

# **THEME 1**

## **Neighbors**

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In first grade, an emphasis on families provides the background for discussions about God’s involvement in families throughout biblical history and now. Children will learn how God is concerned not only about each family, but also each person.

In Theme 1, Neighbors, students will be encouraged to discover more about the people around them. Neighbors are people we know and people we do not know. They live around the world and close by. Neighbors work together, cooperate with each other, and care about each other. Neighbors work together at solving problems peacefully.

This theme includes Unit 1: Who Is My Neighbor?, which contains ten lessons.

# Grade 1—Unit 1

## Who Is My Neighbor?

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In this unit, students will recognize who their neighbors are. As we begin to love our neighbors as ourselves, we can actively work at loving our neighbors by cooperating, caring, and solving conflicts in healthy ways.

### LESSONS

1. Neighbors Are Those Around Us
2. Neighbors Are Those Whom We Do Not Know
3. Neighbors Live Around the World
4. Neighbors Work Together
5. Neighbors Cooperate With Each Other
6. Neighbors Care About Each Other
7. Neighbors Welcome Each Other
8. Neighbors Solve Problems Peacefully, Part 1
9. Neighbors Solve Problems Peacefully, Part 2
10. Neighbors Solve Problems Peacefully, Part 3

# Unit 1: Who Is My Neighbor?

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## Unit Information

### SUMMARY

This unit introduces students to the idea of neighborliness, including not only those in their immediate surroundings, but those beyond the neighborhood or classroom. Students will consider neighborliness in terms of caring for others, cooperating with others, and living peacefully with others. Problem-solving skills will be presented and practiced, so that students can demonstrate care, cooperation, and peaceful living.

### KEY BIBLE TEXTS

Genesis 1:27\*

Leviticus 19:18

Proverbs 3:28-31\*

Proverbs 25:9\*

**Matthew 5:9\* (main memory verse)**

**Matthew 22:37-39\* (memory verse)**

Mark 12:31

Luke 5:1-7\*

Luke 5:27-30\*

**Luke 6:31 (memory verse)**

Luke 10:29-37\*

Luke 19:1-8\*

Galatians 5:14-15

Ephesians 4:25\*

James 2:8

*\*texts used in lessons*

### BIBLICAL BACKGROUND

#### Neighbors Near, Neighbors Here

“Love your neighbor as yourself” was a command first given by God to Moses in Leviticus 19:18, and it is often repeated in the New Testament. It is often referred to as the second of the great commandments. First, we are to love God above all else, and second, we are to love our neighbors as ourselves.

Paul and James remind readers of these commands (Galatians 5:14-15, James 2:8).

Everyone is created in the image of God, and therefore everyone is valuable and lovable. When we love our neighbor, it is also a way we love God.

#### Neighbors Work Together

Showing love for neighbors as ourselves leads to cooperation, which makes tasks easier. When Jesus first called the fishermen, Simon Peter, James, and John, to be disciples, the three worked together for the common good. Jesus told Simon Peter to put out his nets after he had spent all night fishing without catching anything. When the fishermen began to pull in their nets, the nets filled to the breaking point. They asked other fishermen to help with catching all of the fish. They cooperated, working together until the boats were full (Luke 5:1-7).

## **Neighbors Care about Each Other**

Loving neighbors as ourselves means that we care about each other. Jesus is portrayed as a caregiver throughout the Gospels. He fed those who were hungry (Luke 9:10-17), healed the sick (Matthew 14:34-36; Mark 7:24-30), washed feet (John 13:4-17), and extended friendship (Luke 19:1-10).

Jesus was a neighbor and friend to people who were on the fringes. He talked with the woman at the well (John 4:1-42) and gathered children to him for special attention (Matthew 19:13-15). The disciples sometimes thought Jesus should spend his time with more important people (Mark 10:13-16)!

## **Neighbors Solve Problems Together**

The Old Testament lists specific rules for living together. Conflict certainly existed then, which is why the rules were necessary. These are some of the rules listed: Do not bear false witness against your neighbor (Exodus 20:16); Return your neighbor's goods by sundown (Exodus 22:26); Argue your case with your neighbor directly (Proverbs 25:9); and Do not harm your neighbor (Proverbs 3:29).

Jesus supported these Old Testament rules and took them one step further. He called people to love each other and actively work for peace. "Do to others as you would have them do to you" (Luke 6:31). Those who were peacemakers were blessed; they were called the children of God (Matthew 5:9).

This is God's world. We are God's children, and God loves us. As God's children, we are to love even as God loves us. The golden rule found in Luke 6:31 becomes a challenge in empathy and concern: a challenge to find the way of Jesus and to live it in every relationship.

## **Faraway Neighbors**

Our neighbors are not limited to those who are similar to us, those whom we like, and those who live next door. When Jesus told the story of the Good Samaritan (Luke 10:25-37), he reminded the listeners to think of neighbors in a broad sense. Anyone in need is a neighbor.

## **ESSENTIAL UNDERSTANDINGS**

- Neighbors are those who live near us.
- We are to love our neighbors.
- People we do not know are our neighbors.
- We are to be neighbors to everyone.
- We are to take care of neighbors who might need our help.
- People are created in the image of God.
- Hands are used for helping our neighbors.
- Working together helps tasks be completed more easily.
- Jesus cared about people.
- Caring makes people feel good.
- Neighbors show hospitality to each other.
- Everyone has conflicts.
- Sometimes conflicts are settled peacefully.
- We can choose how we want to settle our conflicts.

## WORSHIP

1. Allow time for students to reflect on how to be neighbors with each other. They can write or draw their suggestions on a piece of paper and place them in a container labeled “We are Neighbors.” Keep the suggestions in the container as you offer a prayer for the students and their suggestions.
2. Stand in a circle and have the students hold out their hands in front of them. Dedicate these “helping hands” to God.

## BULLETIN BOARD IDEAS

Lesson 4 includes a bulletin board activity, in which students use finger paint to add their handprints to mural paper. This is put on the bulletin board and labeled “Helping Hands.”

Lesson 9 includes making posters about peacemaking. These could also be displayed on a bulletin board.

## MEMORY PASSAGES

This unit offers the following verses for students to memorize. You may copy and clip the following verses for students to take home.

Jesus said to them, “ ‘Love the Lord your God with all your heart, and with all your soul, and with all your mind.’ This is the greatest and first commandment. And a second is like it: ‘You shall love your neighbor as yourself.’ ”  
Matthew 22:37-39

Blessed are the peacemakers, for they will be called children of God.  
Matthew 5:9

Do to others as you would have them do to you.  
Luke 6:31

## **MEMORY VERSE CONNECTIONS**

*Make this memory verse connection during Lessons 9 and 10:*

Read Matthew 5:9, “Blessed are the peacemakers, for they will be called children of God.” What are ways that we can show peace to our classmates? To neighbors in our communities? To neighbors around the world? Look at the chart for resolving conflicts. How are these helpful ways to be peacemakers?

## **ASSESSING TEACHING / LEARNING**

Observing students and their interactions is one of the best ways to discover if students are practicing the lessons. Look to see if they cooperate with each other, if they use caring words, and if they practice peacemaking skills. These concepts do take repetition and reminders, for the students to realize that you expect them to use these ideas on a daily basis.

# Who Is My Neighbor?

## LESSON 1: NEIGHBORS ARE THOSE AROUND US

### Objective

Students will recognize classmates as neighbors who are to be loved.

### Key Concepts

- Neighbors are those who live near us.
- I am a neighbor.
- Classmates are neighbors.
- We are to love our neighbors.

**Text:** Matthew 22:39b

**Estimated Lesson Time:** 30 minutes

### Materials

- One ball of yarn
- Supplies for any Extend the Lesson activities you choose (p. 52)

### Teacher Preparation

Bring a ball of yarn that rolls and unwinds easily.



### INTRODUCING THE LESSON

**Learn to know neighbors in school.** Have the students sit in a circle on the floor. Ask if they know the meaning of the word “neighbor.” Perhaps they will respond that neighbors are people who live nearby, or people who sit next to them in class.

Pair students who are sitting next to each other to have them better learn to know their neighbor. They will ask each other questions such as, “What is your favorite color?” “What food do you like to eat?” “What do you like to do?”

### LESSON STEPS

**1. Create a “web of neighbors.”** Roll the ball of yarn to one student. After catching the yarn, the student will say the name of a neighbor (classmate or other). Then, holding onto the strand of yarn with one hand, he or she rolls the ball of yarn to another classmate, who then says the name of a neighbor. Continue until each student is holding onto the yarn and has had a chance to name a neighbor.

**2. Notice the designs.** After the web is complete, draw attention to the designs the yarn has made in connecting everyone to each other. Tell the students that this is a “web of neighbors.”

**3. Introduce Matthew 22:39b,** “You shall love your neighbor as yourself.” Have the students repeat the verse after you.

**4. Feel the tug.** As the students hold the yarn web, gently tug on one part of the web. Ask if anyone can feel the tug. Explain that this shows how our actions

affect others: when we love our neighbors, they can feel that love. Give time for students to gently tug on the yarn web. Collect the yarn.

**5. Loving actions.** Ask, “How can we show love to our neighbors?” Allow time for students to respond by silently acting out ways one can show love to neighbors. Have the other students guess the action.

**6. Repeat Matthew 22:39b.** Tell the students as they return to their seats that they are to think about ways to show love to their neighbors throughout the day.

## **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Create a book of neighbors.** Have students draw themselves on a sheet of paper. Ask them to write their name, and to write and complete the sentence, “I like to . . .” Compile the pages to allow students to read about each other.
- **Secret neighbors.** Give each student the name of a classmate to be their “secret neighbor” today. They should find ways to be an extra-special neighbor to their secret neighbor the rest of the day. At the end of the day, reveal everyone’s secret neighbors.

# Who Is My Neighbor?

## LESSON 2: NEIGHBORS ARE THOSE WE DO NOT KNOW

### Objective

Students will recognize that neighbors also include people we do not know, but who might need our help.

### Key Concepts

- People we do not know are our neighbors.
- We are to be neighbors to everyone.
- We are to take care of neighbors who might need our help.

**Text:** Luke 10:30-37

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible (*New Living Translation* recommended)
- “Draw a Neighbor” activity sheet, p. 55 (*optional*)

### Teacher Preparation

- If using Extend the Lesson, option two, check with the kindergarten teacher about pairing students at recess.
- If using Extend the Lesson, option three, make a copy of the activity sheet (p. 55) for each student.

## INTRODUCING THE LESSON

**Review the concept of neighbors.** Ask the children to name people who are their neighbors. Responses might be geographical neighbors or classmates. Explain that today they are going to learn more about who are their neighbors. First, you will share a story about what Jesus said when someone asked him, “Who is my neighbor?”

## LESSON STEPS

**1. The Good Samaritan.** Read or tell the story of the Good Samaritan, Luke 10:30-37. The *New Living Translation* provides an easy-to-understand narrative of the story.

**2. Good neighbors.** After the story, talk about how the Samaritan took care of the hurt man, even though he didn’t know him. Jesus called the Samaritan a “good neighbor.” Ask, “What does that tell us about being good neighbors?” An answer might be that we are to take care of people even if we do not know them.

**3. “Helping” skits.** Pair or group students to prepare a short skit about helping others. Present the skits to the class. After each one, ask how someone was being a good neighbor. You may need to give examples of skit ideas so that children have an idea of what to do. Here are a few: A child drops a book or some papers, and other students help the child pick up the dropped items; a child falls and

hurts a knee on the playground. The other children help to comfort and take care of the hurt child; a student needs to color, but doesn't have the correct crayon. Other students offer to share their crayons. Brainstorm other ideas together as a class.

**4. Good neighbor challenge.** Challenge students to be good neighbors with their classmates and other students, as they interact during the day. A little brainstorming might be necessary, as the students think about how to be good neighbors.

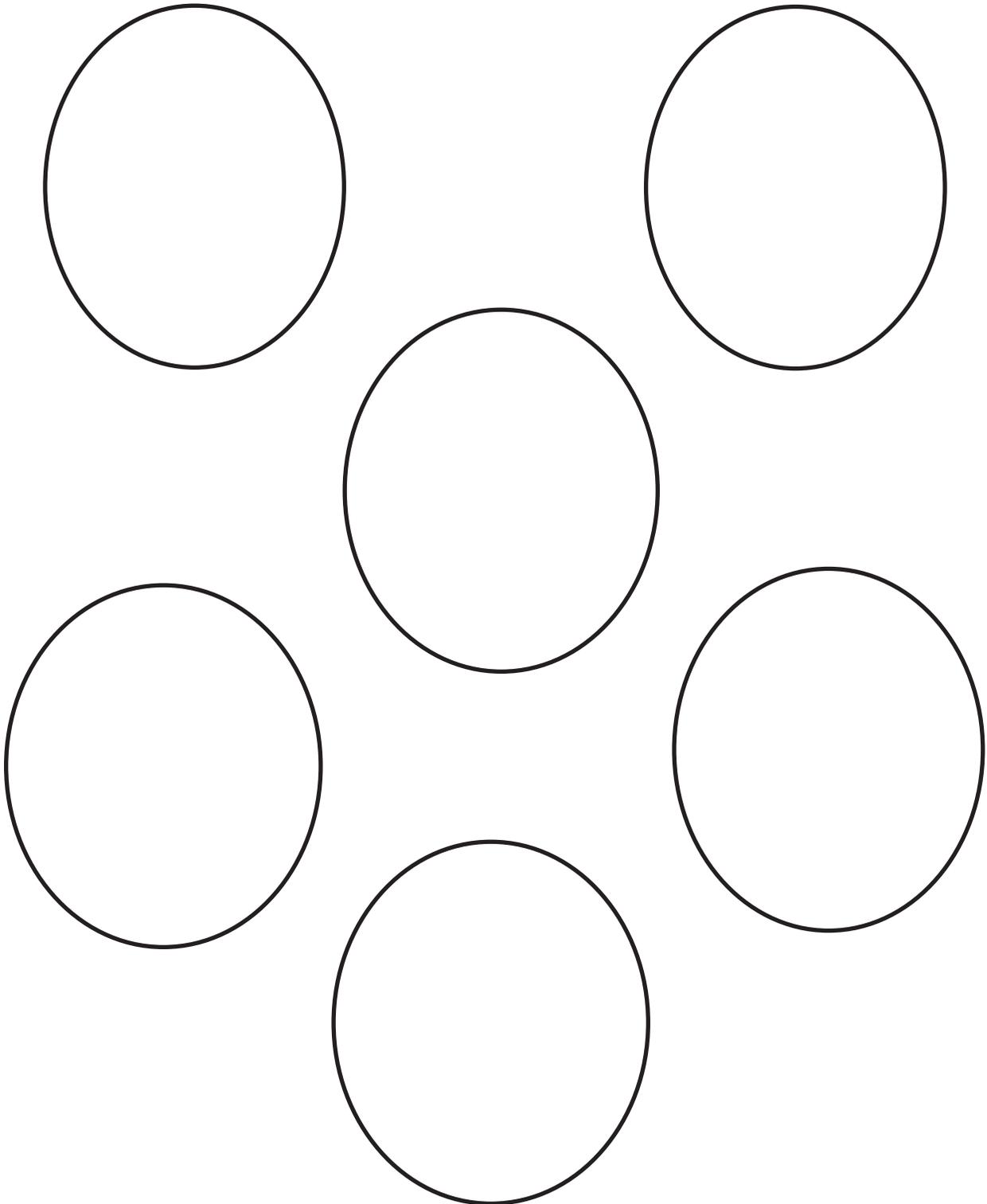
### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Act it out.** Invite the students to get into small groups to act out the Good Samaritan story.
- **Being neighborly.** Pair first-grade students with kindergarten students for recess. Tell the first-graders that they are to show neighborliness to the new kindergarten students, who might not yet have many friends at school.
- **Draw a neighbor.** Complete activity sheet (p. 55)

# Draw a Neighbor

Make each oval into the face of a neighbor.



# Who Is My Neighbor?

## LESSON 3: NEIGHBORS LIVE AROUND THE WORLD

### Objective

Students will learn that those around the world are also our neighbors.

### Key Concepts

- People who live around the world are our neighbors.
- People are created in the image of God.

**Text:** Genesis 1:27

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible
- Globe
- “Who Is My Neighbor?” activity sheet (p. 58)
- *A Country Far Away* by Nigel Gray and Philippe Dupasquier
- For Extend the Lesson, option two: “Who Is My Neighbor?” activity sheets (p. 58), one per student
- For Extend the Lesson, option one: 2 small apples, 3 bananas, ½ lemon, ½ orange, 15 dates, 4 ounces peanuts, 1 teaspoon cinnamon, sugar, ½ cup grape juice

### Teacher Preparation

- Find a globe.
- Check with a bookstore or library for the book, *A Country Far Away*.

### INTRODUCING THE LESSON

**Where are our neighbors?** Show a world map or a globe and point out the location of your school. Note how small a spot your school occupies on the globe or map. Ask, “Where are our neighbors?” (around our school, in the same land area as our school, or around the whole world).

### LESSON STEPS

- 1. Find the countries.** Explain to the students that even though we don’t know all the people around the world, they are our neighbors. Ask if the children can name countries other than their own. Then try to find them on the globe or map. Current events, family members living abroad, or travel experiences may have made students aware of other countries.
- 2. Read *A Country Far Away*.** Afterwards, lead a discussion about how the two characters are similar. Then talk about how the characters are different. Point out that the two characters are neighbors, even though they may never meet.
- 3. Read Genesis 1:27.** Tell the students that God created everyone: women and men; boys and girls; tall people; short people; those with curly hair; those with

straight hair. We are all in the image of God. That means God loves us all and wants us to be neighbors to each other, even though we might live around the world from each other.

**4. Sing “He’s Got the Whole World”** (p. 59), pointing to the countries the children mentioned in step 2.

**5. Compare the map and globe.** Compare the map on the activity sheet to a globe. Point out where your school is found, and then point out the continents around the world. Ask if the students know anyone who lives outside of North America. Point out the locations on both the globe and the map.

## **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

• **Share a snack.** Make and share together a simple snack using a recipe from another part of the world, noting that food is one way to be hospitable to neighbors. One suggestion is Fruit Mortar, page 296 in *Extending the Table: A World Community Cookbook*.

### **Fruit Mortar** (Israel)

*Grind, grate, or blend in blender or food processor:*

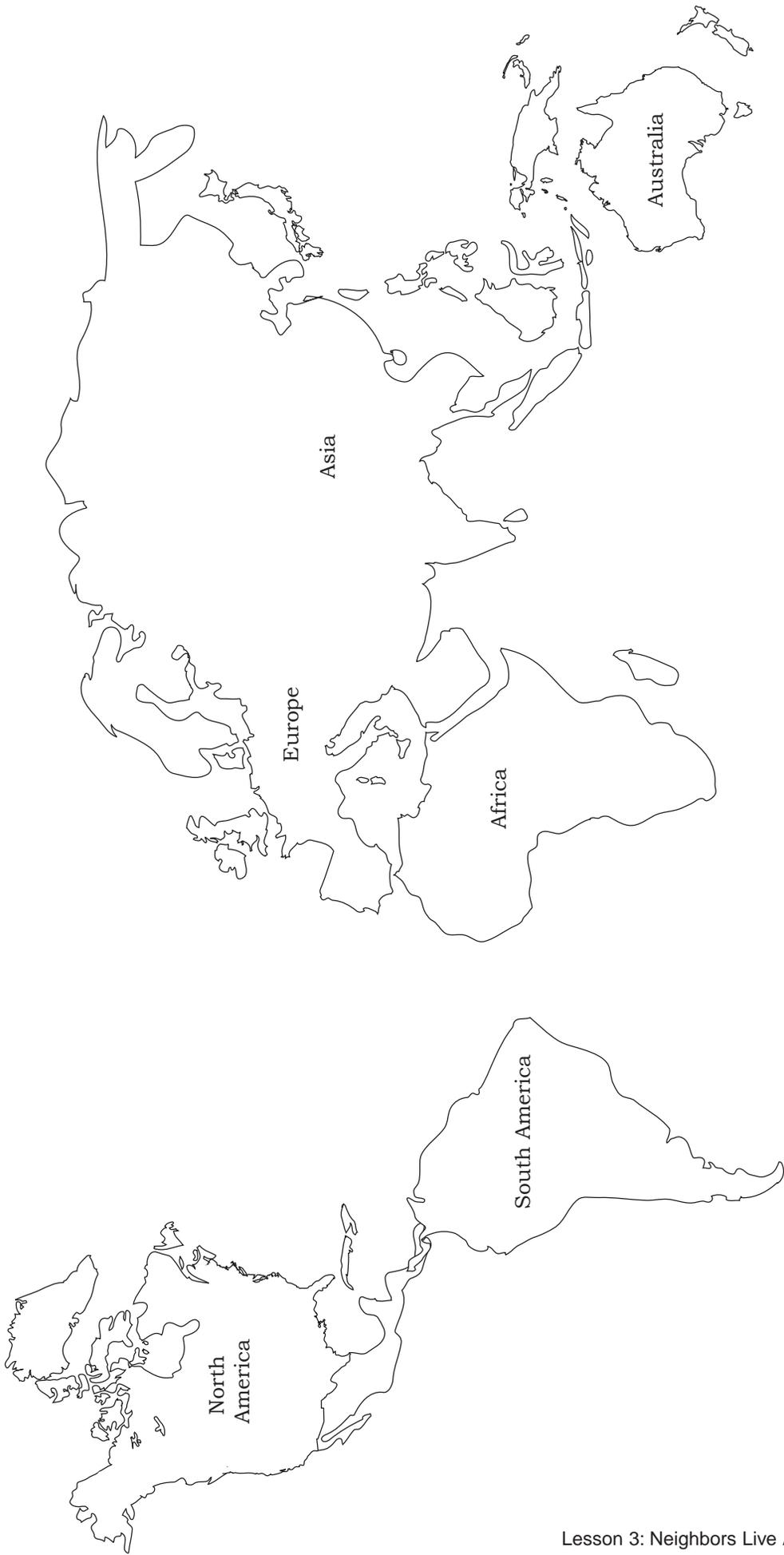
2 small apples, peeled  
3 bananas, peeled  
juice and rind of ½ lemon  
juice and rind of ½ orange  
15 dates  
4 ounces peanuts, finely ground  
candied peel (if desired)

*Mix with:*

1 teaspoon ground cinnamon  
sugar to taste  
½ cup grape juice

*Shape into small balls or use as paste on matzo wafers, traditionally eaten at the Passover supper. Makes 3¼ cups.*

• **Complete activity sheet.** Give each student a “Who Is My Neighbor?” activity sheet and allow time for them to color the continents and the oceans.



# Who Is My Neighbor?

# He's Got the Whole World

1. He's got the whole world—in His hands, He's got the  
whole world—in His hands, He's got the whole world—  
in His hands, He's got the whole world in His hands.

The musical notation consists of three staves. The first staff starts with a treble clef, a key signature of one sharp (F#), and a common time signature (C). The melody is written in a simple, accessible style. The second and third staves continue the melody and include chord markings: G7 above the first measure of the second staff, and G7 and C above the first and second measures of the third staff respectively. The lyrics are written in a handwritten style below the notes.

2. He's got the little, bitty baby in His hands,  
He's got the little, bitty baby in His hands,  
He's got the little bitty baby in His hands,  
He's got the whole world in His hands.
3. He's got you and me, brother . . .
4. He's got you and me, sister . . .
5. He's got everybody here . . .
6. He's got the wind and the rain . . .
7. He's got the sun and the moon . . .
8. He's got the whole world . . .

# Who Is My Neighbor?

## LESSON 4: NEIGHBORS WORK TOGETHER

### Objective

Students will recognize that things go better if neighbors help each other.

### Key Concepts

- Hands are used for helping our neighbors.
- Tasks are easier if neighbors cooperate with each other.

**Text:** Luke 5:1-7

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible
- Mural paper
- Finger paint
- Painting smocks
- Paint trays
- For Extend the Lesson, option one: *I Call My Hand Gentle* by Amanda Haan
- For Extend the Lesson, option two: small baby-food jars (1 for every two students), heavy whipping cream to fill jars half full, one marble per jar, crackers, butter spreaders (plastic knives, etc.)

### Teacher Preparation

- Collect supplies for finger painting and set up an area for making handprints.
- If using Extend the Lesson, option one, purchase or borrow the book, *I Call My Hand Gentle*.

### INTRODUCING THE LESSON

**Hand actions.** Pair the students, and ask them to look at their own hands and the hands of their partner. Invite them to think of one thing for which they use their hands and then act out the action without using words. The partner guesses the action. Switch roles.

### LESSON STEPS

**1. Listen to a Bible story.** Tell the students that they will hear a story about how friends and neighbors used their hands and worked together. Then read Luke 5:1-7.

**2. Talk about the story.** Ask the students how the neighbors helped each other. Answers might be: pushing the boat into the water for Jesus; rowing the boat to deeper waters; and pulling in full nets of fish.

**3. Act it out.** Talk about how tasks are easier if people cooperate with each other. Have each set of partners act out one of the portions of the story that illustrates cooperation.

**4. Helping hands.** Write “Helping Hands” on the large sheet of mural paper. Tell the students that they can add their handprint to the paper if they agree that their hands are for helping their neighbors.

Students may put their handprint on the paper as they choose. While students wait their turn, partners may act out tasks in which they need to cooperate. Be sure to write each student’s name next to their handprint. Post the paper on a bulletin board or wall so the children can see their handprints.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Read a book.** Read and discuss *I Call My Hand Gentle* by Amanda Haan.
- **Make butter.** Pair the students and give each pair a small baby-food jar, half full heavy whipping cream and containing one marble (to make the mixing process go faster). Partners take turns shaking the jar until the cream turns to butter. (To include variety in the shaking process, shake the jar high, shake the jar low, sit on the floor, and roll the jar to each other.) Spread the butter on crackers and enjoy!

# Who Is My Neighbor?

## LESSON 5: NEIGHBORS COOPERATE WITH EACH OTHER

### Objective

Students will recognize the benefits of cooperating with each other.

### Key Concepts

- Working together helps tasks to be completed more easily.
- Cooperating with each other makes people feel good.

**Text:** Proverbs 3:28-31

**Estimated Lesson Time:** 30 minutes

### Materials

- Bible (*New Living Translation* recommended)
- *The Little Red Hen* by Barry Downward
- One tissue for each student
- For Extend the Lesson, option one: colored strips of paper to make a paper chain

### INTRODUCING THE LESSON

**Painted handprints.** Point to the painted handprints. Ask the students if they remember why they put their hands on the paper. Hopefully, they will say because they agreed that their hands are for helping their neighbors. Ask if anyone has helped anyone else since putting their hands on the mural. How?

### LESSON STEPS

**1. Listen to the Bible.** Read Proverbs 3:28 to the students. The *New Living Translation* works well, as both “neighbor” and “help” appear in the same sentence.

**2. Read *The Little Red Hen*.** Before reading the story, ask the students to count how many times in the story the hen asks for help.

**3. Review the story.** After reading the story, have the children count together the scenes where the hen asked for help. For each scene, ask how the story could have turned out differently if the animal had agreed to help the hen.

**4. Play a cooperation game.** Give each student a tissue to place on his/her head. Then ask them to walk around the room. If someone’s tissue falls off, they must freeze. However, they can be “unfrozen” if another student picks up the tissue and replaces it. (If the helper loses his or her own tissue, then that child is also frozen.) Continue until all students have had an opportunity to be frozen (need help) and also an opportunity to unfreeze someone else (be a helper).

**5. Lead a discussion about helping.** Ask how many students needed help replacing their tissues. How did they feel when someone helped them? How many students

helped someone else whose tissue had fallen? How did they feel when they helped someone? Point out that working together and helping each other makes people feel good.

**6. Read Proverbs 3:28** again. Can anyone think of a way to help others today?

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Good neighbor chain.** Provide colorful paper strips for the students to make a link every time they see classmates being neighborly. Add to the chain for one day, to see how it grows.
- **Learn a poem.** Read the following poem several times, until the students start to say the poem along with you.

#### **Cooperation**

This job's too big for me  
This job's too big for you  
But we can work together  
That's cooperation.

We can work together.  
That's cooperation.

We can work together.  
That's cooperation,  
'Til the job is through.

Repeat, changing “work together” to pull together, push together, lift together, pick up together, clean up together, build together. Put students in groups to act out each of the ways of working together while you say the poem.

*—from Fran Schmidt and Alice Friedman*

# Who Is My Neighbor?

## LESSON 6: NEIGHBORS CARE ABOUT EACH OTHER

### Objective

Students will recognize ways in which Jesus cared for others.

### Key Concepts

- Jesus cared about people.
- We need to care about others.
- Caring makes people feel good.

**Text:** Luke 19:1-8

**Estimated Lesson Time:** 30 minutes

### Materials

- Simple snack items (raisins, crackers, grapes, etc.), enough for first graders and kindergartners
- For Extend the Lesson, option one: “I Can Be Neighborly” activity sheet (p. 66), crayons or markers

### Teacher Preparation

- Make arrangements with the kindergarten teacher for your class to visit the kindergarten class. This would be a good time for the first grade/kindergarten pairs made at recess to spend time together again.
- Prepare snack items to share with kindergarten class.
- If using Extend the Lesson, option one, make a copy of the activity sheet for each child.

## INTRODUCING THE LESSON

**Caring about each other.** What are some kind words to use to show neighbors that we care about each other? (*Brainstorm words such as please, thank you, how are you, excuse me.*) Tell children that later in the class they will be visiting the kindergartners. They will want to remember to show the kindergartners they care about them, by the way they talk to them.

## LESSON STEPS

**1. Listen to a Bible story.** Read Luke 19:1-8, and then ask the students how Jesus showed that he cared for Zaccheus. A response might be that Jesus ate in Zaccheus’ house. Another might be that Jesus spent time with Zaccheus.

**2. Visit the kindergarten class.** Explain to the students that you are going to visit the kindergarten classroom, to show the kindergartners that the first grade cares about them. You will take along a snack and spend time eating with them, just as Jesus ate with Zaccheus. Provide the students with ideas of things to talk about such as names, favorite thing to do, what kindergartners like so far about school, etc. When you arrive, pair first graders with kindergartners, to enjoy the snack.

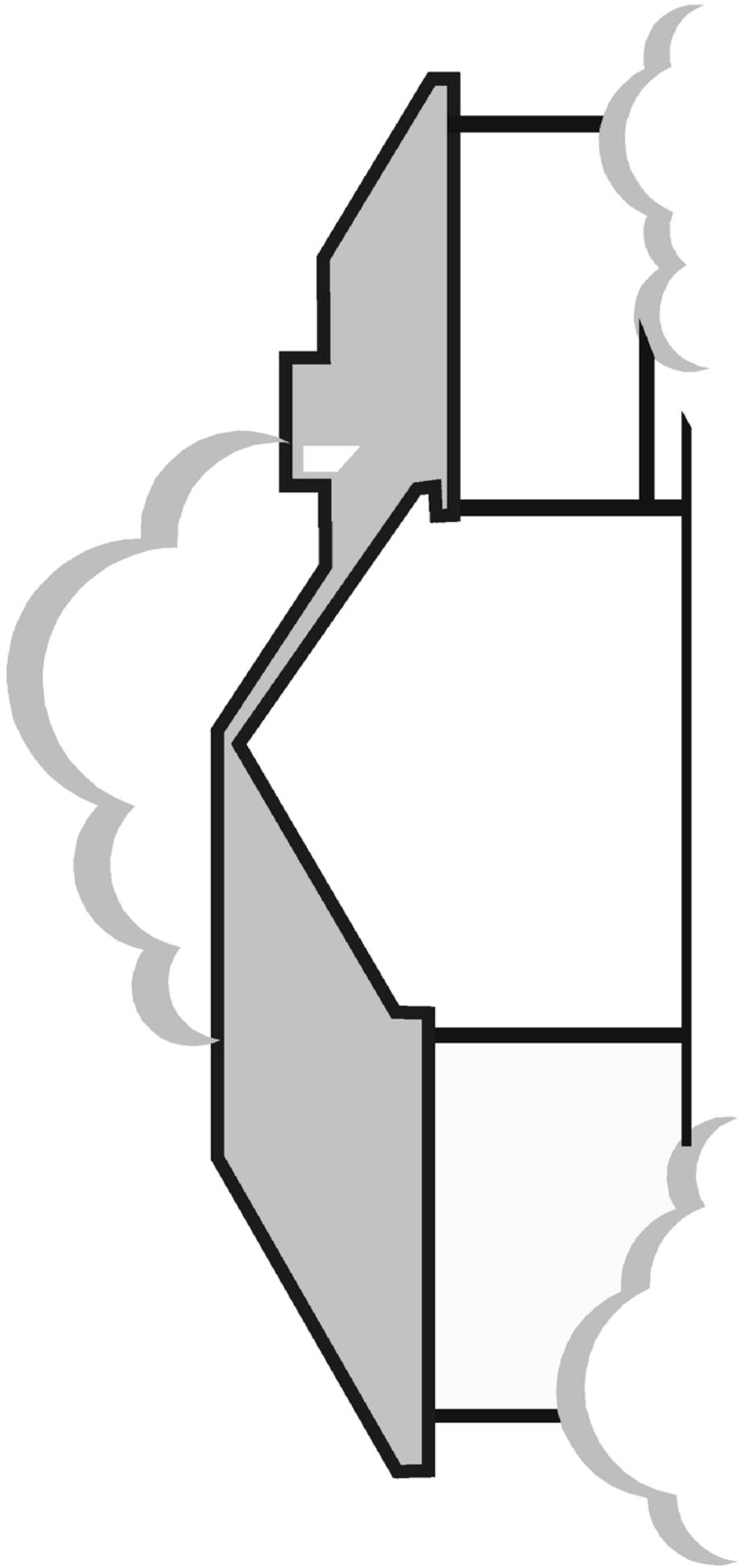
**3. Good neighbor plans.** After returning from kindergarten, ask how the first grade can continue showing kindergartners that they are neighbors. Responses might be that they can help each other, they can cooperate, and they can care about each other. How can first grade show this to kindergartners? How will first graders feel about themselves if they are good neighbors to the kindergartners? Point out that caring about others makes everyone feel good.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Neighborly acts.** Jesus went to Zaccheus' house, where they ate together, showing they cared about each other. Jesus and Zaccheus were neighborly to each other. Using the outline of the house on the "I Can Be Neighborly" activity sheet (p. 66), have students draw a picture or write words showing things they can do to let others know they care.
- **Showing neighborliness.** List on the board the variety of people the students interact with each day, such as bus drivers, crossing guards, parents, siblings, teachers. How can students show neighborliness to these people?

# I Can Be Neighborly



# Who Is My Neighbor?

## LESSON 7: NEIGHBORS WELCOME EACH OTHER

### Objective

Students will recognize that neighbors welcome (extend hospitality to) each other.

### Key Concepts

- Neighbors show hospitality to each other.
- Neighbors are friendly to each other, no matter what others might say.

**Text:** Luke 5:27-30

**Estimated Lesson Time:** 30 minutes

### Materials

- For Extend the Lesson, option one: *Uncle Willie and the Soup Kitchen* by Dyanne Disalvo-Ryan

### Teacher Preparation

- If using Extend the Lesson, option one, purchase or borrow the book, *Uncle Willie and the Soup Kitchen*.

## INTRODUCING THE LESSON

**Neighbors are kind.** Remind the students that they have been learning how to be neighbors to each other. Ask if any of them have observed neighborly acts in the last few days. Explain that sometimes being a neighbor means acting in kind ways to those other people might not like as well. Add that Jesus showed an example of this in today's story. Have the students listen for how Jesus welcomed someone who was not well-liked by others.

## LESSON STEPS

**1. Bible story.** Read Luke 5:27-30, and ask the students how Jesus welcomed Levi. A response might be that Jesus ate with him. Explain that Levi was a tax collector, and during the time of Jesus, tax collectors sometimes were dishonest with money. They made people pay too much, and so people didn't like them. When Jesus ate with Levi, people felt that he was eating with someone who had cheated them and stolen from them. They wanted to know how Jesus could welcome the tax collectors if they were sinners.

Add that Zacchaeus, from the last lesson, was also a tax collector. Note Jesus' response in verses 31-32. Explain that Jesus welcomed everyone, no matter what others thought.

**2. Role play.** Ask for volunteers to act out situations that illustrate how to welcome others. (Some situations are listed below. Feel free to include situations that are relevant to your students.) After each role play, lead a discussion about the choices that were made during the situation. How did the students show that they are neighbors? How did they welcome each other?

**Role play situations:**

- a. You are playing outside during recess when you notice a student who is standing by herself. How can you welcome her?
- b. Your class is returning from the library when a classmate drops his books in the hallway. How can you be a neighbor?
- c. Other first-graders are teasing a kindergartner on the school bus. How can you welcome the kindergartner?
- d. You see that your teacher's arms are full, because she is carrying a bag and a stack of papers. How can you be a neighbor to your teacher?

**EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Read *Uncle Willie and the Soup Kitchen*.** How did Uncle Willie welcome others? How can students welcome others?
- **Take a walk** inside and outside your school building. Are there ways to show neighborliness? Do you meet people or see things to do to extend neighborliness to others? Perhaps you might not actually meet people on your walk, but pause for a little while in various settings to ask what happens in that space (gym or art room, for example). How can people show neighborliness in those places?

# Who Is My Neighbor?

## LESSON 8: NEIGHBORS SOLVE PROBLEMS PEACEFULLY, Part 1

### Objective

Students will recognize how a misunderstanding can become a problem.

### Key Concepts

- Everyone has conflicts.
- Sometimes conflicts happen because of misunderstandings.
- Sometimes conflicts are settled peacefully.
- We can choose how we want to settle our conflicts.

**Text:** Ephesians 4:25

**Estimated Lesson Time:** 30 minutes

### Materials

- *Why Mosquitoes Buzz in People's Ears* by Verna Aardema
- Box of dominoes
- For Extend the Lesson, option two: "Neighbors Together" activity sheet, p. 71; pencils, and crayons or markers

### Teacher Preparation

- Purchase or borrow the book, *Why Mosquitoes Buzz in People's Ears*
- If using Extend the Lesson, option two, make a copy of the activity sheet for each child.

### INTRODUCING THE LESSON

**Disagreeing with neighbors.** Ask the students if they have ever had a disagreement with someone. Has the disagreement sometimes made it hard to be a neighbor?

### LESSON STEPS

**1. Read Ephesians 4:25** and ask the following questions: Does it cause a problem if someone doesn't tell the truth? Does this problem sometimes make it difficult to be a neighbor? How does this problem affect others?

**2. Share a book.** Read *Why Mosquitoes Buzz in People's Ears*. Then discuss the story: How did the problem begin? Did the animals tell the truth? How did the animals respond to the problem? How did their actions affect others? Were the animals good neighbors to each other?

**3. Domino effect.** Set up a row of dominoes so that when the first one is pushed, they will all fall. Explain that this is what happened in the story when each animal's actions affected another. The mosquito annoyed the iguana, who frightened the python, and so on. Ask how the problem could have been solved without affecting

so many other animals. (Responses might be that the animals could have talked about the problem, or they could have chosen to be polite to others, even though they felt like they were treated badly.)

**4. Helping hands.** Point out the bulletin board on which the children's helping hands are posted. Remind them that no matter what the conflict is, hands are for helping, not hurting.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

• **Rock, Paper, Scissors.** Ask the students about the types of conflicts they experience. Suggest that one conflict might be arguing about who goes first when playing a game. Teach the children to play Rock, Paper, Scissors as a way to solve the problem and determine who will go first. Practice Rock, Paper, Scissors in groups of three. Players pump their fists three times, then choose one of the following motions to determine who goes first.

Rock (hand in fist)—breaks the scissors

Paper (flat hand)—covers the rock

Scissors (two fingers in V-shape)—cuts the paper

• **Neighbors Together.** Complete the activity sheet from page 71.



# Neighbors Together



Name \_\_\_\_\_

Circle the true sentences. Then choose one sentence and draw a picture about it.

- 1. I like to be a neighbor.**
- 2. No one has conflicts.**
- 3. I can solve problems peacefully.**
- 4. We should always agree.**
- 5. We can work together.**

# Who Is My Neighbor?

## LESSON 9: NEIGHBORS SOLVE PROBLEMS PEACEFULLY, Part 2

### Objective

Students will recognize ways in which neighbors can peacefully solve problems.

### Key Concepts

- Everyone has conflicts.
- Sometimes conflicts are not settled peacefully.
- Sometimes conflicts are settled peacefully.
- We can choose how we want to settle our conflicts.

**Text:** Matthew 5:9

**Estimated Lesson Time:** 30 minutes

### Materials

- *Somewhere Today: A Book of Peace* by Shelley Moore Thomas
- List of “Some Ways to Resolve Conflict” (p. 74)
- Supplies for making posters: construction paper, markers, crayons
- For Extend the Lesson, option two: *The Butter Battle Book* by Dr. Seuss; sliced bread, butter, dinner knife, napkins (optional). *Note: The Butter Battle Book is also available as an animated video, and may be borrowed from Mennonite Central Committee, 1-800-563-4676, www.mcc.org.*

### Teacher Preparation

- Purchase or borrow the book, *Somewhere Today: A Book of Peace*.
- Make copies of “Some Ways to Resolve Conflict” (one per student).
- If using Extend the Lesson, option two, locate a copy of *The Butter Battle Book*, and bring bread-and-butter supplies (optional).

### INTRODUCING THE LESSON

**Solving problems.** If you did the Rock, Paper, Scissors activity in Lesson 8, Extend the Lesson, ask the students if they’ve had an opportunity to use the activity to solve a problem. (If you didn’t do this activity before, take a little time to practice it now.) Have the children thought about other ways to solve problems?

### LESSON STEPS

**1. Read Matthew 5:9** and ask these questions: What did Jesus mean when he said that peacemakers will be called the children of God? Does this mean that being peaceful is important to God?

**2. Read a story.** Ask the students to listen for how many different ways people can be peacemakers as you read *Somewhere Today: A Book of Peace*. After the story, discuss some of the ways of peace that are presented in the book.

**3. Think about ways to resolve conflict.** Look at the list of “Some Ways to Resolve Conflict.” Talk about the ideas and think of examples for each one, inviting student input and stories. For example, option #7 is *compromise*. If two children want to use a swing at the same time, what might they do? Perhaps they need to compromise by taking turns or finding other play options.

**4. Make peacemaking posters.** Invite students to celebrate peacemaking by making posters about the theme. They might use an idea from the book, *Somewhere Today*, or an original idea. They might choose to write slogans on their posters. Think of slogans as a class and write them on the board for students to copy. *Examples:* I am a peacemaker, Solve problems peacefully

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

• **Role play.** Practice using some of the options for resolving conflict through role-playing. Start with the following situations and add ones that are applicable for your classroom:

—Two classmates reach for the same marker at the same time. Who will get to use the marker?

—Several students are waiting in line and one student playfully pushes another, who falls into another student, who falls down.

—One student thinks he hears another student say something mean about him.

—Several students are playing a game when another student runs through it and ruins it.

• **Read and discuss *The Butter Battle Book*.** How could this conflict have been solved? What should happen at the end of the book? For an added treat, eat a snack of bread and butter.

# Some Ways to Resolve Conflict

## 1. Take Turns

Both persons tell their stories from their own points of view, each beginning with “I want . . .”, “I need . . .”, or “I feel . . .” The first person tells his or her story, and is not interrupted. Then the second person tells his or her story without interruptions.



## 2. Use Chance

Use a process like flipping coins to decide who goes first. This is a good method for solving minor conflicts.

## 3. Get Help

Get help when the problem is too big to handle, as when a younger child is being bullied by someone older.

## 4. Apologize

People own their mistakes and ask for forgiveness. Everyone makes mistakes!

## 5. Do Something Else

Deciding to do a different activity is helpful when people can't agree—for example, about which game to play.

## 6. Laugh

Laughter helps everyone feel better, as long as it's not making fun of someone. Laugh at yourself or at the situation, not at the other person.

## 7. Compromise

Both people give up something and gain something to solve the problem.

## 8. Abandon

If a conflict can't be solved, move away from the situation.

## 9. Share

When two people want the same thing, they share or take turns.

## 10. Contract

Write down the problem, and state who will do (or not do) what, to solve the problem. Each person signs the contract.

# Who Is My Neighbor?

## LESSON 10: NEIGHBORS SOLVE PROBLEMS PEACEFULLY, Part 3

### Objective

Students will learn ways in which neighbors can peacefully solve problems.

### Key Concepts

- Everyone has conflicts.
- Sometimes conflicts are not settled peacefully.
- Sometimes conflicts are settled peacefully.
- We can choose how we want to settle our conflicts.

**Text:** Proverbs 25:9

**Estimated Lesson Time:** 30 minutes

### Materials

- “Steps to Solving Conflict” sheet (p. 77)
- For Extend the Lesson, option one: *Peace Begins with You* by Katherine Scholes
- For Extend the Lesson, option two: paper, pencils, crayons or markers

### Teacher Preparation

- Make copies of “Steps to Solving Conflict” (one per student).
- If using Extend the Lesson, option one, locate the book *Peace Begins With You*.

### INTRODUCING THE LESSON

**Resolving conflict review.** Review the list of “Some Ways to Resolve Conflict” (p. 74). Have students been able to use any of these options since you discussed them? Allow time for response, and then challenge the children to think about this list and see if they can use any of the ideas during the day.

### LESSON STEPS

**1. Making right decisions.** Reassure the students that everyone has conflicts, but it is important to make the right decisions when dealing with a conflict. Read Proverbs 25:9. Note how a first option might be to talk individually with the one with whom you are in conflict.

**2. Big and small problems.** Make a list of problems in which first-graders might be involved. Write them on the board as students offer suggestions. Look at the list and decide together which of the problems are big and will need lots of work. Which ones will need an adult to help settle the problem? Which ones can be solved by first-graders? Which ones can be solved by ideas listed in “Some Ways to Resolve Conflict?”

**3. Taking steps to solve conflict.** Introduce the six Steps to Solving Conflicts (p. 77). Together, work through one of the problems listed (step #2), using the Steps to Solving Conflicts. Then allow time to role play conflicts and to practice the conflict-solving steps.

### **EXTEND THE LESSON**

*(These activities will extend the lesson to longer than 30 minutes.)*

- **Read and discuss** the book *Peace Begins with You* by Katherine Scholes.
- **Peaceful neighbor letters or pictures.** Invite students to write a letter to someone or draw a picture that explains how to be a peaceful neighbor.

# Steps to Solving Conflicts

## 1. Define the problem.

All persons involved in the conflict say what they see as the problem, using “I” messages. (“I feel bad when you call me names.”)

## 2. Brainstorm solutions.

State any possible solution to the problem. No idea is labeled good or bad.

## 3. Evaluate the solutions.

Decide which solutions might work, putting a + or – by each one. Those with a minus sign will be eliminated and those with a plus sign will be sorted through further.

## 4. Choose the best solution.

Those involved in the conflict work together to pick a solution that feels workable. Think of “win-win” situations, so that everyone involved will be satisfied.

## 5. Implement the solution.

For serious conflicts, make a written record of the problem. Then state the chosen solution (who will do what, and when, for a specific amount of time). Be sure to give the solution enough time to work.

## 6. Follow up.

Ask: “Are things going better, worse or the same?” If better, keep using the same solution. If worse, go back to step 3 and choose another solution. Be sure to build in another review to make sure that conflicts are resolved.

