for seven days without making any excuses.

BACK IN THE LAB – SUMMARY

Tayla carefully retrieved the golden DIGNITY atoms that Ruth’s story left behind. She extended her gloved hand toward Dr. Jen.

“Now for the serum test tube,” said Dr. Jen.

Tayla dropped the DIGNITY atoms into the test tube and watched it swirl with lightning speed. Then the tube began to emit a warm glow.

Dr. Jen checked the floating screen. Some of the red virus marks were now fading away!

Dr. Jen exhaled, “It looks like we’re moving in the right direction.”

Tayla lingered in her thoughts. “I guess that even back then people were judged for the wrong reasons. It’s a good thing Ruth knew better.”

Dr. Jen smiled, “And so do you, Tayla.” Tayla looked at Dr. Jen’s bright smile. “You know your worth and you’re smart. Don’t let anyone, even a teacher, tell you otherwise!”

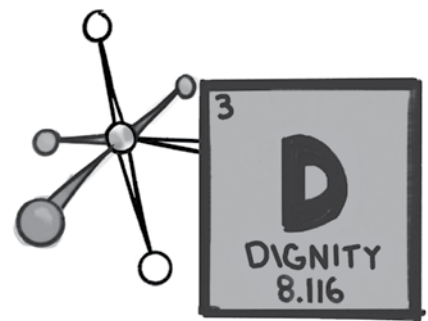
Tayla hugged Dr. Jen. Whatever her future might hold, she would walk toward it with determination and dignity.



ACTIVITY

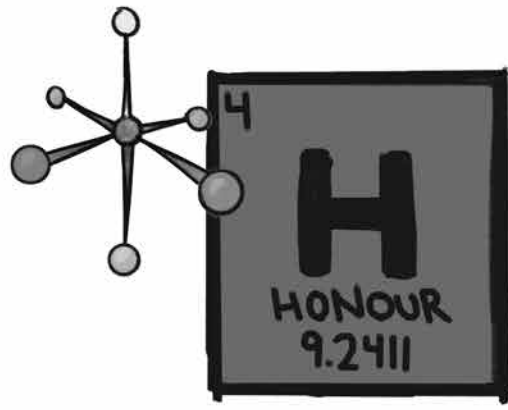
Continue to construct the molecule of Integrity that will defeat the virus of corruption.

- The center ball will represent **INTEGRITY**.
- The second ball will represent an atom called **INFLUENCE**.
- The third ball will represent an atom called **TRUST**.
- The fourth ball will represent an atom called **DIGNITY**.



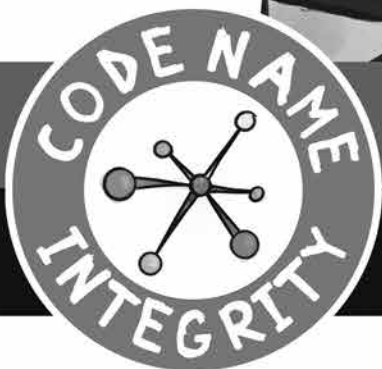
PRAYER

Dear God, thank you for creating me with dignity. I want my dignity to guide my choices and relationships.



THE SECRET OF
HONOUR

INTEGRITY TEACHES US TO HONOUR OTHERS.



STUDENT WORKBOOK

MODULE 4

LESSON 1

Good Character Honours Others



HONOUR
relies on the
CHARACTER of the
GIVER.

SUGGESTED MEDIA

David and Goliath, Crossroads Kids' Club (<https://youtu.be/7zLAcUZkxHA>)

David and Saul, Saddleback Kids (<https://youtu.be/41vnmcocZ1A>)

LET'S SING

Today, we are going to learn a new song called 'From The Heart' (Honour). Take some time to sing some of the other songs we've learned first and then introduce the Honour theme song to your students. (Remember, you will find them at the back of your book.)

REVIEW

- Ruth was an amazing woman who overcame big challenges. She lived with dignity. Knowing who she was, determined what she would do.
- Living with dignity enabled Ruth to overcome poverty, prejudice, and not give up.
- Ruth refused to see herself as a victim. She took responsibility for her life.
- Who we are (dignity) determines what we do (behaviour).

What part of the story of Ruth did you like the best? Why?

IN THE LAB

Rain struck the laboratory windows like a steady, beating drum. The Junior Scientists pressed their faces against the glass, watching with wide-eyed wonder as lightning zigzagged across the sky. Luke gleefully recorded each clap of thunder, "Wow, that's getting close, isn't it Dr. Ben?" He paused, seeing Dr. Ben pacing near the floating screen, "Oh no! Is the virus spreading?"

Dr. Ben waved off the children's concern, "The good atoms are holding steady. It's just..." Dr. Ben chuckled sheepishly, "I've always been a bit afraid of thunderstorms."

The remark took Sammy by surprise, "I didn't think adults were afraid of things."

Dr. Jen paused as she came out of the library carrying the ancient manual in her gloved hand, "I think sometimes children forget that grown-ups are people too," Dr. Jen added, giving Ben an encouraging smile. "Actually," she continued, "the thunder isn't so bad. It's when the storm gets so strong the power goes—"

CLUNK! The laboratory fell into darkness as the solar generator fell silent. Dr. Ben held his Inspire Lens to the window, each reflected flash of lightning bringing momentary light to the room. "The conditions aren't ideal," Dr. Ben explained, "but we can still search for our next clue."

Tayla, Sammy, and Luke were surprised to see Dr. Jen carefully set out pages of the manual for inspection. "You can't possibly work in this storm," Tayla declared. "Why not tell the agency it's impossible and take the night off?"

Dr. Ben shook his head, "Because difficult does not mean impossible, Tayla. A great deal has been entrusted to this team. We must honour that with our best efforts."

Luke sighed, "What does honour have to do with working in the dark?" Dr. Jen smiled, seeing the swelling glow of the ancient page before her. The children gasped as the Inspire Lens revealed a fearsome giant breaking through the clouds, his fury as dark and powerful as the storm!

Sammy swallowed nervously, "I've got a feeling we're about to see why..."

TEACHER'S NOTES

Who was David?

- David lived around 900 BC.
- Ruth was the great grandmother of David.
- Ruth lived in Bethlehem which is the same region in which David's dad had a farm.
- David was born in Bethlehem. His family were shepherds.
- As a young boy, David was chosen to be the next king.
- David is famous for having killed a giant named Goliath with a slingshot.
- He faithfully served King Saul who repeatedly treated David unkindly and aggressively. King Saul was mean and at times attempted to hurt David.
- David proved himself not only as a great warrior, but also an amazing musician.
- David sought to be a person of integrity whether he was a shepherd, a servant, or the king. His actions were not dependent on his position, but on his character.
- David accomplished some very important things while he was very young.
- David expressed his integrity by honouring people such as his brothers, his dad, and the king, but most of all David honoured God.
- David loved to sing and play his harp while he took care of his father's sheep and as he worshipped Jehovah.
- When King Saul died, David would become the next king of Israel. He would be a very good king.



STORYTIME

(Based on 1 Samuel 18)

Impressed by David's victory against Goliath, King Saul gave him a special place in the kingdom. David was often sent on missions against the enemies of Israel. No matter how impossible the odds, young David always emerged victorious.

Hearing the people shout David's praises instead of his own stirred an evil spirit in King Saul, so much

so that he threw a spear at David to try and kill him. David could have struck back with the same power he used on the battlefield, but he didn't.

He had no say in the king's behaviour towards him, but he said, "No," to striking the king for his own protection. Although he set boundaries, he chose to be a man of honour who honoured others.



KEY IDEA

When **HONOUR** is withheld, fear and selfishness discourage us.

When **HONOUR** is given, love and generosity encourage us.

Honour does not bring harm to its neighbour.

Honour gives great value to others.

"Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in love. Honour one another above yourselves." (Romans 12:9,10)



ACTIVITY / CRAFT

Material: ten blank cards of paper, a pencil, container

Ask the students to take the cards and write one way they can show honour to each other. Write only one per card. Collect the cards, then crumple each one into a ball. Next, put the balls into a container.

At the end of each session about the Secret of Honour, have a child draw one ball out of the container, open it up, and read it aloud. Discuss ways to do what is written on the card. Before the children leave class, challenge them to attempt to do what was on the card before the next class.

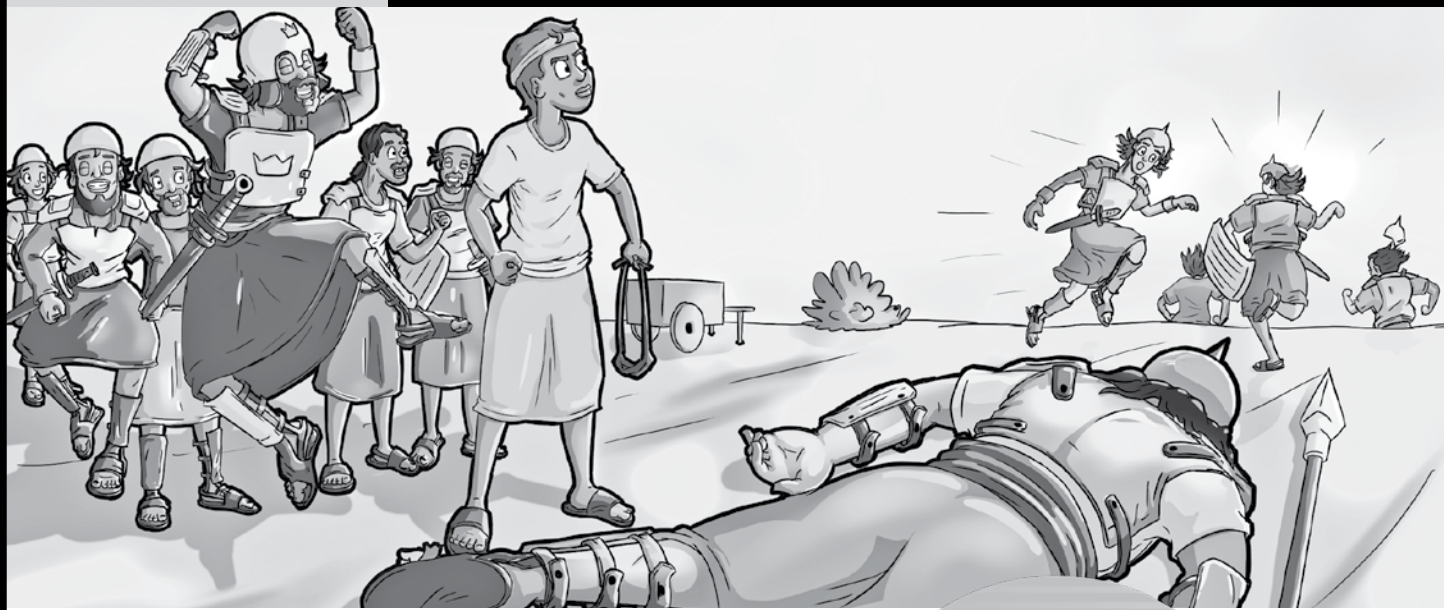


PRAYER

God, help me to place the same value on others as you do. Help me to honour people, even those who hurt me.

LESSON 2

Give Honour



LET'S SING

- Let's sing and have fun doing actions to 'From the Heart'.

OPENING ACTIVITY

Option 1

Teach the children how people greet one another:

- Korea – grip elbow on the arm of the extended hand
- Japan – bow to each other
- Italy – handshake with a fake kiss on both cheeks
- Canada – firm handshake
- Home Country –

Option 2

Pretend the President is coming to your house for dinner. The menu is not as important as how you treat him. What manners or protocol would be necessary?

- Begin every meal by thanking God for your food.
- Remember to say, "Please and thank you."
- Sit straight on your chair without rocking it.
- Wait for everyone to be seated and served before you start eating. Use your fork and spoon to eat food unless it is finger food.
- Put only bite-sized pieces into your mouth. Eat like a bunny not like a wolf. Chew with your mouth closed.
- Ask politely for food to be passed to you.

STORYTIME (Based on 1 Samuel 17)

The Israelites had endured weeks of taunting by their enemies, but none so cruel or constant as that of the champion fighter, Goliath. Goliath was a towering, muscular soldier who delighted in mocking the Israelite armies and their God. David was furious. How could King Saul and his armies let Goliath dishonour God this way? Though the king told David he was too young and small to fight Goliath, David paid no attention. God had given him, a shepherd, the strength to fight a lion and a bear. Goliath was no different in his eyes. Armed with nothing but a slingshot and courage, David brought the 'unbeatable' giant down with a single stone.

HONOUR
is GIVEN not
EARNED.

Honour

At times David did not receive honour from everyone.

TEACHER'S NOTES

Compare respect and honour. They are similar, but not the same.

- Respect is achieved, whereas honour is given.
- Respect reveals the recipient's conduct, whereas honour reveals the character of the giver.
- Respect comes from the head, whereas honour comes from the heart.
- Respect (like trust) is earned, whereas honour (like love) is given.
- Respect is a reward for achievement, whereas honour is a gift that inspires achievement.

David chose to show honour to others despite the fact that he was dishonoured.

a) David was dishonoured by his father.

When the Prophet Samuel came to Bethlehem to the house of David's father, David was not brought before Samuel, but left in the fields to tend sheep.

Integrity is more than just staying out of trouble. Integrity is not just for some things or for some of the time. Doing the small things and the right things makes a difference. By honouring people you position yourself to be honoured. Honour affects relationships with others and with God.

b) David was dishonoured by King Saul.

The king became jealous of David's success and tried to harm him.

- David killed Goliath.
- David was a successful commander of Saul's troops.

David honoured King Saul even when he tried to hurt him. When he had the chance to hurt King Saul he did not do it. He proved his honour to the king by holding up the corner of Saul's robe. A right response to evil is not to do evil, but to give honour. [See Romans 12:17] David was sad because of evil. He admitted the wrong and he refused to let it dictate his actions.

David developed strong, good character qualities when he did what was right.

c) David was dishonoured by Nabal. [See 1 Samuel 25]

Nabal was a wealthy man who had an opportunity to help David and his men by providing them food. He could have shown kindness and easily shared from his wealth, but he treated David and his men with dishonour and withheld assistance.

If it had not been for the wisdom and generosity of Nabal's wife Abigail, he would have suffered for his evil.

David forgave Nabal's unkindness and evil and did not harm him.



KEY IDEA

HONOUR is a choice. It comes from the HEART.

I am responsible for my actions and reactions, NOT for the actions and reactions of others.

LESSON APPLICATION

How will you treat someone who does not treat you nicely or dishonours you?

Have the group create a list of 5 actions to avoid if someone dishonours them:

- 1.
- 2.
- 3.
- 4.
- 5.

Memorize Psalm 23. It is one of the most famous poems in the world, and it was written by David! Try to memorize one verse each day.

¹ The Lord is my shepherd, I lack nothing.

² He makes me lie down in green pastures, he leads me beside quiet waters,

³ he refreshes my soul. He guides me along the right paths for his name's sake.

⁴ Even though I walk through the darkest valley, I will fear no evil, for you are with me;
your rod and your staff, they comfort me.

⁵ You prepare a table before me in the presence of my enemies. You anoint my head with oil;
my cup overflows.

⁶ Surely your goodness and love will follow me all the days of my life, and I will dwell in the
house of the Lord forever."

Draw a card from the container, read it, and discuss how to implement it.



PRAYER

God help me to choose to honour others. Please help me to respond out of your love for me, not based on the actions of others.

LESSON 3

Be Self-Aware



LET'S SING

• Sing 'From the Heart'

SHARE

How did you implement what was on the card?
Share your story.

OPENING ACTIVITY

Make a circle with a chalk line or string.

To play the boundary game. Draw a circle around a child with a piece of chalk or string. Give examples, demonstrating how to respect other people's boundaries.

Here is one idea:

Please stop tickling me! Please stop poking me!

One child steps inside another child's circle and begins tickling/poking them. The child already inside the circle must say, "Please stop _____ me." When the child says, "Please stop," then the child must leave the circle. This demonstrates that they are respecting each other's boundaries.

How does it make you feel when someone disrespects you?

STORYTIME [Based on 1 Samuel 19 & 24]

David honoured King Saul. He loved serving in the royal court, doing whatever he could to help his leader. At first, King Saul gave him a special place in the kingdom. David was often sent on missions against the enemies of Israel and always emerged victorious.

David's success triggered jealousy in the heart of the king. Initially King Saul spoke unkindly towards his servant, but as his hostility grew, he dishonoured David with his actions. Finally, King Saul threatened to kill David so he fled from the palace and ran into the wilderness, taking refuge in a large cave.

HONOUR
SETS
BOUNDARIES.

Without knowing it, King Saul and his men went into the same cave that David was hiding in. When the king lay down to sleep, David's men whispered to him, "Can you believe it? You can do whatever you want to him."

As quietly as a cat, David crept up and cut off a piece of Saul's royal robe. Immediately David felt guilty for dishonouring his king. He said to his men, "I should not have done this to my master."

TEACHER'S NOTES

Honour sets boundaries and confronts difficult situations with love.

- In a culture of honour, when David cut off the corner of Saul's robe, it meant that he dishonoured the king. It was like saying, "I wish he would lose his throne." David realized his mistake and repented of it. He confessed his dishonour. From that moment on, the king realized that David would not harm him.
- David's giving of honour changed a bad situation into something good and safe.
- David honoured Saul and later, the nation would honour him. We reap what we sow. If you show honour, you will be honoured.

Boundaries are an essential part of honour. By respecting each other's boundaries, people honour us and we honour them.

- David had boundaries with King Saul. When King Saul was angry, David drew back and found safety. When King Saul was unkind, David did not antagonize him.
- David shared his concerns with his friend Jonathan (King Saul's son) and with God.
- David established personal boundaries. He had the ability to say "NO, I don't like that," and to ask people to stop. He chose to act this way so that healthy boundaries were in place. Instead of secrecy, shame, and abuse, David set boundaries.
- David believed that God would help him to deal with threatening circumstances.



KEY IDEA

HONOUR helps establish BOUNDARIES.

"A person without self-control is like a city with broken-down walls." (Proverbs 25:28)

LESSON APPLICATION / ACTIVITY

Honour sets boundaries and confronts difficult situations with love.

- Discuss how to set appropriate, personal boundaries with other people.
- Discuss how to respect someone else's boundaries.

Is there a boundary you know you should create?

Is there a boundary you should honour?

We all have an internal compass of what is right and wrong. We need to learn to say YES and NO.

Your body belongs to you and to God – honour it. If your boundaries are being broken, find someone safe to go and talk with or ask for help.

- Review Psalm 23 and the verse(s) the group have memorized.
- Draw a card from the container, read it, and then talk about how to implement it.



PRAYER

Lord, please give me wisdom to know how and when to set boundaries so that I don't put myself in a place where I might hurt someone else. Please help me to set boundaries so I can honour others.

DAVID and SAUL

WORD SEARCH ACTIVITY KEY

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

FIND THESE WORDS:

Sleeping Bullying Forgive Samuel
 Spear David Scrap Bible Saul
 King Cave Robe God Cut

LESSON 4

Be a Friend



LET'S SING

- Sing several of the Integrity songs.
- Finish with the Honour song, 'From The Heart'.

SHARE

Did you try to implement what we talked about yesterday?

Tell us about your experience.

OPENING ACTIVITY

Material: balloon, small pieces of paper

- Blow up a balloon. Rub the balloon on your head or clothes to create static electricity.
- Put the balloon close to the small pieces of paper. Some paper will stick to the balloon.
- Bump the balloon. Some papers will fall off.
- Ask, "Why don't they stick?" (The answer is that there is not enough static electricity.)

Friendship is like the paper that remains on the balloon.

Friendship requires commitment.

True friendships continue even in tough times.

STORYTIME (Based on 1 Samuel 19)

As David's accomplishments grew, so did Saul's jealousy. King Saul knew that David was loved by the people, so if harm came by his hands the people would turn against him. Saul began plotting to kill David in secret, but David's life of honour and kindness had won him many friends including the king's own son. David and Jonathan were like brothers. When Jonathan learned of his father's plans to kill David, he sent his friend a warning so that he could escape. Though Saul's evil separated them, love would always keep them connected.

HONOUR
forms GOOD
FRIENDSHIPS.

TEACHER'S NOTES (Based on 1 Samuel 18–19, 1 Chronicles 12)

- Honour lifts others up, dishonour puts others down.
- Jonathan was a true friend to David. True friends honour each other. Both Jonathan and David benefited from their friendship.

It is interesting to think about what Jonathan gave his friend and what those gifts represented in that culture. Each item showed his loyalty and love:

- Robe – I identify with you
- Sword – I will protect and stand with you
- Bow – I will strengthen you
- Belt – I will help you

Jonathan encouraged David towards his success. He refused to abandon David in spite of pressure from his father, the king.

David had many friends. A group of men (mighty men) became his friends. During the years that David escaped King Saul's anger, he lived in the wilderness. While he was there, a group of brave men became his close friends and helpers. They encouraged David, stood with him, and were loyal to him. They would continue to be his friends and stand with him when David was promoted to be king.

David was open with God about his feelings, his hurt, and his needs. David also asked his trusted friends for help.

- Honour seeks the best good for everyone.
- Honour keeps you from being vulnerable to the evil of others.
- You honour yourself when you draw boundaries. The best thing you can do is to not allow someone else to carry out evil towards you.

What are the traits of a good friend? (Students will be asked to write down five of these.)

1. **Trustworthy**
2. **Loyal (they help no matter what)**
3. **Honest**
4. **Kind**
5. **Generous**
6. **Supportive, even in tough times**
7. **Encouraging**
8. **Honouring (they have your best interest in mind)**
9. **Open in communication**



KEY IDEA

True friends don't make your problems disappear.
They are the ones who won't disappear when you're facing problems.

The person of integrity chooses their friends carefully.

The person who lacks integrity will be a bad influence. [Proverbs 12:26]

Two are better than one, because if one falls the other is there to pick them up. [Ecclesiastes 4:9]

LESSON APPLICATION / ACTIVITIES

We get strength from friendships.

Collect ten tree twigs of similar length.

- If you take one twig in your hand and bend it, that is easy.
- However, if you take ten twigs and try to bend them, they will not bend.

What qualities make a person a good friend?

- Hold a twig in your hand and say, "This represents you."
- Have the children give a character quality or behaviour that shows true friendship.
- Name the quality and place a twig beside the twig that you hold in your hand.
- Repeat, being sure to place several twigs beside the first twig.

Is there a quality of friendship in which you could do better?

How can you be that kind of friend?

- Review Psalm 23 and the verses the group has memorized.
- Draw a card from the container, read it, and talk about how to implement it.

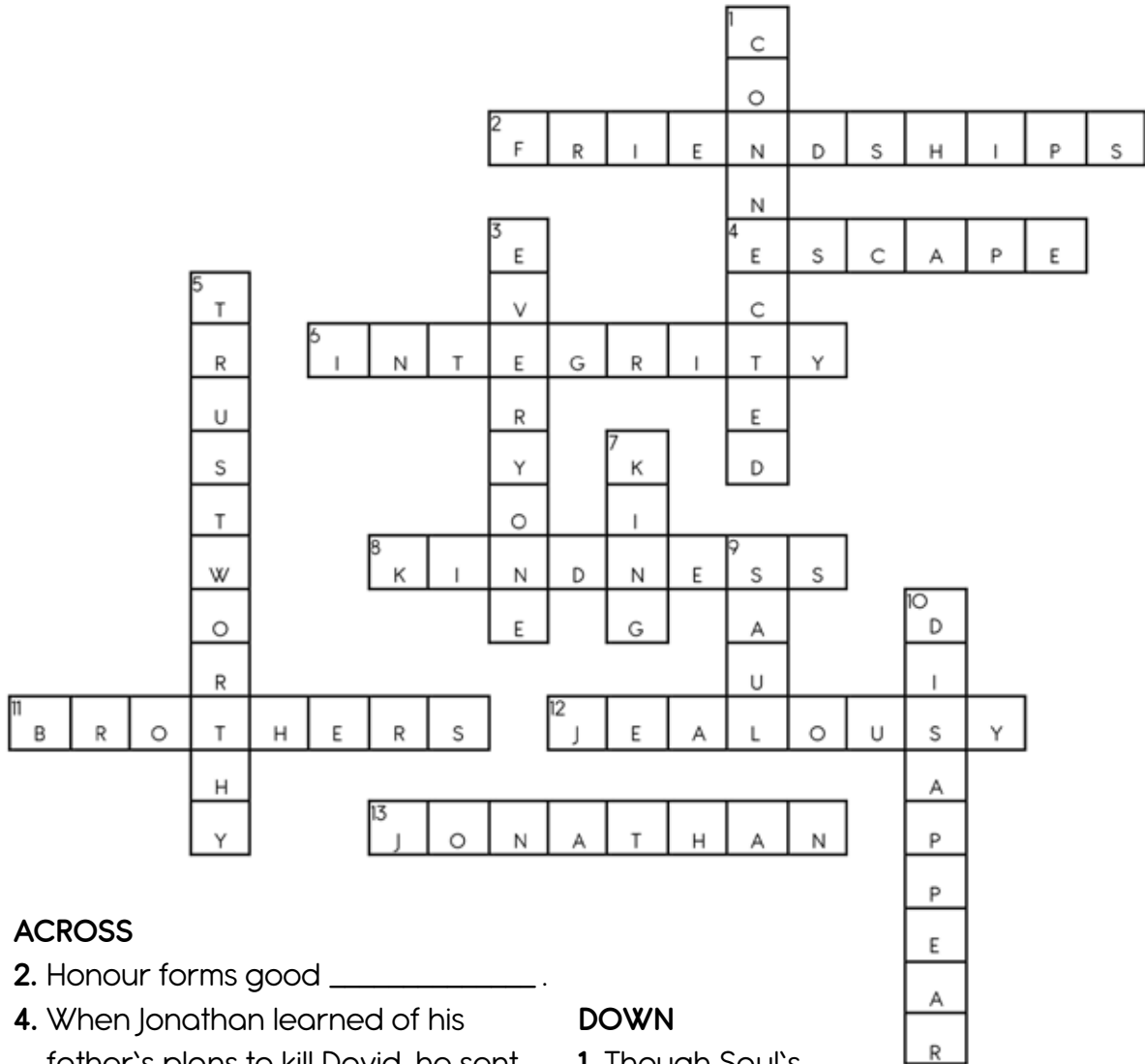


PRAYER

God, thank you for all the people you have brought into my life. Help me to see those who I can form a deep friendship with; peers who give honour and make others stronger.

DAVID & JOHNATHAN

CROSSWORD ACTIVITY KEY



ACROSS

- 2. Honour forms good _____.
- 4. When Jonathan learned of his father's plans to kill David, he sent his friend a warning so that he could _____.
- 6. The person of _____ chooses their friends carefully.
- 8. David's life of honour and _____ had won him many friends.
- 11. David and Jonathan were like _____.
- 12. As David's accomplishments grew, so did Saul's _____.
- 13. Saul is the father of _____.

DOWN

- 1. Though Saul's evil separated them, love would always keep them _____.
- 3. Honour seeks the best good for _____.
- 5. Good friends are _____, loyal, honest, kind, and generous.
- 7. Jonathan's father was the _____.
- 9. King _____ began plotting to kill David in secret.
- 10. True friends won't _____ when you're facing problems.

LESSON 5

Praise Others



LET'S SING

- Sing 'From The Heart'

SHARE & REVIEW

Hold the twigs from the previous lesson.
Review some of the qualities of friendship.
Ask the group if anyone intentionally acted as a friend.

OPENING ACTIVITY

Material: bottle of perfume

- Spray some perfume into the air.
- Ask the children what it smells like. Do they like the smell?
- Why do people wear perfume?
- Offer to put a little perfume on each child.

STORYTIME (Based on 1 Samuel 20:42 / 2 Samuel 9 / 2 Samuel 24)

Years after he had been made king, David wrestled with the heartbreak of Jonathan's death. Jonathan had died on the battlefield, but the memories of his kindness remained. David searched for relatives of Jonathan and learned that he had one crippled son named Mephibosheth who was still alive.

Mephibosheth was frightened when he came to the palace. Kings often killed the descendants of their enemies and he was Saul's grandson. Imagine his shock when David gave him a seat of honour plus all the lands that had once belonged to Saul. For the goodness of the past, Jonathan's son had a bright future.

HONOUR
AFFIRMS a person's
WORTH.

TEACHER'S NOTES

- Honour is like love. It is given, not earned.
- Honour means treating people as special, doing more than what is expected, and having a respectful attitude.
- Honour is trustworthy. It keeps its promise [See 1 Samuel 20:42]
 - After his friend died, King David wanted to know if there was anyone from Jonathan's family that he could show kindness to. The servants reported that Jonathan's son, a crippled boy named Mephibosheth was still alive. David brought him to the palace, had him sit with him at the king's table, and treated him in a special way.
- Honour is not earned, it is given.
 - David honoured someone who could not do something for him.
 - David honoured someone who lacked status.
 - David honoured someone other people did not honour and even ridiculed.
 - David honoured someone consistently.
 - David honoured someone even when it cost him time, patience, and resources.
 - David did more than what was expected.

David honoured his God and honoured people. Honour does not whine or complain. David is known as a man of praise. He sang songs of praise to God.

Tell me about one of your best friends. Why are they special to you?

How do we treat the disadvantaged?



KEY IDEA

Ability without honour is useless.

“Whoever pursues integrity and love finds life, prosperity and honour.” [Proverbs 21:21]

LESSON APPLICATION

- Review Psalm 23. Can any of the group quote it by memory?
- Draw a card from the container, read it, and talk about how to implement it.

Honour treats everyone as valuable.

- Can you think of someone to whom you could show kindness?
- How could you show them honour?
- Is there a way to do more than what is expected?
- What could you say that would honour them?

BACK IN THE LAB

Luke and Sammy studied the new HONOUR atom rattling beneath the powerful microscope. Luke recorded the sound of rushing wind that seemed to come from the glowing speck, “Honour must really be powerful. None of the other atoms did this.”

Luke shook his head at that, “It's not just the strength of David's honour, it's all the good atoms working together. Right, Dr. Jen?”

Before Dr. Jen could answer, the power returned with a mighty SWOOSH. A shrill alarm stopped the floating screen in mid-glide as a warning light flashed. The team gathered around it with uneasy eyes on the virus clusters spreading all over the world map. Dr. Ben scoured the video captures for an explanation, "Corruption is causing chaos everywhere and in every walk of life!"

A look of despair gripped Dr. Ben, "Even if we do finish the serum in time, it may be impossible to undo this damage."

Luke took a breath and set aside his worry, "But, like you said, 'Difficult is not impossible.'"

Dr. Ben smiled on hearing his own words return to him, "No Luke, it's not."

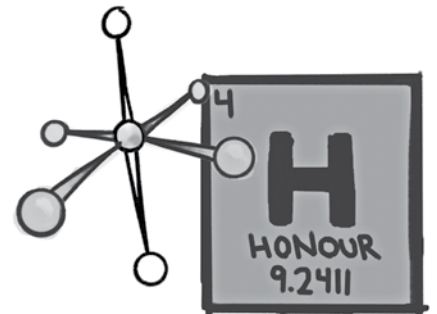
As the team returned to scouring the ancient manual, the serum glowed like fire inside the test tube. Something impossible was happening, and soon enough the world would take notice.



ACTIVITY

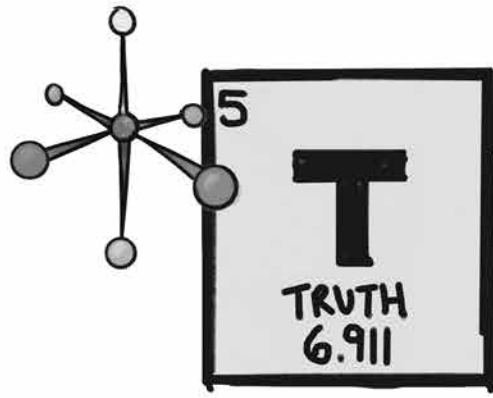
Continue to construct the molecule of Integrity that will defeat the virus of corruption.

- The center ball will represent **INTEGRITY**.
- The second ball will represent an atom called **INFLUENCE**.
- The third ball will represent an atom called **TRUST**.
- The fourth ball will represent an atom called **DIGNITY**.
- The fifth ball will represent an atom called **HONOUR**.



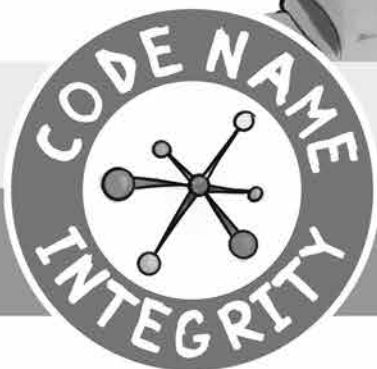
PRAYER

Lord, I now know that by honouring you and others, I will know your peace in my heart and blessing in my life. Help me Lord, as I seek to do this. I know it won't be easy!



THE SECRET OF
TRUTH

INTEGRITY IS THE FOUNDATION OF TRUTH.



STUDENT WORKBOOK

MODULE 5

LESSON 1

Honesty is Best



SUGGESTED MEDIA

Joshua Leads, Saddleback Kids (<https://youtu.be/vqhPOdOjxBs>)

LET'S SING

Invite a student to volunteer to be the leader for a song. Choose one of these songs and then ask the students to discuss the question that follows it:

- 'The Best Way' (Influence)

What did Joseph teach us about using our influence?

- 'Trust Comes' (Trust)

What did Saul teach us about being trustworthy?

- 'Have Dignity' (Dignity)

What did Ruth teach us about our dignity?

- 'From The Heart' (Honour)

What did David teach us about treating others with honour?



Learn the theme song for TRUTH: 'Say The Truth'.

SHARE & REVIEW

David's integrity of character was the reason he honoured King Saul. Integrity helped David to:

- Give honour to Saul
- Set boundaries
- Be a good friend
- Affirm the worth of all people

Have the students quote Psalm 23 together.

IN THE LAB

The floating screen was a hive of activity. Dr. Jen and Dr. Ben could scarcely believe their eyes as they watched shining atoms grind down the virus-like sandpaper. "Look here," Dr. Jen exclaimed. "A man is using his position as an executive to build homes for the needy. Because of this, even rival companies are following his lead!"

Dr. Ben nodded enthusiastically, "The good influence atom is producing incredible results!"

The Junior Scientists rushed into the lab excitedly waving the special tablets Dr. Ben and Dr. Jen had given them. "We just saw the test results!" Tayla beamed. "Does this mean we've cured the virus?"

Dr. Jen smiled. She loved seeing the Junior Scientist's passion for making a difference. "We can't know what the serum will do until we complete it. That's why your reports on the atoms we've uncovered are so important."

Tayla and Luke eagerly handed over their tablets. Dr. Jen smiled her thanks before turning to Sammy. Sammy's face flushed as his gaze fell to the floor, "Uh, m-my tablet is broken. It erased my entire report." Dr. Jen and Dr. Ben traded glances. They knew quite well that those tablets were virtually indestructible.

Dr. Ben smiled lightly, "Well, we know our Junior Scientists always give their best effort, so why don't we turn that effort toward our next clue?" Sammy could barely manage a nod as he sat down to search the pages spread out before him.

Dr. Jen swiped through the data on the floating screen until the agency's latest message appeared. "Locate the atom that both frees and convicts." She said, "What could that possibly be?"

The room fell silent as the team wrestled with the clue. Luke reviewed the atom holograms displayed before them, "Since the virus attacks our character it must be a trait that we've overlooked." The team considered the possibilities.

"It might be patience," Tayla offered. "I'm just not sure how that convicts."

Dr. Ben wrote down the suggestion. "Perhaps it's kindness?"

Dr. Jen pondered aloud, "It does have the power to make others consider their behaviour."

Sammy shook his head somehow certain of the answer. "I think the answer is honesty." The words had barely left his mouth when the page before Sammy began to glow, filling both holograms with a single word - JOSHUA.

TEACHER'S NOTES

In the land of Canaan, the fear of the Israelites had even the strongest soldiers quaking in their boots. They knew that the God of Israel had given Joshua and his army favour and that it would only be a matter of time before all the nations of Canaan belonged to him. Desperate to keep their power, the kings of Canaan gathered their armies together as one to fight against Joshua's army. In the nearby city of Gibeon, the leaders fretted among themselves. All the armies in the world could not defeat the Israelites,

Truth

but a treaty with Joshua would spare their lives. Knowing full well that Joshua was not permitted to make any pact with the nations of Canaan, the Gibeonites began hatching a plan to deceive him.



Who was Joshua?

Joshua lived around 4,000 years ago. He was responsible for leading nearly 2 million people into the Land of Promise. He had assisted Moses and Moses had taught him how to be a leader. When Moses died, Joshua became the next leader. His responsibilities were presidential. As a new, national leader it would take wisdom, courage, character, and patience to gain the nation's trust.

Why study Joshua?

We are going to consider one significant event from Joshua's life. This story illustrates the importance of truth and the consequences of dishonesty.

The reputation of Israel's army caused the nearby nations to fear. News of Israel's destruction of Jericho sent shock waves of terror into the hearts of the surrounding kings. Jericho was famous for its immense walls which were considered to be safe against any attack. The power of Joshua and his army drove five kings to form a military alliance with one another against him. They reasoned that by joining their forces together and fighting as one army, it may be possible to defeat Israel. The five nations also invited the Gibeonites to join their coalition.

But, the king of Gibeon had another strategy. His wise men had devised a deception that they hoped might secure their future. The plan was for a trained group of soldiers to approach Israel and pretend that they came from a distant land. The soldiers would appeal to Joshua's pride by telling him how they had heard about the great fame of Israel's army and then, as an act of honour, they asked Joshua to sign a peace treaty with them.



KEY IDEA

- **DISHONESTY** results in negative consequences.
- **HONESTY** results in positive outcomes.



ACTIVITY / CRAFT

Material: four pieces of paper, a pen or marker

Instructions:

- Number each page with a number (1, 2, 3, 4).
- Have a student place the four pieces of paper in this order: 1, 4, 2, 3.
- Explain that this is the pass code. (The kind of code that would open a phone etc.)
- Next, put the pages in the following order: 4, 3, 2, 1. Ask, "Would this code work?"
- Next, put the pages in this sequence: 1, 2, 3, 4. Ask, "Would this code work?"
- Why is it essential that the numbers be in the correct order?

Truth is like a pass code. Truth makes a difference.



PRAYER

God, help me to trust you and not live with fear because fear can cause me to act dishonestly.
I believe the truth will set me free.

LESSON 2

Avoid Retaliation



LET'S SING

- 'Right Here' (Integrity)
- 'Say The Truth' (Truth)

SHARE & REVIEW

Do you remember a time when someone told you a lie that you thought was true?

How did you feel when you learned that you had been deceived?

OPENING ACTIVITY

Material: a bottle of Coke, a Mentos mint, a towel

Instructions:

[This experiment is very messy, but a lot of fun. Be prepared for the Coke to erupt and spray. We recommend you use 2/3 of a bottle of Coke.]

- Say to the students: "We might think that a small lie does not make a difference, but even a tiny lie matters. Every lie has consequences. This Mentos is like a lie."
- Drop the Mentos into the bottle of coke. Be ready! The coke will immediately spray out of the bottle!

STORYTIME [Based on Joshua 9:1-15]

A group of weary-looking travellers arrived in the Israelite camp. They were ragged and dirty, explaining that they had come from a far-away land. Joshua inspected the travellers' supplies and found only mouldy bread. Knowing that the Lord had instructed him to not make any agreements with the nations of Canaan, he asked again where they had come from. The travellers insisted that they had travelled from a great distance and begged Joshua to make a treaty to protect them. Joshua gave them what they wanted.

DON'T
return EVIL for
EVIL.

Days after Joshua had agreed to the treaty, he discovered that he'd been tricked! These weren't travelers from a far-off land. These were Gibeonites in disguise! Joshua felt heartsick. He had failed to do the one thing that would have revealed the Gibeonites lies; he had failed to ask God for direction.

TEACHER'S NOTES

The Gibeonites were extremely afraid of Israel's army. Instead of approaching Joshua with the truth and moving away from the camp of Israel, they resorted to deception. They staked their entire future on a lie. It would take great effort to make the false story believable. They created a story about coming from a distant land. In order to support their false claims they found old worn-out sandals, clothes with patches, mouldy bread, empty water bottles, and fasted from food for several days. (Lies require a lot of support to be believable!)

The Gibeonite soldiers walked right into the camp of the Israelites and boldly told Joshua and his leaders their well-rehearsed lie. Joshua and his team believed the story. The Gibeonites were successful in deception, at least for the moment. How long could they sustain the deception? They knew that the only way to get Joshua to sign a peace treaty with them was to convince him of their trickery. The treaty would guarantee their protection as long as Joshua honoured it.

- Would Joshua keep his word to them when their word had been false?

It was not long before the nation of Israel discovered the truth. When the people learned of the wickedness of Gibeon, they demanded that Joshua rip up the treaty and attack the Gibeonites. But, Joshua understood that someone else's dishonesty must not determine his honesty. Although he had acted rashly, he was still very responsible for his word.

The five kings also learned what Gibeon had done. They felt betrayed. Gibeon's actions made Israel an ally, therefore the five kings saw Gibeon as an enemy who had betrayed them. They rallied their armies and marched against the Gibeonites, intent on conquering them.

When Gibeon heard of the pending attack they immediately sent messengers to Joshua, appealing for Israel's protection. They based their appeal on the signed treaty.

- What would Joshua do? What do you think he wanted to do?



KEY IDEA

The TRUTH may be difficult to tell and may hurt for a moment, but lies hurt forever.
Telling someone the TRUTH is an act of love.

“Whoever walks in integrity walks securely, but whoever takes crooked paths will be found out.”
[Proverbs 10:9]

“What a tangled web we weave when we practice to deceive.” (Walter Scott)



ACTIVITY / CRAFT

Material: paper, pencils, garbage container

Ask the class, "Have you told false things about others or have others told false things about you?"

Examples:

- You're not good enough.
- You're not smart enough.
- You're not going to succeed.
- You're a loser.
- You're ugly.
- Nobody cares about you.

How do you feel when you hear that kind of a lie?

Instructions:

- Take a piece of paper and tear it in half.
- On one half of the paper, write the words of a LIE you have been told.
- On the other half, write the TRUTH; the opposite of the lie.
- Ask, "Which piece of paper do you want to guide your life?"
- Throw away the paper which contains the lie. Don't choose to hold onto lies. Choose to hold onto the truth and act on it.



PRAYER

Lord, please help me to be truthful. I want to speak the truth and keep my promises. I need your help to do this.

JOSHUA TRICKED

WORD SEARCH ACTIVITY KEY

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

FIND THESE WORDS:

Joshua truth Gibeon lie disguise
 soldiers tricked deceived distance
 treaty fear Israelites Canaan God

LESSON 3

Choose Wisely



HOW to MAKE a
GOOD
DECISION.

LET'S SING

- Ask the kids which song they would like to sing and sing it.
- Also sing 'Say The Truth'

SHARE & REVIEW

Tell of a time you told a lie that made things worse.

OPENING ACTIVITY

Material : 1 uncooked egg, 1/3 cup of salt, a spoon, a clear container filled with water

Instructions:

- Pour the water into the container.
- Hold the egg over water. Ask, "Do you think the egg will float?"
- Drop the egg into the water and it will sink to the bottom.
- Add some salt to the water and stir the water gently. Nothing happens.
- Add more salt and stir again. Nothing happens.
- Do this again and again and the egg will begin to float. The egg will rise to the top and won't be able to stay on the bottom.

Good things done over and over will eventually make a difference!

STORYTIME [Based on Joshua 9:1-15]

Although the Gibeonites were not trustworthy, did that excuse Joshua from keeping his word? The importance of keeping his word was immense. Keeping his word was the last thing he felt like doing, but for Joshua, acting with integrity was essential. He remembered how Moses had suffered when he did not act with integrity. It stopped Moses from entering the promised land. To keep his promise, it would require that Joshua use his good influence, trustworthiness, dignity, honour, and truthfulness.

TEACHER'S NOTES

The people of Israel came to Joshua and asked him why he signed a treaty with the Gibeonites. All of the people were very displeased. How could the leadership have failed to determine who the Gibeonites were? The people demanded that Joshua cancel the treaty because it was gained by dishonest means.

Why were Joshua and his leaders deceived?

1. **Joshua had made an assumption.** He failed to check the facts and thus failed to fulfill his responsibility as a leader. A wise choice requires that we check the facts and consider the consequences of a decision.
2. **Joshua's emotions guided him.** Joshua felt that he was wise and strong. He was sure that he was smart enough and strong enough to control the situation and avoid its outcomes. He was wrong. Earlier, Moses had taught him to not act with pride or anger.
3. **Joshua was confronted with his laziness.** He avoided doing what a leader should do because it was easier not to do it. Integrity is doing the right thing even when it costs you. He thought, "I can get away with a compromise." He looked for a shortcut and chose a convenient way, but doing what he thought was good enough proved to not be good at all. It resulted in enormous difficulties and many regrets.
4. **Joshua was impatient.** He didn't want to take the time to do the right thing or to find the correct answer. Many times corruption is chosen because it is the easier way and offers an immediate benefit. People pay a bribe, cheat on an exam, or tell a lie because it seems to be the most convenient thing to do.
5. **Joshua wanted people to like him.** By appeasing these strangers it made him feel good. But, Joshua did not feel good for long. He had been deceived. Would he respond by breaking his pledge?

After realizing his mistake, Joshua decided to honour his word and be truthful. It would not be easy, but it would prove to be the best thing.

How could Joshua make a good decision?

(Let the children help you make the list.)

1. Think about the consequences of your decision.
2. Learn the facts.
3. Don't let stress or pressure guide you.
4. Take your time.
5. Remember your values and commitments.
6. Pray about it.



KEY IDEA

There are no shortcuts to success or integrity.

The long-term cost of deception is much more significant than any short-term benefit.

"The lazy don't roast any game, but the diligent feed on the riches of the hunt."

(Proverbs 10:4)

Truth

A great athlete said, "The minute you get away from fundamentals, whether it is proper technique, work ethic, or mental preparation, the bottom can fall out of your game, schoolwork, your job, whatever you're doing." (Michael Jordan)

LIFE APPLICATION / DISCUSSION

How might a student cheat or avoid responsibility?

- Cheat on an exam
- Copy someone's work
- Give a false answer to the teacher

Is there a shortcut you are tempted to take to avoid your responsibility? What should you do to be a person of integrity?



PRAYER

God, help me not be lazy or compromise on my commitments. I want to enjoy the benefits of integrity and avoid the traps of corruption.

LESSON 4

Choose Integrity



LET'S SING

- 'From The Heart' (Honour)
- 'Say The Truth'

SHARE & REVIEW

Can you think of a time that you were tempted to be dishonest, but instead resisted the temptation and told the truth. Are you happy you told the truth? Why?

OPENING ACTIVITY

Is it alright or justifiable to break a promise?

Historians tell us that the idea of crossing fingers can be traced back over 1,000 years. In some countries, if people cross their fingers while making a promise, it removes the obligation to fulfill it. There are cultures in which people cross their fingers and hold their hands behind their backs because they think that their action will cancel any evil consequences for a lie.

Is it acceptable to make a promise you have no intention of fulfilling?

Examples:

- I promise to do my homework.
- I promise to clean and to do my family chores.
- I promise to be kind to my brother/sister.

It is better not to promise, than to promise and not do it.

STORYTIME (Based on Joshua 9:16–27)

The five kings learned that the people of Gibeon had come to terms with Israel and were living as neighbours. The kings were alarmed! Gibeon was a big city; as big as any, and all of its men were seasoned fighters. Now they had joined up with Joshua and the people of Israel. This was worrisome, so the five kings combined their armies and set out to attack Gibeon.

Do the **RIGHT**
THING
even if it
COSTS you.

Truth

The men of Gibeon sent word to Joshua who was camped at Gilgal, "Don't let us down now! Come up here quickly! Save us! Help us! The five kings who live up in the hills have ganged up on us."

Joshua set out from Gilgal with his whole army. They marched all night from Gilgal and took the five kings and their armies completely by surprise. God threw the other armies into total confusion before Israel.

TEACHER'S NOTES

The appeal for help did not sit well with the people of Israel. They wanted Joshua to cancel the agreement, but he refused. The people called for the army to march on Gibeon and to destroy it, but Joshua knew that two wrongs would never make a right. He remembered that Moses' lack of integrity proved to be very costly. Although Joshua knew the truth about what Gibeon had done, he did not excuse himself from doing what was right.

Integrity means KEEPING OUR WORD.

Integrity meant that Joshua would keep his word. Instead of marching on the Gibeonites to kill those who had lied to him, Joshua led his army to defend them. The defence of Gibeon would require strength, time, courage, resources, and faith.

Integrity is doing the right thing even IF IT COSTS you.

Joshua intervened for the Gibeonites by first saving them from death with his army. Although the idea of putting the Gibeonites to death may have seemed very attractive, Joshua gave them salvation instead of annihilation. He did the right thing even when it was not desirable and cost him.

Joshua led the army in an all-night march. They arrived just in time to defend the Gibeonites and the battle ensued as the morning light began to shine. They would have had no time to rest for battle, but God gave them strength for the fight. During the warfare, Joshua realized the battle was going their way. If they could finish that day and not give their adversary an opportunity to regroup, the battle would be over. So, Joshua prayed and God extended the daylight. God did what Joshua asked. God honoured the honesty of Joshua and gave him a surprising success.



KEY IDEA

Love means keeping your promise.

Integrity means being TRUTHful even when it COSTS you to do it.

"Put away falsehood and speak the truth with your neighbour." (Ephesians 4:25)

LESSON APPLICATION

Think about something you have promised and share it with the group. Also share what you needed to do to fulfill that promise?

We must keep the promises we make. It is vital that we do whatever is necessary to keep our promises, therefore think carefully before making a promise. A promise often requires energy, time, and resources.

A kept promise is a beautiful thing. It creates trust and builds relationships.



PRAYER

God, help me to keep my word and hold to my promises, even when I have been treated unfairly.
Help me to do the right thing even if it is hard.

TELLING THE TRUTH

WORD SCRAMBLE ACTIVITY KEY

1. GISKN = KINGS

2. ATDAECKT = ATTACKED

3. IBENGO = GIBEON

4. SUOJAH = JOSHUA

5. KETP = KEPT

6. SEIRMPO = PROMISE

7. TSEHNOY = HONESTY

8. TGNIEITYR = INTEGRITY

9. KSEPA = SPEAK

10. TRUHT = TRUTH

LESSON 5

Create a Better Future



LET'S SING

- 'Say The Truth'
- 'The Best Way' (Influence)

SHARE & REVIEW

Why is it better to tell the truth and to keep your promises?
What happens if we are dishonest?

OPENING ACTIVITY

Material: one magnet, several items the magnet will pick up, several items the magnet won't pick up

Instructions:

- Place the items on a table.
- Hold the magnet over them.
- Notice what items respond and which do not.

Lies seldom remain alone. One lie requires another and another to support it. People think that if they lie, the influence of a lie will be isolated. Notice how the magnet draws many things to it. A lie will influence many parts of your life.

When you know and live by the truth, the lie has little influence.

STORYTIME [Based on Joshua 9:16–27 and 10:1–15]

Although Joshua had been deceived by the people of Gibeon, his treaty with them could not be undone. He was duty-bound to give them his protection, but because they had lied, the Gibeonites would have to be servants in the Israelite camp.

INTEGRITY
sees BEYOND the
PRESENT.

When the kings of Canaan heard what Gibeon had done, they were furious and sent armies to attack them. Knowing that he had to honour his treaty of protection, Joshua made sure to ask the Lord for wisdom this time. God gave the Israelites great favour by raining down hail on the enemy armies. The Israelites won the victory, protected the people of Gibeon, and gave God all the glory.

TEACHER'S NOTES

Because of their dishonesty, the Gibeonites faced long-term consequences for generations. Although Joshua came to their defence against the five kings, that was not the end of the story. There was a penalty for their deception. After the battle, the Gibeonites would be forced to serve Israel. The consequence of their dishonesty was a lifetime of duty as servants to Israel. They were forced to provide and haul wood, and find and provide water for the daily sacrifices before Jehovah. The Gibeonites forfeited their freedom because of a lie. They only thought of the moment.

Our decisions and actions today will affect our tomorrows.

Here is an example of the foolishness of only living in the moment or only thinking right now...

Suppose that I gave you a rooster and some chickens so that they could lay eggs and hatch chicks? If you planned for the future, you would guard the chickens and care for the chicks. Once you had a flock of chickens you could begin to eat some of the eggs. As your flock increased you could eat some of the chickens, always protecting your flock for they would feed your future.

However, if I gave you a chicken and you said, "I am hungry, so I will eat the chicken today," then there will be no eggs for tomorrow and no chickens for your future. You will only eat for one day.

Delayed gratification can give you a much better future.

"What you sow, you will reap with abundance. If you eat your seed you will have nothing. [Psalm 126:5]

Integrity requires that you look ahead and plan for tomorrow.

The Gibeonite story reminds us that the outcomes of deception will be experienced. How much better it is to choose the way of truth.



KEY IDEA

Big and small lies are lies that are damaging.

The truth might cost something, but a lie is much more costly.

"A false witness shall be punished, and a liar shall be caught." [Proverbs 19:9]

LIFE APPLICATION / DISCUSSION

Discuss the following questions:

- Why do people think lies offer a solution?
- Why do people lie?

People lie for many reasons:

1. To avoid punishment
2. To obtain a reward otherwise not obtainable

Truth

3. To win admiration
4. To get out of an awkward situation or trouble
5. To avoid embarrassment
6. To hide the truth

How does lying influence your relationships?

There is a song that says:

When you tell one lie, it leads to another
So, you tell two lies to cover each other
Then you tell three lies and, Oh Brother,
You're in trouble up to your ears!

So, you tell four lies to try to protect you
Then you tell five lies so folks won't suspect you
Then you tell six lies, and you'll collect
A life filled with worries and fears

Cause you can't remember how many lies you've told
And half the things you say aren't true
And sometime you'll slip up, you'll trip up and then
Whatever will become of you?"

[When You Tell One Lie, InsideOut A cappella – <https://youtu.be/2EbtA-3v2Vw>]

BACK IN THE LAB

Dr. Jen carefully placed the TRUTH atom inside the test tube. The Junior Scientists watched with wonder as it quickly swelled in size. "Why is it growing so quickly?" Tayla asked.

Dr. Ben scanned the atom into the database. "It goes back to what the agency said. Honesty is truth and speaking it grows our character."

Sammy watched the atom continue to swell, growing as fast as his guilt. "Dr. Ben, Dr. Jen... I need to tell you something," Sammy said in a small voice. "I lied about my tablet breaking. I never did the report you asked for."

Dr. Ben rested a hand on Sammy's shoulder. "Thank you for telling the truth, Sammy. Admitting when we've done wrong grows character too."

The team watched closely as Dr. Jen added the new atom to the vaccine serum. The room



quieted in hopeful anticipation as the vaccine swirled like a tornado inside the glass beaker and then disappeared!

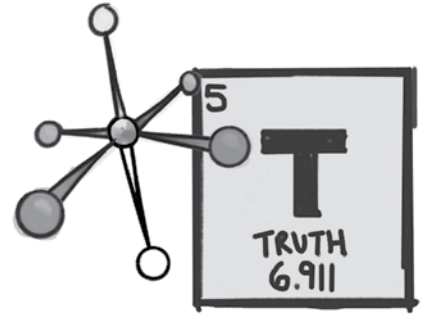
The team eyed the empty beaker in shock. "What happened to the vaccine?" Dr. Jen and Dr. Ben were speechless. They had no answers for this. The Junior Scientists watched the floating scene with deepening dread. The virus was still spreading and they had no vaccine to fight it. How would they save the heart of humanity now?



ACTIVITY

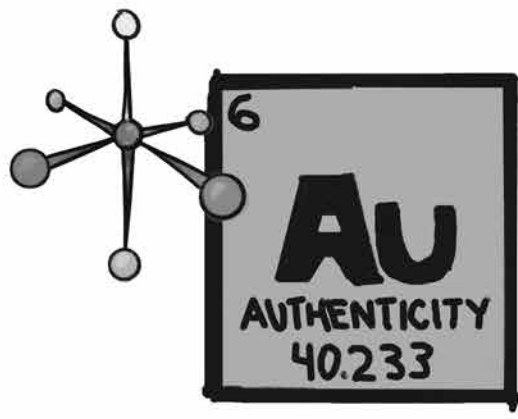
Continue to construct the molecule of Integrity that will defeat the virus of corruption.

- The center ball will represent **INTEGRITY**.
- The second ball will represent an atom called **INFLUENCE**.
- The third ball will represent an atom called **TRUST**.
- The fourth ball will represent an atom called **DIGNITY**.
- The fifth ball will represent an atom called **HONOUR**.
- The sixth ball will represent an atom called **TRUTH**.



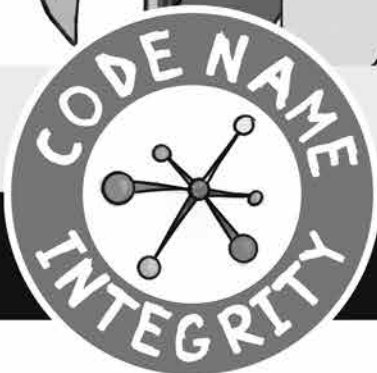
PRAYER

God, help me to be truthful with my words and honest about my convictions. I want to be someone who lives with integrity, so that there aren't any barriers between you and I.



THE SECRET OF
AUTHENTICITY

INTEGRITY IS THE FOUNDATION
OF AUTHENTICITY.



STUDENT WORKBOOK
MODULE 6

LESSON 1

Be Genuine



KNOW
WHO
YOU are.

LET'S SING

This is a good opportunity to invite children to come and lead.

- Introduce 'Be Yourself' (Authenticity Song)
- During the lessons in this last secret, try and sing all of the Integrity songs. It's a great way to re-view.

SHARE & REVIEW

- Integrity requires that we tell the truth.
- The Gibeonites worked hard to tell a convincing lie.
- Joshua refused to lie or break his promise even though he had been deceived.
- Keep our promises.
- If we fail to keep our word, it affects our character and relationships.
- Lies do not protect us.
- Lies will eventually be exposed, and dishonesty will be uncovered.

IN THE LAB

Dr. Ben A. Fit said, "Let's review what we have learned before we open the envelope with our next assignment."

- Joseph taught us to use our INFLUENCE for good.
- Saul taught us how to be TRUSTworthy.
- Ruth encouraged us to be a person of DIGNITY.
- David inspired us to be a person of HONOUR.
- Joshua helped us to tell the TRUTH even when it would be easier to lie.

The library held none of its usual joy for the Junior Scientists. They had spent countless hours working alongside Dr. Jen and Dr. Ben, trying to create a vaccine, only to have it fail at the final ingredient!

Dr. Ben collected the pages of the ancient manual from the table, being careful as he returned them to the special case that had preserved it for centuries. "To think," Dr. Ben marvelled, "that these pages have been guiding the lost for 1,000's of years."

Luke grumbled beneath his breath, "They sure didn't lead us anywhere."

Dr. Jen could see the disappointment on the faces of the young scientists. "Now, that doesn't sound like a scientific assessment to me." Dr. Jen's gentle rebuke made Luke reconsider his words.

"Well," he added, "we did uncover some pretty amazing things."

Tayla and Sammy nodded in agreement. "And, a true scientist doesn't let a setback stop them," Dr. Ben chimed in.

Dr. Ben eyed Sammy feverishly wiping the Inspire Lens. "There's a spot that just won't come out, Dr. B."

Dr. Ben joined Sammy as he inspected the lens, "There's something inside the glass, Sam."

Dr. Ben hurried the lens to the magnifying screen. His eyes grew wide as the speck came into focus. "Why, it's an Influence atom!" The team gathered around, bewildered by the sight before their eyes.

"How did it get inside the lens?" Sammy asked. "And how do we get it out?"

Dr. Ben sighed. He knew very well there was only one way to remove it. "Well, I did say it was fragile." Dr. Ben set the Inspire Lens on the table, "Safety goggles on everyone."

Dr. Jen put on her goggles, "Are you sure you want to do this Ben? This lens took you years to make."

Dr. Ben grabbed a thick book from the library shelf. He looked at the virus spreading across the map and nodded with certainty, "It may take years to remake, but this could be our last chance." The team held their breath as Dr. Ben brought the book down on the lens with a BOOM! He lifted the book slowly. The magnifying screen revealed the tiny atom sitting in a rubble of glass.

As Dr. Jen plucked the atom out, a thin wisp of smoke peeled off of its surface. Before she could place it inside the test tube, the sound of a pounding gavel filled the room. The team turned to see a group of men in elaborate robes scowling at them. The eldest growled with fury as he spoke, "Who do you think you are?!"

The team stood frozen as the imposing men surrounded them. Wherever they were, they were certainly not welcome!

TEACHER'S NOTES

The sixth assignment of the Global Health Agency introduces the scientists to an interesting group of people called the Pharisees.

Who were the Pharisees?

- This group was very influential during the time of Jesus.
- When the group of Pharisees first began, they were very zealous to do good and to live with integrity. Over time though, they slowly drifted away from their good intentions, saying one thing but doing another. They tried to make a good impression while their hearts were evil. (See Matthew 23:2-11)
- Instead of doing good and helping others, they pursued personal position, wealth, and power.

Why did the G.H.A. choose them?

- The study of the Pharisees will help us learn how to sustain our integrity.
- They provide a warning to us against just pretending to be good.



KEY IDEA

Integrity helps us to be **AUTHENTIC**, knowing our true self.

AUTHENTICITY enables us to live honestly and to not pretend.



ACTIVITY / CRAFT

Material: small vase, one artificial flower, one fresh flower

- Put the two flowers in the same vase

Ask the kids:

- Can you tell which flower is real and which one is fake?
- How can you tell the difference?
- Why is it important to avoid being artificial or fake in words and actions?



PRAYER

God, I want to be an authentic person, someone who is true to you, and true to myself. Help me to be humble and trust who you have made me to be.

LESSON 2

No Excuses



Be
HONEST
WITH
YOURSELF.

LET'S SING

- 'Be Yourself' (Authenticity)

OPENING ACTIVITY

What is inside matters.

Material: a clean container that is not clear, drinking water, 2 heaping tablespoons of dirt

Instructions:

- Say to the students, "This cup looks nice and clean. Would you drink out of it?"
- Now, put the dirt in the cup and pour some of the water on top of the dirt.
- Ask, "Would you drink from the cup now?"
- "The outside is still clean. Isn't that good enough?"

Who you are on the inside matters.

The Pharisees were described this way, "You clean the outside of the cup, but inside is full of greed and self-indulgence." (Matthew 23:25)

STORYTIME (Based on Mark 12:37-43)

The deep set scowl on the faces of the Pharisees was hardly unfamiliar to the people of Jerusalem. This group of men had a great deal of religious and political power, but rarely used it for good. Pharisees wore the finest robes and demanded special treatment. They were also quick to pass judgement on anyone they decided had broken religious laws such as how and when a person prayed, how much money should be tithed, or how the scriptures should be taught. The Pharisees looked down on anyone who didn't do these things in the way that they did. They had a bad attitude about them and their hearts were growing harder with each passing day.

Authenticity

Pharisees were often the first to come to the homes of grieving widows. Left with little but the roof over their heads, they welcomed the Pharisees' offerings of council, never knowing the darker intentions of their heart. As brokenhearted widows struggled with questions of survival, the Pharisees often offered answers that benefited themselves. They sometimes took the widows' homes as offerings to the temple knowing full well they were filling their own pockets. The Pharisees may have considered themselves to be religious men, but greed was the true god they served.

TEACHER'S NOTES

- The Pharisees said one thing, but did another.
- They pretended to be good, but they were not good.
- The Pharisees used their **influence** for selfish reasons so that only they benefited. They did not help other people.
- The Pharisees acted like they could be **trusted**, but they were not trustworthy. They failed to keep their promises (vows) and they did not do what they had promised.
- They thought **dignity** came from wealth or position.
- The Pharisees wanted to be **honoured**, but did not like it if others were honoured.
- They pretended to tell the **truth**, but often they did not tell the whole truth. Instead they twisted the facts to serve their own desires.
- The only way for them to be people of **integrity** was to have a change of character. A change of character required a new heart.



KEY IDEA

We need the help of God and others to change our character.

“Create in me a clean heart, O God, and renew a right spirit in me.” (Psalm 51:10)

LIFE APPLICATION / DISCUSSION

The Pharisees show us that outward performance is not enough to be a person of integrity. Integrity starts in the heart. Integrity begins in our character first and then moves outward to our conduct.

If we are serious about becoming a person of integrity, we need three things that begin with the letter “C”.

- A **commitment** to build our character.
- A **community** of people who encourage us to live with integrity.
- A **connection** to God who can empower us to live with integrity.

All three C's are important.

Here's an exercise to try with the students:

Choose a number between one and ten to describe where you are in your development of integrity. [For younger children, modify this example with the question, “Are you weak / normal / strong?”]

POORLY / 1 2 3 4 5 6 7 8 9 10 / VERY WELL

What number would you choose for the three C's?

- Commitment to build Character
- Community who encourage one another
- Connection to God



PRAYER

God, help me to place more value on what you think of me, and less value on what others think of me.

LESSON 3 Don't Steal



THEFT
AFFECTS
EVERYONE.

LET'S SING

- 'Be Yourself' (Authenticity)
- Allow the students to choose another Integrity song to sing as well.

OPENING ACTIVITY

Ask students, "What is stealing?"

Definition:

- **Stealing is when a person takes something that belongs to somebody else without their permission and without intending to return it.**
- A stolen object can be as small as a piece of candy or as big as a car.

How would influence, trust, dignity, honour and truth guide your response to the following questions:

- If you found a sweater on the school ground, would keeping it be stealing?
- If you take something from another person's garden is that stealing?
- If a friend let you play with their toy, but you kept their toy and did not return it, is that stealing?
- If someone took some of your candy, is it right to steal their candy?

STORYTIME (Based on Matthew 23:1-7)

The Pharisees enjoyed the special treatment that they received. When they walked down the street, they insisted people address them as **Rabbi** which meant, **Master**. In the temple, they would only sit in the best seats. When they prayed, it would often be loud and boastful, thanking God that they were **better** than most men. The Pharisees used their influence to get the things they desired, and showed favour to those who helped them... even if that meant harming others. These men preached righteous living, but their lives were far from it.

TEACHER'S NOTES

Why do people steal?

1. Jealousy
2. Gain – desire to have something
3. Low self-esteem
4. To show bravery
5. Anger or revenge
6. Peer pressure

Ask the kids:

- Has anyone ever stolen something from you or your family?
- How did you feel?
- How did the loss affect you?



KEY IDEA

“A thief is a thief whether he/she steals a diamond or a tomato.” (Proverb)

“He who steals an egg will steal an ox.” (Proverb)

LIFE APPLICATION / DISCUSSION

Why is stealing wrong?

Ask the group to create a list of the consequences of stealing. Here are some suggestions:

- Stealing always harms the owner.
- Stealing creates fear and anger.
- Stealing always harms the character of the one who steals.
- Stealing grieves God.
- Stealing affects more than the one from whom the item was taken.

If you have stolen something, what is the right thing to do next?

It is not enough to say I am sorry. The thief needs to restore what was taken. (See Ezekiel 33:15)



PRAYER

God help me to not desire or take things that don't belong to me, for that is stealing. I only want to receive praises or possessions that are rightfully mine.

NO STEALING

WORD SEARCH ACTIVITY KEY

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

FIND THESE WORDS:

- thief should restore what was taken
- say sorry stealing creates fear
- theft grieves God
- honour integrity authenticity

LESSON 4

Resist a Bribe



BRIBERY
has
NEGATIVE
CONSEQUENCES.

LET'S SING

- 'Be Yourself'
- 'The Best Way' (Influence)

OPENING ACTIVITY

What is a bribe?

- A bribe is an attempt to make (persuade) someone do something (honest or dishonest) for you by giving them money, gifts, or something that they want.

Have you ever offered to give someone a bribe? Why?

Has someone ever asked you for a bribe? Why?

STORYTIME (Based on Matthew 23:4-9)

While the Pharisees commanded a great deal of attention, they were jealous of anyone that they thought might overshadow them. When word of a man who was baptising and preaching repentance in the wilderness reached them, they were none too pleased!

The Pharisees came to see John the Baptist. Though they were upset by his teachings of a coming Messiah, what bothered them most was his popularity. Trying to win favour with the people, the Pharisees asked to be baptised too, but John was not fooled. He called the Pharisees snakes for their hypocrisy and exposed their dishonest ways so that others could live in truth and freedom.



TEACHER'S NOTES

The Pharisees practiced bribery.

- The Pharisees wanted the best seats, greetings in the marketplace, and to be served.
- The methods that they used to obtain the things they desired, often included offering favours or special prayers if people gave them money.
- The Pharisees had a lot of political and religious influence and they were willing to use their influence to do a favour for whoever bribed them. Although the transactions were done in private, the results affected many.
- They talked about honesty, but did not practice what they preached.
- They said that being fair was important, but they would be unfair if it was to their benefit.

Bribery is motivated by corruption.

- Bribery is not the cost of doing business. It will add cost for businesses and customers.
- Bribery is not the best way to avoid consequences.
- Bribery is an attempt to get something by the wrong means.
- Bribery is dishonest.

When is something a bribe?

- It is a bribe when people use money to buy favour or to avoid a penalty.
- It is a bribe when people use a gift to persuade or to gain benefits.

How does bribery function?

- Bribery uses self-gratification or the love of money to manipulate.
- Bribery undermines justice. It hurts others. (See Psalm 15:6)
- Bribery acquits the guilty and gives false judgment. (See Proverbs 21:14)
- Bribery changes justice to injustice.
- Bribery destroys trust and reputations.
- Bribery will harm the needy.
- Bribery causes businesses to break contracts.
- A bribe is seen as a charm by the one who gives it; they think success will come. (See Proverbs 17:8)

Two famous Bible stories about a bribe:

- Balaam was hired to prophesy evil against Israel. [See Numbers 22]
- Judas betrayed Jesus for 30 pieces of silver. [See Matthew 26]

**KEY IDEA**

The wicked accept a bribe in secret to pervert the ways of justice.
Although a bribe may be small, the fault is great.

“The love of money is the root of all kinds of evil.” [1 Timothy 6:10]

LESSON APPLICATION

Have the children create a drama about bribery and then have them act it out.

After the drama, discuss the implications of a bribe.

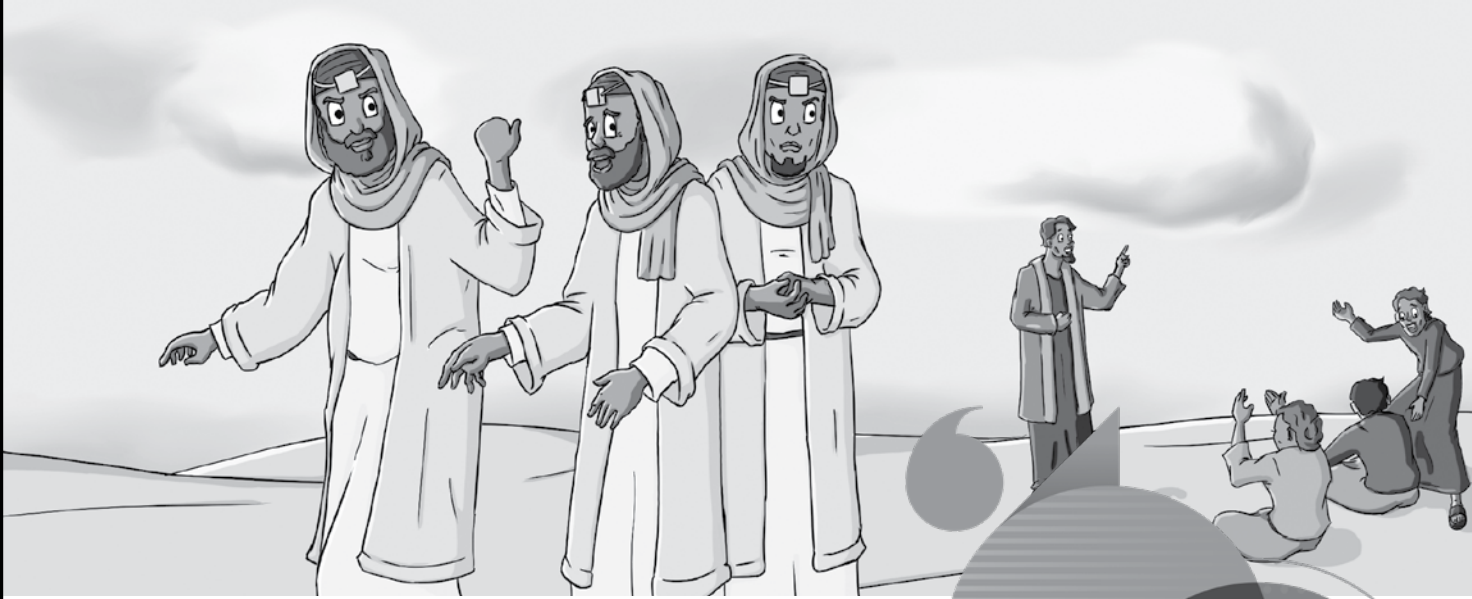
What can you do to stop bribery?

**PRAY**

God, help me to find my rewards in a truthful relationship with you and others. I trust you to provide for me and so I reject any attempts to be bribed.

LESSON 5

Avoid Jealousy



LET'S SING

- 'Be Yourself'
- 'From The Heart' (Honour)

OPENING ACTIVITY

Material: clear container, drinking water, sugar cubes or granulated sugar

- Fill the container full of water.

Tell the class, "We are like this container. We want to fill our lives with something and hope more stuff will make us happy or satisfy us."

- Put 4 sugar cubes or 2 teaspoons of sugar into the water.

Ask, "What happens?" (The sugar disappears and the water level in the container is unchanged.)

STORYTIME (Based on Matthew 23)

In the eyes of many, the Pharisees had it all. They were wealthy, powerful, and feared by those who dared to oppose them, but in truth, they were living a lie. Jesus described them as those who cleaned the cup on the outside, but left the inside dirty. Their cups were full of things like greed and arrogance.

When we judge ourselves and others by outward appearances, only half of the story is being told.

TEACHER'S NOTES

- The Pharisees hoped that position, wealth, or fame would make them happy, but the more they got, the more they wanted.
- Money, influence, and privilege are never enough. People will continue to want just a little bit more.
- The Pharisees did not like it when John the Baptist or Jesus were popular. Therefore, the Pharisees criticized and tried to discredit them because they wanted all the attention.

- They thought the way to the top required that you put others down.
- They chose to be unkind instead of kind.
- They wanted to be served by people, but refused to serve others.
- Although they wanted people to think they were good, they were actually bad.

What does it mean to covet?

- Coveting is a desire to possess or have what someone else has.
- Jealousy is like a bucket with a hole in it. It never satisfies for very long.
- Jealousy leaves you wanting more.
- Jealousy is focused on me and my wants.
- Jealousy causes everyone to compare themselves and to compete with others.



KEY IDEA

Integrity is a meaningless word until you live it, just like a vaccine is useless until you use it.

“For where jealousy and selfish ambition exist, there will be disorder and every vile practice.”
(James 3:6)

LIFE APPLICATION / ACTIVITY

Material: 1 cup of milk, 1 or 2 tablespoons of lemon juice, a clear cup

Preparation:

- Warm the milk and put it into a thermal container.
- Place the clear cup where everyone can see it and pour the milk into it.
- Add a tablespoon of lemon to the milk and stir it.
- Watch what happens. Within a few minutes, a chemical reaction will make the milk curdle and form in clumps that look like cottage cheese.
- Lemon is like jealousy. It will influence the milk.

It takes only a little lemon juice to cause the milk to go bad, and just a little jealousy to cause a friendship to go bad.

BACK IN THE LAB

Even with the Pharisees gone, the weight of their darkness lingered. Sammy shook his head in disbelief, “I don’t understand. All of the other atoms showed us people who lived in ways that we should. The Pharisees were corrupt, awful leaders. I don’t want to be anything like them!”

Dr. Ben collected the fragments of his broken lens, “Do you think that might be the point, Sam?”

Sammy paused to consider that, “You’re right. Sometimes witnessing the wrong behaviour of other people helps encourage us to do what’s right.”

Tayla nodded in agreement. “Just like bacteria can do both harm and good.”

Dr. Jen’s eyes lit with a new idea upon hearing that. She grabbed the bottled **negative influence atom** and hurried into the lab with the team at her heels. She grabbed the flask that had held the good atoms and set it before the magnifying screen. “Dr. Jen, all the good atoms are gone,” Luke said, pressing in for a closer look. “What can we possibly do?”



Dr. Jen smiled as she broke the seal on the negative atom tube. “Atoms are astonishing things, Luke. They remind us that there’s an incredible, unseen world unfolding all around us.” Dr. Jen poured the negative influence atom into the flask. In an instant a beautiful, bright red gas appeared, sparkling and swirling inside the flask. The team gasped in wonder!

“Matter can change form,” Dr. Ben reminded them, “and sickness can be part of the cure.”

The team stared at the serum in silent awe. The vaccine the world needed was finally complete!



ACTIVITY

Finish constructing the molecule of Integrity that will provide a cure for the virus of corruption.

- The center ball will represent **INTEGRITY**.
- The second ball will represent an atom called **INFLUENCE**.
- The third ball will represent an atom called **TRUST**.
- The fourth ball will represent an atom called **DIGNITY**.
- The fifth ball will represent an atom called **HONOUR**.
- The sixth ball will represent an atom called **TRUTH**.
- The sixth ball will represent an atom called **AUTHENTICITY**.

1	I INFLUENCE 1.5020	2	Ts TRUST 45.928	3	D DIGNITY 8.116
4	H HONOUR 9.2411	5	T TRUTH 6.911	6	AU AUTHENTICITY 40.233



PRAYER

God, I want to have an authentic and genuine relationship with you. I know now that I should live truthfully, and trust you to provide for all I need. Please help me to do this. I want to please others by pleasing you first.

Epilogue

SONGS

- Begin by asking the class which song they like the best then sing it, doing the actions.
- Next, do the actions for one of the songs but without the music or words. Ask the children which song it is. When they guess the song, sing it together. You could do this with more songs as well.



IN THE LAB

The Junior Scientists gathered their tablets and supplies as Dr. Jen bottled the last of the vaccine into glass vials. Dr. Ben lingered before the floating map of the world. He touched the dots of Integrity across the screen, watching in wonder as moments of goodness played before him. “The Global Health Agency is thrilled with our results,” Dr. Ben beamed. “Imagine what this map will look like when we have agents distributing our INTEGRITY vaccine all over the world!” His smile faded, seeing the somber faces of the Junior Scientists. “Come now,” he said to the team, “there’s no need to be sad. We’ll have plenty more wonders to discover together.”

The Junior Scientists traded looks, quietly arriving at the same conclusion. “That’s not what is bothering us, Dr. B,” Tayla offered. “You and Dr. Jen always say that science is a leader in change, but how can we change humanity’s heart if our own hearts go untreated?”

The question gave both doctors pause. Dr. Jen shook her head. “This vaccine is meant to help people combat the corrupted human condition, and there are a great number of people in a far worse state than Doctor Ben and I.”

Code of Integrity

Luke shook his head firmly, "Now that doesn't sound like a scientific assessment to me!" Dr. Jen's face flushed hearing her own words come back to her. Luke continued, "Can you really say that your heart is always using its INFLUENCE for good? Is it always TRUSTworthy, showing DIGNITY and HONOUR even to those who don't deserve it?" Dr. Ben also felt the weight of Luke's questions growing heavier and heavier.

Sammy spoke up with uncharacteristic strength, "I know that I struggle with all of these things. Are you honestly telling us you don't?"

Dr. Jen and Dr. Ben grew quiet, eyes returning to the spreading virus on the world map. Dr. Jen finally spoke up, "Science is a leader - we are leaders. And, I can't ask anyone to make a change for the better if I won't." Dr. Jen picked up the vaccine vial, and with a single tap of the bottle, released the Integrity vaccine into her bloodstream.

The Junior Scientists watched her with anticipation. "Do you feel any different Dr. Jen?" Luke asked.

Dr. Jen smiled, "A little, but the evidence is not in how I feel. The evidence will be in how I live from this moment on."

Dr. Ben cleared his throat loudly, "Correction doctor..." he said, picking up a vial for himself, "How we live. We are a team after all!" Dr. Jen's smile joined with the beaming faces of the Junior Scientists. No matter where life would lead, they would always be a team - changing the world one heart at a time.

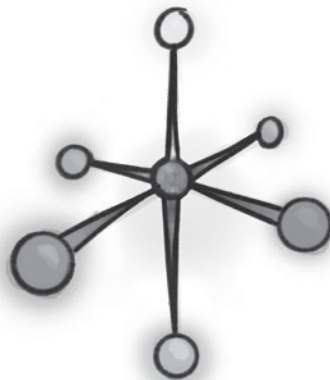
SHARE

As a teacher, share how important it is that Integrity comes from the heart. If you are a person of faith in Christ, share how your faith helps you live with Integrity.

Ask the class how they will apply what they have learned in their life? Encourage them to ask God to help them live with Integrity. With God's help they can have Integrity in their hearts and live with Integrity.

Encourage the children to apply the six elements of INTEGRITY to their actions and attitudes. They can be a person of:

- INFLUENCE
- TRUST
- DIGNITY
- HONOUR
- TRUTH
- AUTHENTICITY



OPTIONAL:

- Download the Certificate of Completion from the cli website (<https://cli.international>).
- You can write the name of a student on the certificate.
- Present the certificate as an accomplishment, but also as a commission to live with Integrity.

Let's Sing

RIGHT HERE

Intro Bm

Verse 1 C C
Looking for the right road now, looking for the way to go
G F C
To become a difference in my corner of the world

Verse 2 C C
Peering through a lens of hope, reading through a history book
G F C
To become a difference in my corner of the world

Chorus G C
It's right, right here inside of me
G C
Right, right here for all to see
G C F2 G
Right, right here - integrity is here inside of me

Verse 3 C C
Do to others what is right, offering a kind of light
G F C
To become a difference in their corner of the world

Bridge C F G C
Choosing what is good - Giving good away
C F G C
Saying what I mean - Meaning what I say

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Let's Sing

THE BEST WAY



Intro Bm

Verse 1 Bm G D A
 You know it's not always easy to be kind... not always
 Bm G D A
 Not always easy to forgive... not always

Pre-Chorus Bm G
 But it's the best way, it's the best way
 D A
 It's the best way - HEY!

Chorus G D
 Put a smile on your face, give love away
 A Bm
 Be the reason for change
 G D
 Smile on your face, give love away
 A Bm [G - A to verses]
 Be the reason for change

Verse 2 Bm G D A
 You know it's not always easy to be good... not always
 Bm G D A
 For it's not always understood... not always

Ending G - A - D
 It's the best way - HEY!



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Let's Sing

TRUST COMES

Intro Am



Chorus

F C G Am
Trust comes to a trusting heart
F C G Am
Sounds so simple, sounds, sounds so simple
F C G Am
We get what we give out
F C G Am
Trust comes to a trusting heart



Verse 1

Am G Am
When we walk away from doing, doing wrong things
F C G Am
We do the right thing - do, do the right thing
G Am
Like saying sorry for our, our mistakes
F C G Am
We do the right thing - do, do the right thing (2X)

Verse 2

Am G Am
Every choice we make is building, building who we are
F C G Am
Let's do the right thing - do, do the right thing
G Am
Like being kind kind and giving it away
F C G Am
Let's do the right thing - do, do the right thing (2X)

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Let's Sing

HAVE DIGNITY

Intro Bm - G - D

Verse 1 Bm G D
 You don't have to be someone else
 Bm G D
 You don't have to look like somebody else
 Bm G D
 God created you like no one else
 C G A
 So don't compare yourself to anybody else



Chorus G - D A - Bm
 Have dignity
 G - D A - Bm
 It's in you're ability
 G - D A - Bm
 Have dignity
 G - D A - Bm
 And leave negativity



Verse 2 Bm G D
 It doesn't matter where you're from
 Bm G D
 It doesn't matter your skin colour
 Bm G D
 It doesn't matter the language that you speak
 C G A
 What matters is being the best that you can be

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Let's Sing

FROM THE HEART

Intro C - G - Am - F

Verse 1 C G Am F
Honour your parents, honour your siblings
C G Am F
Be a child of honour
C G Am F
Lifting them with kind words, encouraging words
C G Am F
Be a child of honour



Chorus

C G Am F
Honour people, honour God
C G Am F
Do it from the heart
C G Am F
For they are special, yes they are
C G Am F
Do it from the heart



Verse 2 C G Am F
Honour your teacher, honour your classmates
C G Am F
Be a child of honour
C G Am F
Treating others as you, would have them treat you
C G Am F
Be a child of honour

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Let's Sing

SAY THE TRUTH



Intro D - C - G A
Say the truth

Verse 1 D C G A
Do you fear saying what is true
D C G A
Are you scared that they will laugh at you
D C G A
Did you know that lying will not prove a thing
D C G A
Instead, it will ruin everything

Chorus D C G A
O - o - oh, say the truth
D C G A
It is good, it is right, much better than a lie
D C G A
O - o - oh, say the truth
D C G A
It is bold, it is kind, sets you free inside

Verse 2 D C G A
Tell the truth even if it feels
D C G A
Hard to say, oh, let it rise in you
D C G A
Tell the truth, see the trust that it brings
D C G A
With your friends and with your family



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Let's Sing

BE YOURSELF



Intro B E B
Wo - o - o - oh

Verse 1 B
What does it mean to be authentic?
What does it mean to be yourself?
You could spend your whole life trying
E
Just to be like someone else - Be yourself, be yourself

Verse 2 B
How can you learn to be authentic?
How can you learn to be yourself?
Live the life that you've been given
E
Don't compare with someone else - Be yourself, be yourself



Pre-Chorus G#m
You're a gift, just as you are
E F#
A bright and shining star so shine, shine, shine

Chorus B E B E
Be yourself, you're wonderful! Yourself, incredible!
B F#
Yourself, there's only one of you
B E B E
Be yourself, you're wonderful! Yourself, incredible!
B F# B
Yourself, and God delights in you... Be yourself



Verse 3 B
What does it mean to be authentic?
What does it mean to be yourself?
Be the person you were made for
E
Be the one that's no one else - Be yourself, be yourself

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