

# Tough Choices for the World

## BACKGROUND

As Christians, God calls us to care about others—even those beyond the borders of our countries or our invisible boundary lines of friends. In this strand students will participate in a number of projects to apply their learning on a larger scale. These projects are designed to help them think about Christian responses to tough issues beyond their immediate context. These activities also encourage students to think about concrete actions they can do in response to problems that Christians face in the world.

The passage, Romans 12:1-2, 9-18, will continue to serve as the memory work and biblical basis for these activities. This strand will focus on the qualities of Christians found in the Romans text.

Students will work both individually and in groups so they can practice other skills they've learned, like conflict resolution, listening and leadership. This strand serves as both summary and application for students. Any of the lessons in this strand can be extended for multiple class sessions to allow for more in-depth research and class presentation time.

Evaluation and assessment will be two-fold. First, the teacher will evaluate the projects based on effort, quality and fulfillment of the objectives. Each lesson will be a project that the teacher may assess. Students will also experience peer evaluation through evaluating others and receiving feedback from their peers. Self-evaluation, through the student journals is another assessment option.

Dear Parent,

In Bible class, we will be learning about some tough choices in the world. Students will be working on a projects that help them think about a tough issues in the world and what a Christian response may be. Here are some suggestions for ways to connect with the work we'll be doing in class.

- Find out about the topic your child is studying. Work with them to find resources and think through the tough issues.
- Talk to your child about how you make decisions on tough issues.
- Do a mission project together. Volunteer at a soup kitchen or food pantry. Get involved at your local thrift store, shop together for items for a school kit, or health kit to send to Mennonite Central Committee.
- Invite a local missionary or a retired missionary for dinner. Have them talk about their mission assignment and how it might be related to the project your child is doing. Allow your child to ask questions.
- Pray together about the issue your child is working with. Look up Bible verses together that speak to the issue.

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!

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## LESSON 17: PEOPLE MAKE A DIFFERENCE

### Objective

Students will begin to understand how a Christian commitment can radically transform someone's life.

### Key Concepts

- Living as Christians means we must care about the whole world.
- Being a Christian means helping others.

**Estimated Lesson Time:** 45 minutes

### Materials

- Biographies of Christians
- "Biography Project" worksheets (pg.123)
- Student Journals
- "Assess: How Did We Do?" (pg.124)

### Teacher Preparation

1. Find a biography of a Christian for each group. Use a book from the children's section in the library or you may choose names and have students do internet research for their project. Some suggestions:

Corrie Ten Boom	C.S. Lewis	Mother Theresa
Joni Eareckson Tada	Leo Hartshorn	Martin Luther King Jr.
Francis of Assisi	Billy Graham	Fanny Crosby

2. Make a copy of "Biography Project" worksheet (pg.123) for each student.

3. Copy and cut "Assess: How Did We Do?" (pg. 124) so each student has an evaluation form.

### INTRODUCING THE LESSON

**Checking In.** Have students return to the page in their student journals where they wrote about a Christian characteristic they were going to try to practice. (Strand 4, Lesson 1) Ask them to write one paragraph about how they think they have been doing in achieving this goal.

### LESSON STEPS

**1. Getting Started.** Tell students that Christians not only need to practice these characteristics with each other and people they know, but that God asks us to care about the whole world. Explain to them that in the next several lessons they will be working in groups to think about how God would want us to respond to a tough choice in the world. Divide the students into pairs.

**2. Rooted in the Text.** Go over the memory work (Romans 12:1-2, 9-18) together. Remind students that it is this list of qualities out of which the projects for the next sessions will come.

**3. Getting to Work.** Distribute the “Biography Project” worksheet along with the book for each group. Explain that students will have the remainder of the class session to do their research. Every group will need to turn in a copy of their worksheet at the end of the lesson.

**4. Evaluating.** Give students five minutes at the end of the session to participate in an evaluation. Distribute copies of “Assess: How Did We Do?” to each student and have them evaluate their group experience.

### **EXTEND THE LESSON**

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

- **Reporting.** Invite each group to share a brief “report” of their findings with the class. You may choose to do this as an extra lesson or just as an extension to the lesson.

- **From Experience.** Invite a guest speaker to come and share with the class. Choose someone who has radically lived out their faith. Invite them to share about how they are helping others and what their motivation is. Have them share about the decision making process towards doing something radical.

# Biography Project

Read the biography provided to you. Then, answer the following questions, paying special attention to the contribution this person has made to the world and what has motivated this person's choices.



**1. Who is the person you're researching? Describe the person and the setting in which they were raised.**

**2. What kind of contribution did this person make? Describe the setting of his/her work and the contribution he/she made.**

**3. What motivated this person? Describe the event(s) that caused this person to serve the world in a radical way.**

**4. What does this mean for your life? Describe how hearing this story impacts you and your decisions. What from this would you want to share with others?**

# Assess: How Did We Do?

Take a few moments to think about the project you worked on. Answer the following questions honestly.

1. What did your partner contribute to the project?
2. What did you contribute to the project?
3. What is something you'll take with you from this project?
4. What would you do differently next time you work in pairs?



# Assess: How Did We Do?

Take a few moments to think about the project you worked on. Answer the following questions honestly.

1. What did your partner contribute to the project?
2. What did you contribute to the project?
3. What is something you'll take with you from this project?
4. What would you do differently next time you work in pairs?



# Tough Choices for the World

## LESSON 18: KINGDOM VALUES IN THE WORLD

### Objective

Students will consider values that Christians should live out in their interactions with the world.

### Key Concepts

- Living as Christians means we must care about the whole world
- Being a Christian means helping others.

**Estimated Lesson Time:** 45 minutes

### Materials

- Commercials
- “Kingdom Values” guide (pg.127)

### Teacher Preparation

1. Record a few commercials from television or find a number of online advertisements to show the class as part of the introduction.
2. Make copies of “Kingdom Values” (pg.127), one per group.

### INTRODUCING THE LESSON

**Commercials.** Show the class a commercial. Ask students to describe the basic components of the commercial. What was the goal of the commercial? What story did the commercial tell? Was it appealing or convincing? Show at least one more commercial and ask the same questions of the students.

### LESSON STEPS

**1. Values.** Read Romans 12:1-2, 9-18 aloud. On the board make a list of the values that are represented in this passage. For example:

- Being genuine
- Loving
- Serving God
- Live in harmony

**2. Getting Set-Up.** Divide students into small groups (three to five students per group). Have each group select a value that the class named from the Romans passage.

**3. Making it Real.** Explain that each group will be creating a “Kingdom Values Commercial”. Remind students that in past lessons, the class looked at how media influences people. Tell students that this activity will join what they’ve learned about media with what they’re learning about scripture. Each group will think of a creative way to act out the value they’ve selected. They should use what they’ve learned about story-telling from the media to form their commercial. Give each group a copy of “Kingdom Values” to guide their process.

**4. Sharing the Good News.** Have each group perform their commercial for the class.

**5. Evaluation.** Invite verbal responses from student about their classmates' presentations. What was effective? What will they remember? Did the values communicate?

Collect the worksheets from each group for student assessment.

### **EXTEND THE LESSON**

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

- **Already There.** Invite students to think of examples of commercials that they've seen that exhibit "Kingdom Values".

- **Other Media.** Using current magazines, have students select advertisements. Invite students to identify what message the ad sends. Then, have them use the ad in conjunction with their own creativity to create a new advertisement that promotes one of the "Kingdom Values" from the Romans passage.



# Kingdom Values

**Names  
of  
Group Members:**

**Kingdom Value  
from Romans:**

**Goal  
of Your  
Commercial:**

**Concept for the  
Commerical  
(What's the setting?  
Who are the characters?):**



# Tough Choices for the World

## LESSON 19: TAKING A STAND

### Objective

Students will apply a Christian value to their own life.

### Key Concepts

- Living as Christians means we must care about the whole world.
- Being a Christian means helping others.

**Estimated Lesson Time:** 45 minutes

### Materials

- Student Bibles
- Student Journals
- Markers and/or colored pencils
- Familiar logos
- CD player and instrumental CD

### Teacher Preparation

1. Collect some familiar logos to display for the class. These may be from online sources or print advertisements.

### INTRODUCING THE LESSON

**Branding.** Show students the logos you've collected. Have students identify the company or product that these logos represent. Remind students of the media lessons. What do they remember about logos? What is the goal of a logo? How is a logo like a sign?

### LESSON STEPS

**1. Review.** Have students review their journals. What goals have they set for themselves through this unit? What progress have they made? Have students write for a few minutes about their progress.

**2. Memory Work.** Have the students recite the memory work for this strand (Romans 12:1-2, 9-18).

**3. Individual Project.** Explain that in this lesson, students will be working individually. This project incorporates the goals of media, in creating consumer identification and the scripture passage students have been working with.

In their journals, have students create a logo for themselves. This should represent them in some way. A logo is to remind people of something—to represent. Each student should consider what kingdom values they hope they live out and find a way to create a logo to represent this. The logos may include significant colors, students' initials or images.

Students should also write a paragraph of explanation to go with their logo. What is the significance of the logo? What do the colors or symbols represent? This will be an artist's statement that accompanies the logo.

During this activity, play instrumental music. Encourage students to consider this project worshipful work.

**4. Wrapping Up.** Invite any students who would like to share their logo with the class to do so.

### **EXTEND THE LESSON**

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

- **Class Project.** As a class, create a logo to represent yourselves and your school. Make this an oversized logo that can be hung in the classroom. Use an old sheet or large sheets of posterboard as the backdrop.

# Tough Choices for the World

## LESSON 20: ROOTED IN THE WORD

### Objective

Students will review the memory work.

### Key Concepts

- Living as Christians means we must care about the whole world.
- Being a Christian means helping others.

**Estimated Lesson Time:** 45 minutes

### Materials

- Student Bibles

### Teacher Preparation

None.

### INTRODUCING THE LESSON

**Hearing the Word.** Ask students how they usually experience scripture. In their congregations, how is scripture presented? In chapels? Write these various mediums on the board.

(reading, choral reading, singing, sign language, dramatic interpretation)

### LESSON STEPS

**1. Getting to Work.** Divide the class into small groups (3-5 students per group).

**2. Embodying the Text.** Have each group determine how they would like to present the memory work text to the rest of the class (Romans 12:1-2, 9-18).

Encourage groups to try different mediums so there is variety in the presentation. Some ideas:

Singing the Story—create a tune or drum beat to accompany the recitation of the text.

Sculptures—create a series of physical positions that represent the ideas in the scripture. These could be staged as someone reads the text.

Mural—create a visual representation of the text. This could be very literal or figurative.

Dramatic Interpretation—enact the actions of the text as it is read.

**3. Sharing the Word.** Have each group share their creation with the rest of the class.

### EXTEND THE LESSON

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

- **Evaluate.** Invite students to evaluate the other groups' creations.