

BACKGROUND

In this strand students will learn about some tough choices they have to make in their interpersonal relationships. The way we treat those close to us is very important. Learning to deal with others with respect is an important part of being a Christian.

In the first lesson students will study Romans 12:1-5, 9-21, This is the memory work for the next two strands. The passages describe how Christians are to act and how they are not to conform to the world. Paul was writing to the Romans about how to be the church, and one of the most important things he wanted them to know was that they cannot act like the rest of the world. In verses 9-21 he gives them a long list of actions that will distinguish them from the rest of the world. Students will study this list and choose an action that they want to work at making concrete in their own lives. They will return to this action in lesson one of strand five to evaluate themselves.

The second through fourth lessons in this section deal with interpersonal relationships and how students act in the midst of those. These lessons will give students practical skills for learning to deal with others and controlling themselves.

Lesson five may seem like an add on to these earlier lessons, however, whether we like it or not, media is extremely influential in students' lives. Often they don't realize how much they are influenced by it. This lesson will give them a starting point for evaluating their media consumption.

Tough Choices for Me

Dear Parent,

In this portion of Bible class we will be talking about tough choices your students have to make, such as choices about listening to others and resolving conflict. We will be studying and memorizing Romans 12: 1-5, 13-21. We will also be taking a day to think about the stories we learn from the media and how those values line up with the values in the Bible. Here are some suggestions for things to discuss or do with your child.

- Read Romans 12:1-5 with your child. Ask your child to tell you what they think the church is, based on these verses.
- Ask your child to share with you how they are putting one of the characteristics of Christians listed in verses 13-21 into action. Consider putting one into action yourself and then being accountable to your child for it.
- Invite your child to share with you the various steps of listening they've learned. Practice them with your child.
- Talk to your child about the words they use and how they can hurt or help others with their words. Share with your child about a time when you helped or hurt someone with your words.
- Ask your child to help you resolve a conflict in the family using the steps they've learned in the SIGEP approach. Allow them to teach the rest of the family what they have learned.
- Consider having a "media free" day with your child. Turn off the television, radio, and computer. With your child, go for a whole day without any media. Find other things to do, and spend some special time with your child.

Talking to your children about faith is one of the most important ways they learn about it. Be as honest as possible with your child and help them to understand that all life is a learning experience, including your faith journey.

Blessings on the journey!

LESSON 12: BEING A CHRISTIAN

Objective

Students will see that God calls us to live differently.

Key Concepts

- Being Christian means acting differently than those around us.
- Being a Christian sometimes means doing things that are hard.

Estimated Lesson Time: 45 minutes

Materials

- Student Bibles
- Student Journals
- Copies of “Romans 12: What is the Church?” (pg.103)
- Dictionary
- Road Signs
- Construction Paper
- Scissors
- Glue
- Markers

Teacher Preparation

1. Make copies of “Romans 12: What is the Church?” (pg.103) for each student.
2. Collect images of road signs (www.trafficsign.us). You could create a power point presentation or an overhead using clip art.

INTRODUCING THE LESSON

Signs. Display your collection of road signs. Ask students to identify what the signs mean. Do they give instructions? Represent something? Warn? Ask students how they have learned what these signs mean. Explain that in the same way signs tell us about where we are to go, so too, there are “signs” of Christianity, traits or qualities that point people to Jesus.

LESSON STEPS

1. Romans 12. Have students find Romans 12 in their student Bibles. Ask a student to volunteer to read Romans 12:1-5 as the others follow along. Invite students to share what they think the verses mean.

2. Reflecting. As a class to fill out the worksheet “Romans 12: What is the Church?”.

3. Signs of Christianity. Next, have a student read Romans 12:9-21 aloud. Have the class list characteristics (or “signs”) of a Christian based on this text. Have the students record the list in their journal.

Have students pair up and select one “sign” from their journal list. Using construction paper, have each pair create a visual representation, a “sign” of the quality or trait they have selected. When students have finished their signs, have them post the signs around the room.

4. Application. Ask students to choose one of the characteristics they would like to work on. Have each student name a concrete way they can practice this characteristic.

For example: verse 14 says, “Bless those who persecute you, bless and do not curse.” One way to bless those who persecute you, those who are mean to you is to pray for them, or do something nice for them. Students may want to think about something nice they can do for someone who has been mean to them. Talk about other examples with the class so students have an idea of what they should do. Have them record this goal and action plan in their journal.

5. Memory Work. Review the memory work (Romans 12:1-5, 9-21) for this strand. Remind students that being transformed begins with action and so to be transformed by the renewing of your minds, like the memory verse says, means to act in ways that are different from the world.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Accountability.** Have students choose an accountability partner for the characteristic they are going to practice. Have the partners get together and discuss the characteristics they have chosen. The partners can help each other come up with more ideas for how to practice each characteristic.
- **Being Different.** Invite students to explore different expressions of Christianity. Invite a guest speaker or present information about Christians who live in an intentional community as one way of expressing their faith.



What is the Church?

In Romans 12, Paul is telling the Christians in Rome what it means to be the church and what it means to be Christian.

In each verse below decide what Paul is saying about what it means to be the church or a Christian.

Put the verses in your own words.

Verse 1:

Verse 2:

Verse 3:

Verse 4:

Verse 5:



What is the Church?

In Romans 12, Paul is telling the Christians in Rome what it means to be the church and what it means to be Christian. In each verse below decide what Paul is saying about what it means to be the church or a Christian.

Put the verses in your own words.

Verse 1:

As Christians our bodies are like holy temples. We are to behave in ways acceptable to God.

Verse 2:

Do not act as the world does, keep your mind on God's ways so you can discern what is acceptable.

Verse 3:

We are not to put ourselves on a pedestal above others.

Verse 4:

We are all equal in God's body, the church. No one is above another.

Verse 5:

We have different gifts within the church, yet all the gifts are of equal importance.

Tough Choices for Me

LESSON 13: LEARNING TO LISTEN

Objective

Students will gain active listening skills.

Key Concepts

- Jesus spent much of his time listening and paying attention to others.
- When we spend time listening to others we show them that we care and we are concerned about them.
- Listening can also help resolve conflict.

Estimated Lesson Time: 45 minutes

Materials

- Copies of “Learning to Listen” (pg.107)
- Tape Recorder
- Student Journals

Teacher Preparation

1. Bring a tape recorder to class.
2. Make copies and cut apart the tip sheet, “Learning to Listen” (pg.107).

INTRODUCING THE LESSON

Getting the Story Straight. Choose four student volunteers. Send two out of the room (#1 and #2) and have another volunteer (#3) tell a story about something that happened to them this week. Tape record the story for later. Volunteer #3 is now finished and may sit down. Bring a volunteer #1 back into the class. Now ask volunteer #4, who stayed in the room and heard the story, to tell the story to the student who just came back into the room (#1). There will still be one volunteer (#2) waiting outside. After the volunteer #4 has repeated the story to volunteer (#1), bring in the last student (#2). Have the volunteer (#1) tell the story to this last volunteer (#2). Then play the tape. Ask the class to name the ways the story has changed.

LESSON STEPS

1. Listening. Careful listening makes a big difference in life. Not only can it help you get the story right, but it shows people that you care about them. Remind students that people hear stories differently because each of us brings a different perspective to the listening experience.

Invite students to list qualities of a good listener. Record these ideas on the board.

2. Technique. Hand out the “Learning to Listen” worksheet. Read through the sheet together. Add any qualities of a good listener to the list on the board from this worksheet that were missed.

3. Practice. Have students get into pairs (let them choose, so they can be comfortable). Instruct each student think about a problem s/he has. Have one person in each pair share their problem with the other person, while the other person practices active listening. Then switch partners. Each person should have about three minutes to share and then a minute for the listener to summarize what s/he heard. Warn student at the five minute mark that they should be switching listeners.

3. Reflect. Distribute the student journals. Invite students to reflect on the list of good listener qualities and to think about their experience listening to their partner. Invite students to write about the following questions:

What good listener qualities do I have?

What qualities did I appreciate in the listener when I was sharing?

What techniques do I want to work on?

4. Scripture. Read through Romans 12:1-20. Explain to the student that the memory work for these next session comes from this passage. Have youth read together Romasn 12:1-2 and 9-18, the verses they are to memorize

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **Role Play.** Have students help you imagine a conflict they might face, like a fight with a friend, sibling, or parent. Have two students act it out. Now have the students act out the conflict using active listening skills instead of arguing.
- **Inspriation.** Give students the opportunity to draw or doodle while listening to a song. Invite students to consider how the song and the words they were listening to impacted their picture.
- **Telephone.** Lead students in a game of “telephone” to illustrate how careful listening is important. Have the class sit in a circle. Whisper a phrase or sentence to the student on your right. Each student whispers the phrase to the next, with no repeating. The last student says the phrase aloud. Consider using different phrases from the memory work as part of this exercise.



Learning to Listen

- 1. Face the speaker and look directly into his or her eyes.**
- 2. Concentrate on what the person is saying. Put yourself in their shoes.**
- 3. Be conscious of nonverbal clues like tone of voice, body language and facial expression. (Don't cross your arms. Show concern on your face) Help the person to know that you care, even without saying anything.**
- 4. Actually listen; don't give advice, pass judgment or interrupt.**
- 5. Restate what you heard the person say in your own words. Start with the phrase, "What I hear you saying is. . ."**
- 6. If you don't get what the person said quite right, let the person correct you and try again.**



Learning to Listen

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Tough Choices for Me

LESSON 14: ARE MY WORDS A WEAPON

Objective

Students will think through their words and how they use them to help or hurt others.

Key Concept

- Words are a precious gift from God, but we can misuse them to hurt others.

Estimated Lesson Time: 45 minutes

Materials

- Student Journals
- Student Bibles
- Pitcher of salt water
- Pitcher of regular water
- A paper cup for everyone in the class.
- Butcher paper
- Tape
- Markers
- CD player and instrumental CD

Teacher Preparation

1. Prepare one pitcher of salt water, by dissolving $\frac{1}{2}$ cup of salt in a pitcher of water, (it should be really salty) Prepare one pitcher of regular water. Bring paper cups to class for everyone.
2. Tape a long section of butcher paper along a wall in the room.

INTRODUCING THE LESSON

A Taste in Your Mouth. Tell the class that you have one pitcher of salt water and one pitcher of regular water here. Ask for two volunteers to help you test the water and tell you which one is salty and which one is regular. Pour one glass of each to give to the volunteers. The salt water will likely get an immediate reaction.

Ask the students what they think would happen if you poured the two together. Pour some salt water into the fresh water and pour some fresh water in the salt water. Have the volunteers try it again. Have the person who had the fresh water previously describe what it tastes like now. Give everyone in the class a cup, and have them taste the mixed water. It's okay if students really don't want to, but encourage them to try it. It will literally leave a taste in their mouth for the lesson.

LESSON STEPS

1. Scripture. Read James 3:1-12 aloud. Ask students, “in light of the text, why did you try mixed water?”

(Your tongue should be pure. You are to speak good words, not unkind words. Your speech is not to be like brackish water.)

Read verses 10-12 again. Tell students that here James is telling us that we can't praise God with our tongue and then use it to hurt others, who are made in the image of God. It's like when the saltwater and the fresh water mixed, the saltwater, the nasty words, will always over power the taste of the fresh water, the praise of God.

2. Metaphors. Explain to students the salt water and fresh water are a metaphor (figure of speech) for words in this passage. As a class, name the other metaphors James uses to talk about the tongue and have students write them in their journals. Some examples are:

bit controlling a horse
rudder on a ship
fire

Invite students to choose a marker and find a place at the butcher board. Have students create a mural that depicts these different metaphors that James writes about.

3. Journaling. Invite students to reflect on the way they use words. Give students time to journal on the following questions. You may wish to have instrumental music playing during this time.

When was a time your words hurt someone? How could you now heal that wound?

What words of encouragement have you received lately? How could you encourage others with words?

Write any other metaphors you think of for the tongue.

4. Review. Have the class recite the memory passage (Romans 12:1-2, 9-18) together. End the lesson with a prayer, asking God to make each like fresh water and that we use our mouths for praise, not harm.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

• **Understanding and Misunderstanding.** Tell about a time when you were misunderstood or you misunderstood someone else. Instead of using angry words, have the class make a list of positive things you can say to others.

• **Memory Work.** Have students work at the memory passage in small groups. Invite students to write out the passage, omitting words. Then have them switch papers within their groups and fill in the missing phrases or words.

Tough Choices for Me

LESSON 15: RESOLVING CONFLICT

Objective

Students will learn how to resolve conflict by practicing it with each other.

Key Concepts

- Jesus wanted us to be peacemakers, but sometimes it can be difficult to resolve conflict.
- Conflict resolution can help us gain and maintain friendships.

Estimated Lesson Time: 45 minutes

Materials

- *The Butter Battle Book* by Dr. Seuss
- Copies of “Conflict Styles” (pg.112)
- Copies of “Best Practices” (pg.113)
- Construction paper
- Markers
- Scissors
- Glue or Tape

Teacher Preparation

1. Get a copy of *The Butter Battle Book* by Dr. Seuss.
2. Make copies of “Conflict Styles” (pg.112) and “Best Practices” (pg.113) handouts for each student.

INTRODUCING THE LESSON

Read the story, *The Butter Battle Book* by Dr Seuss to the class. Ask students to talk about the book. Try to help students draw connections between the book to real conflicts in their lives. Why did the author leave it hanging? How might this conflict be solved?

LESSON STEPS

1. Conflict Styles. Share with students that people generally handle conflict in five different ways. They can be described by five different animals. Hand out the “Conflict Styles” worksheet (based on www.peace.mennolink.org/resources/conflictyouth/remindercards.pdf). Have each student think about what kind of animal they think they are like.

After students have determined which conflict style best fits them, have them create an animal headband to represent this conflict style. Using construction paper and markers, students should cut out an animal shape that represents their conflict style and glue it to a strip of paper which can be taped to fit as a headband around their head.

2. Best Practices. Hand out “Best Practices” worksheet. Read through the steps as a class. Invite students to share any examples from their own lives when they’ve seen these steps work.

3. Practice Makes Permanent. Divide the class into four groups. Assign each group one of the role play situations listed on the “Best Practices” handout. Give each group a few minutes to decide who will play which role. Have students wear their animal headbands so that other students can observe those characteristics at work.

Invite each group to act out their role play, using their headbands. Then, ask each group to re-act their role play, applying the “Best Practices” techniques. If time allows, have these enacted for the rest of the class. To abbreviate the activity, have the groups work simultaneously.

4. Memory Work. End the session by inviting students to practice reciting the memory work (Romans 12:1-2, 9-18).

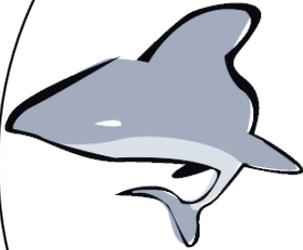
EXTEND THE LESSON

(This activity will extend the lesson to longer than 45 minutes.)

- **A Different Animal.** Revisit the role plays or invent some other situations. Have students switch headbands and work to react out a style that is not their own.
- **Talk it Out.** Talk about a conflict in your own life either one that is over or one that is still going on. Have students come up with different solutions to the problem.
- **“I” Statements.** Invite students to practice forming “I” statements. Write down common phrases from an argument, then in their journals, have students re-write the phrases to communicate the same ideas, but in the form of an “I” statement. For example:
“You always forget to do the dishes, and it’s so annoying!” becomes
“I get really annoyed when the dishes aren’t washed.”

Conflict Styles

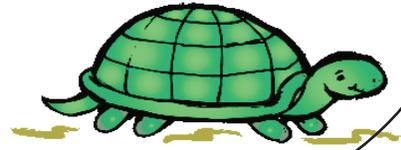
The shark wants to win the conflict and thinks that losing is failure.



The shark feels that its goals are the most important and always insists on its own way in

conflict. The shark is not concerned with relationships or the feelings of others.

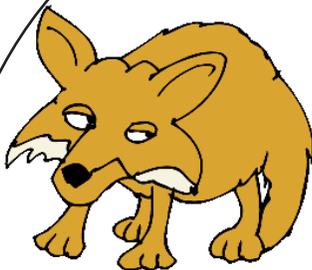
The turtle avoids all conflict. It withdraws into its shell. The turtle feels like it can't resolve any conflict and thinks that it is easier to withdraw from conflict than to deal with it.



The Teddy Bear is concerned exclusively with relationships, and wants to be liked and accepted. The Teddy Bear avoids conflicts because it doesn't want relationships to be compromised. The Teddy Bear always puts every one's feelings above its own. It is most concerned with smoothing over conflict to please everyone else.



The fox is concerned about both its own needs and its relationships with others. The fox tries to find a compromise in which it gives something up and it convinces the other party to give something up as well. The fox looks for the middle ground where everyone will be happy.



The Owl values relationships and its own goals. It believes that conflicts can be resolved. The owl knows that the first step in resolving conflict is to discuss it and try to identify the problem. The owl doesn't give up until a solution has been found and bad feelings have been cleared up.



Best Practices



Stop and calm yourself. Emotions often get in the way of thinking clearly. The first step in conflict resolution is to be able to think clearly for yourself. To calm down you may have to leave the room, count to ten and take slow deep breaths or tell yourself that you are capable of handling this conflict. You are able to solve this problem without violence or hurtful behavior.



Identify the problem. Problems are easier to solve when you know what they are. Think about what caused the conflict. What happened just before it? What do you need? What do others need?



Generate a number of different ideas. Talk to everyone involved about different ways to solve the problem. Write down every single idea, even the ones that don't seem like they would work. In brainstorming there are no bad ideas.



Evaluate your ideas. Work through each idea. What would happen if you put it into action? If you put it into action will it really solve the problem? Will everyone feel like a winner with this situation? After you've evaluated all the ideas, choose one to try.



Plan how you will implement your idea. What do you need to make your idea happen? What is the first step? When you begin to implement your idea, keep evaluating it to see if it is working.

PUT IT INTO PRACTICE

*Your older brother has gone into your room and taken some of your allowance money. Have one person be the older brother (or sister), and one person be the person who had their money taken. If there is a third person that person is the mediator and helps the others work through the steps.

*Your parents accuse you of spending too much time on the internet chatting with your friends and not enough time cleaning your room. Have one or two people be the parents and one person be the child.

*A friend starts to spread rumors about you in school. You confront your friend and he or she denies it. Have one person be the friend and one person be the person who has rumors spread about them.

*You are playing a team sport and someone accuses you of being a ball hog. You get upset and leave the practice. Have one person be the teammate who accused you and one person be the person who was accused. If you have a third person, they can be the coach.

Tough Choices for Me

LESSON 16: MEDIA MADNESS

Objective

Students will begin to be conscious of the effect media has on them by understanding the stories it tells and how those are different from the story God tells.

Key Concepts

- Media is a huge influence in our culture today.
- The messages of the media are not the same as the messages of the church.

Estimated Lesson Time: 45 minutes

Materials

- Logo powerpoint presentation
- Copies of “How Much Media?” (pg.116)
- Tape of a commercial
- Television and VCR to show the tape.
- Student Bibles or memory work sheets

Teacher Preparation

1. Make copies and cut apart “How Much Media?” (pg.116). One survey per student.
2. Tape a commercial from television. Try to find one that is fairly well known and for a brand that is familiar. You could look for one from one of the logos listed below, or find another one.
3. Create a powerpoint presentation of different logos. Use images that would be familiar to your students. Put one logo on each slide. Copies of these logos can be found online.

INTRODUCING THE LESSON

My favorite. Ask students to talk about their favorite television show, movie, or video game. Remind students that while we often think that television, video games, or movies are meaningless and pretty harmless, and sometimes they are, media can have an influence on us.

Ask students what they think their “favorites” teach them. Have them talk in pairs and then solicit some responses to be shared with the whole class.

LESSON STEPS

1. Masses of Media. Remind students that we tend to spend lots of time on certain kinds of media. Have students define media, making a list of the different forms of media on the board.

2. How Much? Give students a copy of “How Much Media?” and have them estimate how much time they spend on each of the activities on the sheet.

3. Logos. Ask students to identify the logos on the powerpoint presentation. Have them to try to name the slogan for each one as well. Tell students that advertising slogans and logos are just some of the things they learn from media. Remind students that television, video games, advertising and movies teach us by telling us stories, but the stories aren’t always true.

4. Identify the story. Show a current commercial to the class. Ask them to identify the story that the advertisement is telling. (Hint: it is often that you will be more popular, more beautiful or handsome, smarter, more funny, or just an all around better person if you buy whatever they are selling). Continue the discussion by comparing the story the commercial is telling them is different from God’s story, told in the Bible. What does God value and who does God encourage us to become?

5. From Memory. Have students recite (or read) the memory work (Romans 12:1-5, 9-21). Ask them to identify some things that God values that are listed in the passage. Ask them to consider whether any of the media they like the most encourages them to do the things that God values? Have them go back to the “How much media?” worksheet to see which media they spend the most time on. Ask them to journal for five minutes on whether this media encourages them to conform to the world or be transformed.

6. Prayer. End the lesson in prayer, asking God to transform each one so that we can decide what is good and acceptable and perfect.

EXTEND THE LESSON

(This activity will extend the lesson to longer than 45 minutes.)

- **The Popular Story.** Consider bringing in a tape of a popular television show or a popular video game (be sure to check the content). Choose something you feel will match where students are at but will be appropriate for the lesson. After watching or playing the game for a little bit ask the students what story it tells. Ask them for the meaning behind the story. Compare that meaning to biblical stories you know. How is it different? Ask students to name biblical stories that contradict the story in the game or show.

How Much Media?

Estimate and record how many minutes you have spent on each activity in the past week.

 Music	
Reading	
Television 	
Internet	
 Videogames	
Movies 	
Sleeping	
 School	
Sports 	
Homework	
 Devotionals	
Friends 	

Total Media Time:
Total Other Activity Time:

How Much Media?

Estimate and record how many minutes you have spent on each activity in the past week.

 Music	
Reading	
Television 	
Internet	
 Videogames	
Movies 	
Sleeping	
 School	
Sports 	
Homework	
 Devotionals	
Friends 	

Total Media Time:
Total Other Activity Time:

Tough Choices for Me

Name _____

Multiple Choice: Circle the best answer.

- 1) What does Paul want Christians to be in Romans 12:1-2?
 - a. conformed
 - b. transformed
 - c. a & b
 - d. none of these
- 2) Which of the following is NOT an animal used to illustrate conflict styles?
 - a. owl
 - b. shark
 - c. teddy bear
 - d. tiger
- 3) Which of the following does James use as a metaphor for the tongue?
 - a. rudder
 - b. ship
 - c. rain
 - d. horse
- 4) The media tells us...
 - a. truth
 - b. stories
 - c. facts
 - d. none of these

Short Answer: Fill in the blanks.

- 5) List two practices of good listening.
 - a.
 - b.
- 6) List two metaphors James uses when writing about the tongue.
 - a.
 - b.
- 7) List three tips or steps from the "Best Practices" of conflict resolution.
 - a.
 - b.
 - c.

Memory Work: Fill in the blanks.

I appeal to you therefore, _____, by the mercies of God, to present your bodies _____, holy and acceptable to God, which is _____.

Do not be _____ but, be _____ by the _____ of your _____, so that you may _____ what is the will of God—what is _____ and _____ and _____.

.....

Let love be _____ what is evil. Hold fast to what is good. Love one another with _____ . Outdo one another in _____. Do not lag in _____. Be ardent in _____. _____ the Lord. Rejoice in _____. Be patient in _____. Persevere in _____. Contribute to the needs of the saints. Extend _____ to _____. Bless those who _____. Bless and do not _____ them. Rejoice with those who rejoice. Weep with those who weep. _____ in _____ with one another; do not be haughty, but _____. Do not claim to be _____. Do not repay anyone evil for evil, but take thought for what is _____ in the _____ of all.

Romans 12:1-2, 9-18

Tough Choices for Me

Name _____ Answer Key _____

Multiple Choice: Circle the best answer.

- 1) What does Paul want Christians to be in Romans 12:1-2?
a. conformed b. transformed
c. a & b d. none of these
- 2) Which of the following is NOT an animal used to illustrate conflict styles?
a. owl b. shark
c. teddy bear **d. tiger**
- 3) Which of the following does James use as a metaphor for the tongue?
a. rudder b. ship
c. rain d. horse
- 4) The media tells us...
a. truth **b. stories**
c. facts d. none of these

Short Answer: Fill in the blanks.

- 5) List two practices of good listening.
eye contact
concentration
good nonverbals
listen, don't advise
restate what you hear
allow the speaker to correct you
- 6) List two metaphors James uses when writing about the tongue.
rudder **fire**
salt **bit**
- 7) List three tips or steps from the "Best Practices" of conflict resolution.
Stop & calm yourself
Identify the problem
Generate ideas
Evaluate ideas
Plan to impliment ideas

Memory Work: Fill in the blanks.

I appeal to you therefore, **brothers and sisters**, by the mercies of God, to present your bodies **as a living sacrifice**, holy and acceptable to God, which is **your spiritual worship**. Do not be **conformed to this world**. But, be **transformed** by the **renewing** of your **minds**, so that you may **discern** what is the will of God—what is **good** and **acceptable** and **perfect**.

Let love be **genuine**.

Hate what is evil.

Hold fast to what is good.

Love one another with **mutual affection**.

outdo one another in **showing honor**.

Do not lag in **zeal**.

Be ardent in **spirit**.

Serve the Lord.

Rejoice in **hope**.

Be patient in **affliction**.

Persevere in **prayer**.

Contribute to the needs of the saints.

Extend **hospitality** to **strangers**.

Bless those who **persecute you**

bless and do not **curse** them.

Rejoice with those who rejoice.

Weep with those who weep.

Live in **harmony** with one another;

do not be haughty, but **associate with the**

lowly. Do not claim to be **wiser than you are**.

Do not repay anyone evil for evil, but take

thought for owaht is **noble** in the **sight** of all.

Romans 12:1-2, 9-18