Lesson at a Glance

ANGER

LESSON TEXT

John 2:12-17; James 1:19-20

LESSON OBJECTIVES

- The students will explain why Jesus' anger was righteous anger.
- The students will explain the differences between sinful anger and righteous anger.
- The students will make a plan to deal righteously with anger-causing situations in their lives.

MATERIALS NEEDED

For each student:
- pen or pencil

For the teacher:
- several dictionaries
- extra Bibles
- 1 copy of "Good News from the Kingdom"
- globe or map of the world

Reproducible Pages:
- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for the teacher
- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

- Faithful Instruction
  - Teacher Focus
  - Teacher Tips
- Preclass Activity: Wisdom Versus Anger
- Starting Up
  - Welcome and Singing
  - Opening Prayer
  - Victories
  - Good News from the Kingdom

Getting into God's Word

- Story: "The Beggar Girl"
- Scripture Study
- Activity: I Can Make a Difference

Getting It to Others

- Scripture Memory: James 1:19-20
- Weekly Challenge and Snack Time
- Conclusion

SCRIPTURE MEMORY VERSE

My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires.

James 1:19-20

GENERATION Next
Preteens

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GETTING READY

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on John 2:12-17 and James 1:19-20. Every one of us has struggled with anger in our lives. How we handle that anger reveals the true nature of our characters. Think about your own life. Is your anger the product of an emotional reaction or is it based on the desire to see God's will done? Do you know the difference? In this lesson, your students will learn that, while some anger is sinful, righteous anger can be used in a way that glorifies God.

TEACHER TIPS

Your goal in this lesson is to help your students understand their anger and to decide whether it is sinful or righteous. Help them to see that anger stemming from emotion, pride or self-righteousness is never helpful or positive. Teach them that anger based on a hatred of sin can lead us to help others or change situations for the better. Look for signs of anger in your students. Help them to work through their sinful anger, and praise and guide their efforts at righteous anger.

PRECLASS ACTIVITY

WISDOM VERSUS ANGER

Using the book of Proverbs, the students will determine God's view of uncontrolled anger.

MATERIALS USED

For each student:
- pen or pencil

For the teacher:
- several dictionaries
- extra Bibles

Reproducible Pages:
- Page A, 1 copy for each student

INSTRUCTIONS

1. As the students arrive, give each a copy Reproducible Page A (Wisdom Versus Anger) and a pen or pencil.
2. Using their Bibles to look up the scripture references, have the students answer the questions given on the worksheet. At the bottom, the students should write their ideas of how God feels about anger.
3. When all the students have completed the worksheet, give the students the correct answers to the questions.

WISDOM VERSUS ANGER

Directions: Answer the following questions by looking up the scriptures given in parentheses.
Use the dictionaries to look up the definitions of any words that you do not know.
At the bottom, write your ideas of how you think God views anger.

1. What type of person shows that he is annoyed? (Proverbs 12:16)	a fool
2. Reckless words pierce like a_____? (Proverbs 12:18)	sword
3. What type of man does foolish things? (Proverbs 14:17)	quick-tempered
4. A quick-tempered man displays _____? (Proverbs 14:29)	folly
5. A hot-tempered man stirs up _____? (Proverbs 15:18)	dissension
6. Where does a violent man lead his neighbor? (Proverbs 16:29)	down a path that is not good
7. Who are the two types of people whom we are warned not to associate with? (Proverbs 22:24-25)	a hot-tempered man; one easily angered
8. What type of person lets his anger out? (Proverbs 29:11)	a fool
9. A hot-tempered man commits many of these: _____ (Proverbs 29:22)	sins
10. Stirring up anger produces this: _____ (Proverbs 30:33)	strife

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GETTING READY

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let one or two students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, etc. Pray that each of the students will begin to understand how to use their anger in a way that serves and honors God.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide, and the victories of our brothers and sisters on other continents can inspire us and spur us on.

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GETTING INTO GOD'S WORD

STORY

"THE BEGGAR GIRL"

This story should touch the hearts of your students and cause them to respond in righteous anger to injustices toward people.

MATERIALS USED

Reproducible Pages:

- Page B, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page B (the story) to the students.
2. Tell the students to listen as you read the story.
3. Discuss the story:
   - *When you heard that the girl in the story was begging for money for food, how did that make you feel?*
   - *When you learned that the girl's tongue had been cut out so that she would never speak again, how did you feel?*
   - *When you learned that the girl's tongue was cut out so that she could be used for money more effectively, how did you feel?*
   - *Does hearing a true story like this make you feel angry? Why or why not?*

Feeling anger because the girl was mistreated and taken advantage of is an example of anger that is not sinful. When we hear a story like this, it can make us feel anger toward the sin or evil things in our world that hurt people. Feeling this kind of anger can cause us to do something to change a bad situation. Anger can be a good emotion to stir us to action in order to help people or to change a situation.

SCRIPTURE STUDY

Have the students turn to John 2:12-17 in their Bibles. Read the passage to them, using great expression to bring the passage to life for the students. Some of your students may be surprised at the reaction of Jesus when he saw the men selling cattle, sheep and doves, and exchanging money in the temple courts.

Take a few minutes to explain to the students that the money changers were making a profit in the temple courts when people went to worship. These money changers were cheating the people, some of whom were very poor, and who could not afford to lose any money. The men who were selling animals were also making a profit. People who went to the temple needed animals to sacrifice. Animals could be purchased outside the temple at very reasonable prices, but the temple authorities had inspectors who would inspect each animal to be sure that it was without blemish. The people quickly learned that it was safer to buy animals from the tables set up in the temple courts because these animals would always pass inspection. However, these animals could cost much more than if they were purchased outside the temple courts. All this selling of animals and exchanging of money was a deliberate plan by the temple officials to make money from people who were coming to worship God.

- *Why do you think Jesus reacted the way he did when he saw what was happening in the temple?* (saw the people disrespecting God and the temple, people were being taking advantage of)
- *Was Jesus in control when he expressed his anger? How do you know this?* (took the time to make a whip out of cords)
- *Is it easy to stay in control when we are angry? What are some of the things we can do when we lose control?* (hit, throw, yell)
- *Was Jesus' anger righteous or sinful?* (righteous) *Why?* (didn't respond out of irritation, resentment, pride; he did this because the temple was being misused)

When Jesus got angry, he did not sin. Jesus was able to stay sinless because his anger did not come from personal irritation, resentment, displeasure or a grudge. Jesus cared about how God and others were treated. Explain that just as the students became

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GETTING INTO GOD'S WORD

angry about the things that were done to the beggar girl, Jesus was angered by things that were done to hurt God and others. But, he was able to express his anger in a righteous and controlled way.

God has created all of us with emotions. Anger is an emotion that we all feel. It can be a valuable emotion if it is expressed in a righteous way.

- *What are some of the reasons we might get angry?* Take several ideas, being sure that the students talk about these things in a general way, i.e. no names, specifics.
- *What are some sinful ways to express anger?* (yelling, hitting, cursing, throwing things, keeping things bottled up inside)
- *What are some righteous ways to express anger?* (talk it out, work to change the situation, pray, ask for advice)

It is hard for us to express our anger like Jesus did because we usually become angry because of the way we are treated by others. We can learn a great lesson from the example of Jesus.

ACTIVITY

I CAN MAKE A DIFFERENCE

Working in groups, the students will determine ways that they can make a difference in anger-raising situations.

MATERIALS USED

Reproducible Pages:

- Page C, 1 copy for the teacher

PREPARATION

1. Prior to class, think about how you would divide the class into four groups. Be sure to balance the variety of strengths and weaknesses in your students.
2. Cut a copy of Reproducible Page C in order to separate the four scenarios. Fold each scenario in half.

INSTRUCTIONS

1. Divide the class into the groups you have previously determined. Have each group select one of the four folded scenarios.
2. Each group should read their situation aloud. Then they should discuss how the situation could make them feel angry. Have the students discuss how their anger could move them to action to change the situation.
3. Have each group select a spokeperson to share the group's ideas with the class.

SCENARIO 1:
A new student comes into math class. You find out that the family just moved to your town from another country. They dress differently from all the kids in your school. They speak very differently, and, at lunchtime, you notice that the student eats different foods. All the kids laugh and say the food stinks. No one will sit with this student at lunch. Instead, ten kids crowd around the student, making jokes and saying mean things.
What can you do to make a difference?

SCENARIO 3
Your English teacher is the oldest teacher in your school. After this school year, she will retire. She is a very strict teacher who expects a great deal from her students. She always gives homework and assigns many book reports and papers to write. A lot of students complain about her and call her names. One day at your lunch table, after the teacher walks by, the kids start calling her names and mimicking her voice. One student even says, "She's so old, maybe she'll die this year and we'll get lucky!"
What can you do to make a difference?

SCENARIO 2:
There is a student in a wheelchair at your school. In science class, when it is time to pick partners for a project, two students say "I don't want to be partners with the Cripple!" You notice that the student seems ready to cry.
What can you do to make a difference?

SCENARIO 4
One day, on the school bus, you hear the older boys in the back making fun of a third grade girl. You know the girl because your parents and her parents have become very good friends. Your dad and mom are studying the Bible with her parents. The boys are teasing her and calling her names. They are known to be some of the meanest kids at school.
What can you do to make a difference?

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GETTING IT TO OTHERS

SCRIPTURE MEMORY

My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires.
James 1:19-20

MATERIALS USED

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Have the students remain in their groups from the previous activity. Give each student a copy of Reproducible Page D (Memory Verse).
2. Tell the students to practice reciting the verse together several times. Emphasize working together in unity as they learn the verse. Tell the students to say the verse with great spirit and enthusiasm.
3. Let each group take turns reciting the verse aloud to the other groups. They may do this a few times by reading the verse from their papers, and then a few times without looking at the papers.
4. For the last turn, have each group recite the verse in unison, speaking boldly and showing unity and spirit (not yelling). Have the teachers decide which group showed the most unity, best spirit and said all the words of the verse correctly.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

This week, the students will be looking at the situations in their own lives that make them angry. Early in the week, the students should work with their parents to think of two types of situations at home or at school that cause them to get angry. With their parents' help, the students should come up with a plan for dealing with each situation in a righteous way, thinking about how they can make a positive difference in that situation. Then, when the situations arise during the week, the students should put into practice the plans they have made. The students should report their victories during next week's class.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Early in the week, work with your parents to determine two types of situations in your life, either at home or at school, that cause you to get angry. Work with your parents to develop a plan to deal with each situation in a way that makes a positive difference. Pray about it, then put these plans into action during the rest of the week. Share your victories in class next week.

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ANGER

LESSON TEXT

Genesis 4:2b-12; Hebrews 11:4; James 1:19-20

LESSON OBJECTIVES

- The students will use the story of Cain and Abel to explain sinful anger.
- Using the analogy of the volcano, the students will explain how uncontrolled anger can grow and explode.
- The students will make a plan to deal righteously with anger-causing situations in their lives.

MATERIALS NEEDED

For each student:
- pen or pencil

For the teacher:
- current newspaper
- extra Bibles
- vinegar
- baking soda
- liquid green food coloring
- 1 clear drinking glass or glass measuring cup
- tray
- spoon
- rags or paper towels

Reproducible Pages:
- Page E, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
- Teacher Focus
- Teacher Tips

Preclass Activity: Turning Anger to Love

Starting Up
- Welcome and Singing
- Opening Prayer and Review
- Great News Sharing

Getting into God's Word

Scripture Study

Activity: The Volcano

Getting It to Others

Scripture Memory: James 1:19-20

Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires.

James 1:19-20

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GETTING READY

(SUPPLEMENT)

FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Genesis 1:2b-12, Hebrews 11:4 and James 1:19-20. Every one of us has struggled with anger in our lives. How we handle that anger reveals the true nature of our characters. Think about your own life. Is your anger the product of an emotional reaction or is it based on the desire to see God's will done? Do you know the difference? In this lesson, your students will learn that uncontrolled anger can have serious, lifelong consequences.

TEACHER TIPS

This lesson focuses on the story of Cain and Abel. It is a lesson in how unchecked anger can be so destructive that it can lead to murder. Check your local newspaper as you prepare this lesson. You may (or may not) be surprised to see the number of stories that have uncontrolled anger and rage as the basis for a violent crime. Share some of these (in a general way) with your students to help them see the effects of sinful anger. Help them to understand that by learning to control their anger and turn it to righteousness, they can have an incredible impact on their world.

The activity for today's lesson is a volcano, which has the potential to be very messy if not controlled. You should practice the experiment at least once before class, in order to ascertain the correct measurements of vinegar and baking soda for the size glass you will be using. You should also be sure to have the students sit on the floor, away from the table on which you will be working.

PRECLASS ACTIVITY

TURNING ANGER TO LOVE

This worksheet provides two fun activities that will help your students to be reminded of the need for righteous anger versus sinful anger.

MATERIALS USED

For each student:
- pen or pencil

Reproducible Pages:
- Page E, 1 copy for each student

INSTRUCTIONS

1. As the students arrive, give each a copy of Reproducible Page E (Turning Anger to Love) and a pen or pencil.
2. The students should complete the two activities on the page, following the directions for each. (See answers on next page.)

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GETTING READY

(SUPPLEMENT)

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one or two students praying for one to two minutes. The students should pray that each student learns to control their anger and display it righteously, and that each can make a positive difference in their home, school and neighborhood.
- Have one student recite the memory verse for the week: James 1:19-20.
- Have one student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so as many as possible can share.

TURNING ANGER TO LOVE

PART I: Follow the directions given at each step below, changing the word "anger" into the word "love." Use only one letter per line given.

1. Write the word "Anger."	A N G E R
2. Add a "D" to the front of the word.	D A N G E R
3. Change the "G" in the center to a "C."	D A N C E R
4. Drop the "R" at the end.	D A N C E
5. Change the "D" to an "L."	L A N C E
6. Drop the "C."	L A N E
7. Change the "A" to an "O."	L O N E
8. Change the "N" to a "V."	L O V E

PART II: Read the following sentences and fill in the blanks with the correct words. Use the clues under the sentences to help you know the correct words.

1. When I am feeling very angry, I can do this: pray.
   This word starts with a "p" and rhymes with the word "may."

2. When I am angry with a friend, I can do this with them: talk.
   This word starts with a "t" and rhymes with the word "balk."

3. When I am angry with someone in my family, I can talk to my mom or dad and get some advice about how to handle the situation.
   This word starts with an "a," has six letters and has the word "ice" in it.

4. The best example that I can follow to learn how to deal with anger is the example of Jesus.
   This word starts with the letter "J" and spells the son of God's name!

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GETTING INTO GOD'S WORD

(SUPPLEMENT)

SCRIPTURE STUDY

MATERIALS USED

For the teacher:
- current newspaper
- extra Bibles

In the last class, you talked about the kind of anger that Jesus had. His anger was "righteous anger." What does this phrase mean? (Jesus did not sin when angry.)

Jesus became angry when people were hurt, taken advantage of or prevented from knowing or loving God because of other people's sins or actions. In this lesson, we are going to learn about the wrong kind of anger, the type that hurts us and hurts others. It is a type of anger that comes when we get upset about the way we are being treated. If we feel that we are being wronged or mistreated, we may become envious and jealous. This anger and jealousy can become anger that we direct toward another person whom we feel has hurt us. Today we are going to read a passage in the Bible about a man who became very jealous of his brother.

Have the students turn to Genesis 4:2b-12. Tell them to listen as you read the story aloud.

- *Who was Adam and Eve's first son?* (Cain) *Who was their second son?* (Abel)
- *What jobs did each son do?* (Cain – farming, Abel – flocks)
- *Both sons gave offerings to God. What things did each bring?* (Cain – some of his crops, Abel – fat portions of the firstborn)
- *Why do you think God reacted the way he did to each of the offerings?* (We don't know exactly what God had commanded Cain and Abel, but since God knows hearts, he knew that Abel gave his best and Cain didn't.)

Read Hebrews 11:4 aloud to the students. *From this passage we can assume that Cain did not offer his best to God. Cain was upset when God did not accept his offering.*

- *How did Cain feel toward Abel?* (jealous, envious, angry) *Why did he feel this way?* (He probably felt guilty because he knew that he did not give his best to God.)
- *How did Cain deal with his anger?* (killed Abel) *Did this change anything in Cain's heart?* (no)
- *What could Cain have done differently in order to deal with the situation righteously?* (asked for help, gotten advice from Abel on what to offer)

Cain's anger grew and grew until he was tempted to, and did, commit murder. Share some of the articles from the newspaper with your students. Share generally, without going into much detail.

We can tell from these articles that the world doesn't know how to control its rage and anger. What does this tell us about what we need to do? (share with others, teach them about God and his will, be a good example of righteous anger) *Our activity today will show just what Cain may have been feeling about his brother's offering.*

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GETTING INTO GOD'S WORD

(SUPPLEMENT)

ACTIVITY

THE VOLCANO

This activity will help your students visualize the concept of growing and exploding anger.

MATERIALS USED

For the teacher:

- vinegar
- baking soda
- liquid green food coloring
- 1 clear drinking glass or glass measuring cup
- tray
- spoon
- rags or paper towels

PREPARATION

1. Pour about two ounces of vinegar in the glass, and put it on the tray on a table at the front of the room.
2. Place the green food coloring beside the glass, taking the top off the container.

INSTRUCTIONS

1. Explain to the students that you are going to retell the story of Cain and Abel using some props to demonstrate what might have been going on in Cain's heart toward his brother, Abel. Have the students sit on the floor in front of the table so that all can see as you work.
2. *From our reading, it is evident that Cain did not give God the best he had. Cain became very angry when God did not accept his offering.* Put one drop of food coloring in the glass of vinegar. *Cain felt very upset inside, and showed how he felt because his face was downcast.* Put a second drop of food coloring into the glass of vinegar.
3. *God asked Cain why he was angry and why his face was downcast. How do you think Cain felt toward Abel at this point?* (He was probably very jealous and angry on the inside, in his heart.) Put another drop of food coloring into the vinegar.
4. *Cain asked his brother to go out to the field with him. While they were in the field, Cain attacked his brother Abel and killed him.* While saying this last sentence, spoon a heaping spoonful of baking soda into the glass of vinegar and stir it.

The baking soda will make the vinegar bubble and flow over the sides of the glass onto the tray. Explain to the students that this is an example of what jealousy, envy and anger do in our hearts. Explain that every drop of green food coloring that was put into the glass represented Cain's anger, self-pity, envy and jealousy. Because he refused to be honest with God about his sin, these sins grew in his heart until they were out of control. His anger toward his brother exploded. He totally lost control of his heart and emotions to the point of killing his brother. This is the kind of anger that is sinful and destructive. Cain's anger totally overcame his heart. His anger came because he felt sorry for himself and how he felt he was being treated. When Jesus got angry, it was not like this. He became angry because of the way God or other people were being sinned against. Jesus never let his anger control him or the situation.

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GETTING IT TO OTHERS

(SUPPLEMENT)

SCRIPTURE MEMORY

My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires.
James 1:19-20

Review the memory scripture with the students several times, and then give some of the students an opportunity to recite it from memory.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

The challenge this week was for the students to select two specific types of situations in their lives that cause them to get angry, and then to make a plan to deal with those situations righteously during the week. By this point, the students should have completed their plans, and should now be putting them into action. Give advice to any students who may need it, and encourage them in their efforts.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Early in the week, work with your parents to determine two types of situations in your life, either at home or at school, that cause you to get angry. Work with your parents to develop a plan to deal with each situation in a way that makes a positive difference. Pray about it, then put these plans into action during the rest of the week.
Share your victories in class next week.

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WISDOM VERSUS ANGER

Directions: Answer the following questions by looking up the scriptures given in parentheses.
Use the dictionary to look up the definitions of any words that you do not know.
At the bottom, write your ideas of how you think God views anger.

1. What type of person shows that he is annoyed?
(Proverbs 12:16)

2. Reckless words pierce like a_____.
(Proverbs 12:18)

3. What type of man does foolish things?
(Proverbs 14:17)

4. A quick-tempered man displays _____.
(Proverbs 14:29)

5. A hot-tempered man stirs up _____.
(Proverbs 15:18)

6. Where does a violent man lead his neighbor?
(Proverbs 16:29)

7. Who are the two types of people whom we are warned not to associate with?
(Proverbs 22:24-25)

8. What type of person lets his anger out?
(Proverbs 29:11)

9. A hot-tempered man commits many of these: _____
(Proverbs 29:22)

10. Stirring up anger produces this: _____
(Proverbs 30:33)

How do you think God feels about sinful anger?

_____

_____

_____

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THE BEGGAR GIRL

One sunny afternoon in Calcutta, we visited Queen Victoria's palace and monument. The structures stand in stark contrast to the other buildings in this overcrowded, dirty city. The grounds are beautiful, the monument imposing and the palace majestic. Since the palace was not open to the public that day, few people were around. As we walked closer to get a better look, a young girl of perhaps eight or nine appeared, seemingly from nowhere. Her black eyes and hair sparkled in the sunlight as she handed us a card which read in English:

"Please help me. I need money for food
and I cannot speak."

As we again looked at her, she opened her mouth and revealed that someone had cut out her tongue. This is a gruesome practice, done so that children can beg more effectively. A nauseous feeling passes through us every time we remember her sweet face. How sad God must be; no wonder he wrote Proverbs 19:17:

He who is kind to the poor lends to the Lord,
And he will reward him for what he has done.

Robert and Pat Gempel, Wyndham and Jeanie Shaw, eds. *HOPE for a Hurting World* (Woburn, Mass.: Discipleship Publications International, 1997), 15.

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REPRODUCIBLE PAGE C

I CAN MAKE A DIFFERENCE

SCENARIO 1:
A new student comes into math class. You find out that the family just moved to your town from another country. They dress differently from all the kids in your school. They speak very differently, and, at lunchtime, you notice that the student eats different foods. All the kids laugh and say the food stinks. No one will sit with this student at lunch. Instead, ten kids crowd around the student, making jokes and saying mean things.

What can you do to make a difference? _____

_____

_____

_____

SCENARIO 2:
There is a student in a wheelchair at your school. In science class, when it is time to pick partners for a project, two students say "I don't want to be partners with the Cripple!" You notice that the student seems ready to cry.

What can you do to make a difference? _____

_____

_____

_____

SCENARIO 3
Your English teacher is the oldest teacher in your school. After this school year, she will retire. She is a very strict teacher who expects a great deal from her students. She always gives homework and assigns many book reports and papers to write. A lot of students complain about her and call her names. One day at your lunch table, after the teacher walks by, the kids start calling her names and mimicking her voice. One student even says, "She's so old, maybe she'll die this year and we'll get lucky!"

What can you do to make a difference? _____

_____

_____

_____

SCENARIO 4
One day, on the school bus, you hear the older boys in the back making fun of a third grade girl. You know the girl because your parents and her parents have become very good friends. Your dad and mom are studying the Bible with her parents. The boys are teasing her and calling her names. They are known to be some of the meanest kids at school.

What can you do to make a difference? _____

_____

_____

_____

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REPRODUCIBLE PAGE D

SCRIPTURE MEMORY VERSE

My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, for man's anger does not bring about the righteous life that God desires.

JAMES 1:19-20

WEEKLY CHALLENGE

Early in the week, work with your parents to determine two types of situations in your life, either at home or at school, that cause you to get angry. Work with your parents to develop a plan to deal with each situation in a way that makes a positive difference. Pray about it, then put these plans into action during the rest of the week. Share your victories in class next week.

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TURNING ANGER TO LOVE

PART I: Follow the directions given at each step below, changing the word "anger" into the word "love." Use only one letter per line given.

1. Write the word "Anger." __ __ __ __ __
2. Add a "D" to the front of the word. __ __ __ __ __ __
3. Change the "G" in the center to a "C." __ __ __ __ __ __
4. Drop the "R" at the end. __ __ __ __ __
5. Change the "D" to an "L." __ __ __ __ __
6. Drop the "C." __ __ __ __
7. Change the "A" to an "O." __ __ __ __
8. Change the "N" to a "V." __ __ __ __

PART II: Read the following sentences and fill in the blanks with the correct words. Use the clues under the sentences to help you know the correct words.

1. When I am feeling very angry, I can do this: _____.
   This word starts with a "p" and rhymes with the word "may."

2. When I am angry with a friend, I can do this with them: _____.
   This word starts with a "t" and rhymes with the word "balk."

3. When I am angry with someone in my family, I can talk to my mom or dad and get some _____ about how to handle the situation.
   This word starts with an "a," has six letters and has the word "ice" in it.

4. The best example that I can follow to learn how to deal with anger is the example of _____.
   This word starts with the letter "J" and spells the son of God's name!

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