



You Are Mine Master Curriculum Guide

*You are **important** not because of what you have
but because of who(se) you are.*

Version II

You are important not because of what you have but because of who(se) you are.

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Acknowledgements

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Foreword

American physician and author Oliver Wendell Holmes, Sr. wrote, "Many people die with their music still in them."¹ His insight into human potential resonates with our vision and mission. At New Song we are committed to "seeing the next generations of China enlivened [vitalized, animated, invigorated, exhilarated, and awakened] to their new song." What is that "song" in each of our hearts and where does it come from? How do we hear it? How do we cultivate it? How do we sing it with passion, purpose, and generosity?

We begin to answer these questions by exploring the truth that human beings have innate value separate from what they own or what they do. Each person is uniquely created and possesses gifts and talents intended to better their world. To draw that forth, we have created three dynamic curriculum programs: You Are Special (YAS), Be Yourself! (BY!), and You Are Mine (YAM). Each one has been carefully designed to engage children and youth in the conversation about being **special** - **unique, important**, and created for a **purpose**. The ultimate objective of any of our programs is to encourage and cultivate that genuine and beautiful "song" from the heart/soul/spirit of each participant.

In this third curriculum guide, we emphasize the fact that ***everyone is IMPORTANT, not because of what they have, but because of who(se) they are.*** Each person has innate value, and each person belongs here! We hope that you will enjoy You Are Mine (YAM).

You can use all three programs, You Are Special (YAS), Be Yourself! (BY!), And You Are Mine (YAM), over an extended period of months or years, or use them independently. We believe they will captivate and engage children, youth, *and* adults in a conversation that will impact their lives forever.

Christine Novak
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New Song Personal Development Resources

¹ Holmes, O.W. Sr. Goodreads,
https://www.goodreads.com/author/quotes/1203736.Oliver_Wendell_Holmes_Sr_. Retrieved 10/21/16.

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Disclaimer

New Song envisions the next generations of Chinese enlivened to their “new song.” One method for making that a reality is to spread the foundational “You Are Mine” message to as many people as possible. Our hope is that others feel as passionate about this message as we do. Nevertheless, we must be good stewards of this message and the subsequent materials we have created. Therefore, this curriculum guide, and all of the related content, may not be used or distributed without the consent of New Song. Making photocopies of any or all of the Master Curriculum Guide is also prohibited without prior consent of New Song. If you have any questions regarding the distribution of this material, please contact us at info@newsongchina.org. Thank you.

Introduction

You Are Special targets children ages 8-12 and introduces the concept that each person is special - unique, important, and created for a purpose. It addresses the effects of common negative labels that people apply to others (and themselves) as well as false assurances of flattering labels.

Be Yourself! targets ages 12-14 and encourages each individual to embrace whom they are uniquely created to be. Specifically, it examines responses to popular trends and effects of negative peer pressure.

You Are Mine explores the truth that each person is IMPORTANT, not because of what he/she has, but because of who he/she is, and that each person belongs here as an important part of this world. The 6 lessons, targeting ages 14-16, touch on issues such as:

- 1) The nature of competition, jealousy, and greed
- 2) The cost to one's well-being when a person measures importance and success against the wrong metric
- 3) Not defining oneself by possessions and examining personal core values
- 4) Giving of time, talent, and material resources
- 5) The meaning of proper stewardship
- 6) Extended learning opportunity on the impact of consumerism and how a person can make a difference

Everyone wants to feel like they are significant, prized, and indispensable. In other words, everyone wants to feel IMPORTANT. A person's value is based in who they truly are--in their "life-worth and not their net-worth."² It is hoped the You Are Mine (YAM) curriculum is helpful in encouraging youth to discover their innate value and importance and help them to begin the journey of releasing that unique "song" that they were created to sing.

Activities have been added to each lesson to extend the learning when there is time. Teachers should always read the lessons well in advance to prepare properly. Every class is different, so implementers should feel free to adjust as necessary for each particular audience. Teachers are encouraged to be creative and use the curriculum guide to "sing their song" as well.

² Link, J. E.G. "How Do You Calculate How Much You Are Worth?", "Who's In Charge Here?: Better Giving Series". Stewardship Ministries (2013). <http://thestewardsjourney.com/wp-content/uploads/2014/12/Who-is-in-Charge-Here-and-Better-Giving-Series.pdf>. Retrieved 10/21/16.

Lesson Idea Outline

ENDURING UNDERSTANDING: You are Important, not for what you have, but for who(se) you are!

Each lesson starts with an “Essential Question”:

1. **Is wanting wrong?** The student will be introduced to the theme of the You Are Mine Program.
2. **When is the cost of success too high?** The student will examine the notion of success and the price he/she is willing to pay to feel important.
3. **What defines you?** The student will determine if their actions reflect their core values.
4. **Am I a bucket or a pipe?** The student will explore generosity and its relationship to happiness.
5. **What is proper stewardship?** The student will define stewardship and examine what it means to properly steward his/her time, talent, and material resources.
6. **EXTENDED LEARNING: How can I make a difference?** The student will consider the impact of consumerism.

The curriculum includes a curriculum overview and standard lesson plans with a list of materials. **All instructions should be thoroughly reviewed before implementation.** The lessons can be used in part or in full for younger or older ages. Lesson 6 was added as “extended learning,” but hopefully it will be included since it conveys important information about the vital topic of proper stewardship. In addition, **EXTRA ACTIVITIES** are included with each lesson to extend or enhance the learning objective. Estimated times are given but may vary with each group. Of course, teachers are encouraged to come up with their own activities and be creative in implementing the curriculum. **Handouts** for classroom use can be found in the Appendix. They can be copied from the printed curriculum or from the digital version available from New Song.

If a person or an organization implements *You Are Mine* for children, it is strongly recommended that they obtain the favorable endorsement of parents before implementation.

If a person or an organization implements *You Are Mine* in an institutional setting, i.e., schools, orphanages, hospitals, etc., it is strongly recommended that they obtain the favorable endorsement of the most senior institutional administrators before implementation.

List of Lesson Handouts and Extras

(Handouts can be copied from the print or digital version)

Lesson 1

- Jealousy Test
- Story Plotline

Lesson 3

- Core Values Exercise
- Top Values Chart
- Gift of Giving Word Search

Lesson 5

- Punchinello's Journey Game
- VIP Ribbon Template

Lesson 6

- The Life Cycle of a Soccer Ball
- 4 Rivers Writing Exercise

Evaluations Materials

- Evaluation Overview
- Implementer's Survey
- Student Pre-Evaluations
- Student Post-Evaluation
- Scoring Card (for teachers use only)

You are important not because of what you have but because of who(se) you are.

Curriculum Overview

You Are Mine MCG Lesson Overview

You Are Mine Lesson Components	Lesson 1	Lesson2	Lesson 3	Lesson 4	Lesson 5	Lesson 6 (Extended Learning)
Time	60-90 min.	60-90 min.	60-90 min.	60-90 min.	60-90 min.	60-90 min.
Essential Question	Is wanting wrong?	When is the cost of success too high?	What defines you?	Am I a bucket or a pipe?	What is proper stewardship?	How can I make a difference?
Anticipatory Set	Candy Bar Bartering or Jealousy Test	Tower Building Exercise	Up Down Choices	Play Money Give and Get	The Story of the Good Steward	A Giant in the Room
Objectives	The learner will be introduced to the theme of the You Are Mine program.	The learner will examine the notion of success and the price he/she is willing to pay to feel important.	The learner will determine their actions reflect their core values.	The learner will explore generosity and its relationship to happiness.	The learner will define "stewardship" and examine what it means to properly steward time, talent and material resources.	The learner will consider the impact of consumerism.
Materials	Text, Journal, Candy Bars for bartering or Jealousy Test, Story Plotline Worksheet (optional), Pre-evaluation (To do prior to lesson)	Text, Journal, Scrap newspaper	Text, Journal, A piece of standard letter paper for each participant, Values Squares Exercise, Core Values Exercise	Text, Journal, Play Money, Venn diagram	Text, Journal, VIP Ribbon Bookmark as gift for each student (or other gift celebrating their importance), White paper (1 piece for each), Post-evaluation (to be done upon completion of program)	Text, Journal, A kg weight scale, Newspaper, tape/glue, scissors, chalk, One trash bag for each participant, The Life Cycle of a Soccer Ball, 4 Rivers Exercise, Post-evaluation (see Lesson 5)
Teach/Explain	Read and discuss text, Receive textbook	What motivates us to compete? The cost Punchinello paid.	Value Squares Activity	Bucket or a Pipe Venn diagram	Exploration of Stewardship	Trashy Subject, Consumerism

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Curriculum Overview (continued)

You Are Mine Lesson Components	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson5	Lesson 6 (Extended Learning)
Guided Practice	Vocabulary Definitions	Discussion of the cost of success.	Core Values Exercise	Benefits of Generosity	Domination vs. Dominion	Qualities of Being a Responsible Steward
Independent Practice	Sensory Poem	Flip Side Chart	Core Values Poster	Time, Talent, Material Resources Inventory	Personal stewardship check up	4 Rivers Creative Exercise
Closing Remarks	Closing Remarks	Closing Remarks	Closing Remarks	Closing Remarks	Closing Remarks	Closing Remarks
Added Activities	Journal, Competition Games	Journal, Gimme Game, "Happiness Is" cartoon	Journal, I Admire Others Activity, Treasure Map Making	Journal, Word Search, "Egg-stra" Generosity Object Lesson, Wet Sponge Relay, Generosity Skits	Journal, Give Stewardship a High Five, Punch's Journey Game, Gift Coupons, Good Stewardship in Action	Journal, Green Engineering Video, Green Future Poster Contest, Solar Ovens, Ping-Pong Ball story, recycled paper beads, Eye-Opening Art
Check for Understanding	Think-share-participate Journal Collect written exercises at end of class	Think-share-participate Journal Collect written exercises at end of class	Think-share-participate Journal Collect written exercises at end of class	Think-share-participate Journal Collect written exercises at end of class	If ending with Lesson 5: Celebrate the completion of program, Administer Post-evaluation	If ending with Lesson 6: Celebrate the completion of program, Administer Post-evaluation

Lesson 1

Essential Question: Is wanting wrong?

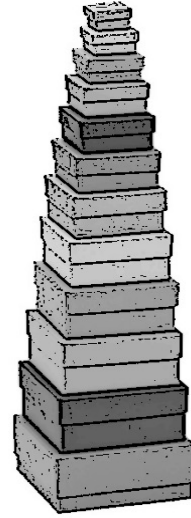
Key quote from the story: *"Don't you wish you had a new box?"*

Objective/Learning Goal:

The Student will be introduced to the theme of the You Are Mine program.

Materials:

- You Are Mine by Max Lucado (one per student)
- Journaling notebook
- A variety of candy bars for everyone (both big & small and cheap & expensive) for Candy Bar Bartering (For a less expensive alternative game the **Jealousy Test** can be used and have a green and white index card for each student.)
- **Story Plotline Worksheet** (optional)
- **Pre-Evaluation**



Before class begins, the teacher gives the students the pre-evaluation and makes sure to inform them that it is NOT a test, but it is for survey and data collection. Student names are not to be put on the form. Forms are collected upon completion (**allow 5 min.**).

Anticipatory Set/Engage the Students (10 min.):

Candy Bar Bartering activity works well with a class size between 15-35. If there is a class of more than 35 students, or a less expensive exercise is needed, a teacher may want to use **The Jealousy Test** instead (See Appendix).

The objective of these activities is to have students identify their feelings of jealousy, competition, and greed.

Before class, the teacher prepares enough candy bars so that each student can have one. Some of the candy bars should be popular and expensive brands, some cheaper brands, some small bite size, and some giant size so the students purposely have better or worse selections. When class begins, students are formed into a circle. They count off 1-2 so there are odd-even numbers. A candy bar is then passed to each student with instructions not to open it or do anything with it until the teacher says so. The bars are to be mixed up as they are passed out so that the evens and odds have a variety of sizes and qualities. Students are told the teacher is going to read through the instructions first. When the teacher says, "Go," they are to do what was instructed. The teacher reads through steps 1-3.

You are important not because of what you have but because of who(se) you are.

Step 1: Once everyone has a candy bar in hand, the teacher explains that, if they have been assigned an even number, they **MUST** trade with someone else whether they want to or not. They can trade with anyone more than once, but they cannot keep trading directly back and forth with the same person.

Step 2: Teacher then tells them that everyone who was assigned an odd number **CAN** trade candy bars with someone else, but only if they want. They do not have to.

Step 3: The teacher gives them one minute to trade and then calls, "Stop." Teacher observes as the students work the situation out and notes their interactions.

Step 4: Teacher tells students they may eat their candy bar after class. If the teacher thinks it is fairer, they should have students reverse odd-even roles and do the exercise again.

Teacher asks if anyone can guess from the exercise what the class is going to talk about in the coming lesson. They should freely solicit answers while making sure answers include jealousy, competition, seeing the best and worst in people, fun, surprises, etc.

Teacher shows them the You Are Mine book and asks if anyone remembers Punchinello from another story. Students are told that in this story Punchinello gets into more trouble because of his wanting to feel "important."

Teach/Explain the Learning (20 min.):

Teacher hands out student journals for use during the whole program.

Students will create a title page with the words "You Are Mine." They are given a few minutes to creatively decorate it.

Students are instructed to turn to a new page in their journal and create three columns labeled at the top with these three headings:

CHARACTERS v SETTINGS v EVENTS

Teacher reads the story as the students take notes related to these categories. The teacher should be animated as they read so it is fun and engaging. If possible, students can be shown the slideshow of the story as it is read out loud. Students are told to be prepared to answer questions about the content of the story following its reading. Note: **The Story Plotline** is an alternative way to analyze the story content with an older class (See the Appendix).

Discuss after the story:

You are important not because of what you have but because of who(se) you are.

- Who are the main characters? Where does the story take place?
- What is the main plot and how is it resolved? (For advanced classes the Plotline Worksheet should be used to detail the story line.)
- What is the moral of the story?
- If you have read You Are Special or If Only I Had a Green Nose, how is this story similar? How is it different?

The teacher should draw out the point that in the story people are seen acting **jealous, competitive, and greedy**.

Guided Practice/Experience the Learning (30 min.):

Teacher tells students to write at the top of a new page in their journal "Vocabulary Definitions." The teacher will dictate the words and definitions, one at a time, as the student writes them in their journals. Students should be instructed to put each new word on a separate page.

On page one write:

Vocabulary Definitions³

#1: Jealous (adj.) is *"an unhappy or angry feeling of wanting to have what someone else has."*

Discuss (without correcting answers):

- How does jealousy feel?
- What does feeling jealous tell us about ourselves?
- Is it wrong to feel jealous?

Students are given some time to think about this statement, and then they fill in the blank in their journals.

I feel JEALOUS when _____

On page two write:

Vocabulary Definitions

#2: Competitive (adj.) is *"having a strong desire to win or be the best at something."*

Discuss (without correcting answers):

- Why is competition so much fun? Or is it?
- What does how we relate to competition tell us about ourselves?
- When is it OK to want to win or be the best, and when is it not OK?

Students are given a minute to think about this statement, and then they fill in the blank in their journals.

I feel COMPETITIVE when _____.

³ Definitions taken from Merriam-Webster's online dictionary, <http://www.merriam-webster.com/dictionary>. Retrieved 10/21/16.

On page three write:

Vocabulary Definitions

#3: Greedy (adj.) is *"having or showing a selfish desire to have more of something (such as money or food)."*

Discuss (without correcting answers):

- Can you name a book or movie character that is greedy?
- Is greedy a good feeling? Why or why not?
- When do you feel greedy?

Students are given a minute to think about this statement, and then they fill in the blank in their journals.

I feel GREEDY when_____.

Upon completion of the journal work, the teacher and students discuss using the You Are Mine book:

- How did jealousy enter into the competition? (*Answer: It all started when he became jealous of Tuck's boxes. It grew into a driving force.*)
- What do you think Punchinello was *actually* competing for in this story? (*Answer: He wanted to be and feel important.*)
- How do we see Punch behaving in a *greedy* way? (*Answer: He was totally focused on what he wanted with no regard for others.*)

Independent Practice/Evaluation (20 min.):

Sensory Poem: In this exercise the teacher encourages students to think "outside of the box" in a way that is more emotional and sensory than intellectual. The teacher will use the example of a Sensory Poem written below, and the class will write one together.

Students are instructed that in this exercise they will think about one of the vocabulary words using all 5 of their senses: hear, taste, smell, touch, sight, and write a Sensory Poem. Teacher gives the example below of a Sensory Poem using the word "Competitive," OR works with the class to do one of the vocabulary words together on the board. Next, students should pick one of the remaining words and create an original Sensory Poem in their journals on the page with that vocabulary word. If they finish early, they can illustrate their poem. Students should be encouraged to take their time and not rush to do another word. They should really think about their poems. If there is time, the poems can be shared in class or in small groups. Of course, students must be encouraged to be creative.

Example of Sensory Poem:

	COMPETITIVE
(Sounds like)	taunts or cheers
(Tastes like)	tears or water for a dry mouth
(Smells like)	sweat and hard work
(Feels like)	pats on the back and shaky legs
(Looks like)	a trophy or a frown

NOTE: During this quiet writing time, the teacher will hand out the You Are Mine books in the manner instructed at the end of this lesson making sure to take time with each child. If necessary, finish the next day.

Closing Remarks (5 min.):

"In You Are Mine, Max Lucado uses the story of Punchinello, a wooden Wemmick, to address common human concerns. The problem begins with jealousy (*"an unhappy or angry feeling of wanting to have what someone else has"*). When we have jealousy, we long for something we think we need, and we begin a journey to get it. Oftentimes, this journey involves being competitive (*"having a strong desire to win or be the best at something"*) or greedy (*"having or showing a selfish desire to have more of something"*). In this story, Punchinello's jealousy makes him competitive and greedy. This attempt to gain importance through possessing more and more material goods makes him almost miss the REAL prize. We will look at what he gave up for this idea of "importance," what he really wanted, and how he could have used his time, talent, and resources differently."

Check for Understanding:

Before class is over, students should turn in their journals with the completed assignment(s) in addition to any surveys or handouts. The teacher will want to review these before the next class to see if the learning goal was achieved. The teacher should write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.

Book Distribution: While students are working on the Sensory Poems, books should be handed out in the manner described below.

Teacher calls one student up at a time. Each student's personal copy of You Are Mine should be prepared in advance making sure their name is written in the front with a message:

"_____ (Student's name), you are IMPORTANT!"

As each book is given out, the teacher should take a moment to interact with each student, one-on-one, affirming his or her unique value. Teacher must be sure to look student in the eye at eye-level, address them by name, and speak sincerely. The teacher says:

"_____ [Name], YOU ARE IMPORTANT, not for what you have, but for who you are!"

Extra Activities

Journal (10 min.): Students will write about the following quote by Jesus of Nazareth:

"For where your treasure is, there your heart will be also."⁴

Jealousy Test (15 min.): Alternative option for **Anticipatory Exercise** (see Appendix). Teachers should use this as an added activity if not used as the Anticipatory Activity. It will generate some good discussion.

Healthy Competition Games

Tribond Game (15 min.):

Teacher lists three words and has students determine what they have in common.

Example:

Rain-Petrified-Hardwood	All forests
Cowboy-Combat-Rain	All boots

Word Scramble (10 min.):

A word scramble using words from the story is created by the teacher for students to unscramble.

FOR EXAMPLE:

LYSOEAJU	JEALOUSY
CPIEEVMIOTT	COMPETITIVE
CIRSTIEALTIAM	MATERIALISTIC
EXBSO	BOXES
BSLAL	BALLS
KWIEMSMC	WEMMICKS
HIGHSEIT	HIGHEST
ORMYA	MAYOR
LSEAICP	SPECIAL
TORIAMNPT	IMPORTANT
UCSSCES	SUCCESS
IMNE	MINE
CPNILUEHLON	PUNCHINELLO
ACUIL	LUCIA
EIL	ELI
EKMICLWESLMIV	WEMMICKSVILLE
GEIV	GIVE
DREGE	GREED

⁴ Holy Bible English Standard Version (ESV) 2016. Matthew 6:21. www.biblegateway.com. Retrieved 10/25/16.

Lesson 2

Essential Question: “When is the cost of success too high?”

Key quote from story: *“Do you know how much your boxes and balls cost you?”*

Objective/Learning Goal:

The student will examine the notion of success and the price he/she is willing to pay to feel important.



Materials:

- You Are Mine by Max Lucado (one per student)
- Journaling notebook
- Lots of scrap newspapers

Anticipatory Set/Engage the Students (20 min):

Tower Building Relay objective is to have students experience the feeling of competitiveness and the desire to WIN!! The outcome should intentionally be messy from the ink so the students learn that there is a price to pay for success.

Teacher divides the class into teams of 5-8 people. Each team is given a pile of newspapers. Teacher can provide more if any team needs it. Teams are told they have 10 minutes to build a tower as tall as they can until the teacher says to stop. No glue, tape, or other tools are to be used, but they can use water. The team that has the highest tower at the end wins. After about 10 minutes, the teacher will call time.

Teacher discusses with the students what they think the next lesson might be about. They should conclude that “competition” is a part of the lesson. During the discussion the kinds of skills students used to succeed in the activity should be expressed. Teacher makes certain students mention the dirty hands and black ink. Students will conclude that competition can draw on talents, but it usually costs some sacrifice as well.

Teach/Explain the Lesson (20 min):

What motivates us to compete?

Teacher instructs students to follow the progression of Punchinello’s attempts to get more balls and boxes. Students will look for the following in the story:

- Where Punchinello says, “I am a good Wemmick.” Describe the context and what he meant by that.
- What motivated Punchinello to want more and more balls and boxes?

Conclude that Punchinello thought his **importance** depended on having the most and building the highest.

The teacher asks students to find the cost Punchinello paid in the following areas in order to *feel* he had achieved success:

1. **Material costs?** (his books and his bed, his money, and eventually his home)
2. **Health costs?** (fatigue and physical pain)
3. **Relational costs?** (had no time for his friends)
4. **Spiritual costs?** (trusting Eli)
5. **Intrapersonal costs?** (his sense of self-worth)

What was the end result?

The students will conclude that Punchinello had a lot of boxes and balls and a temporary feeling of importance. He was successful by Wemmick's standards.

Discuss this quote heard from a Chinese contestant who appeared on a dating show. Students will be asked what they think about the quote.

*"I would rather cry in a BMW than smile on a bicycle."*⁵

After the discussion the teacher will share the following points:

"Material wealth is often seen as a measure of success. Often success involves fierce competition. Competition is not necessarily bad. Sports events, inventions, games, etc., often involve some type of competition that is fun and harmless, or even productive; however, competition can also bring out our weaknesses. When we use "winning" as the measure of our *importance*, we can head down a path that can be destructive and disappointing. When we try to *acquire more* things in order to feel fulfilled, it isn't always satisfying. It can be harmful to think that more is better or that bigger is best."

Students will write out the definition of "Important" on a new page in their journal. Then they will answer the question and fill in the blank, taking time to really think about their answer:

IMPORTANT means *"to be of significant worth or valuable in content."*

How do you define your importance?

I am important [significant and valuable] because_____.

⁵"I Would Rather Cry on a BMW than Smile on a Bicycle." Shiny Chinese (1/17/2010).
<http://www.shinychinese.com/i-would-rather-cry-in-a-bmw-than-smile-on-a-bicycle/>. Retrieved 11/1/16.

Guided Practice/Experience the Learning (25 min.):

Students will think of examples in their life, or the lives of others, where success has come with a cost. Teacher writes the following chart on the board, shares the first examples, and has the class add 5 more. Discussion should follow before ending with the conclusion below.

Item Acquired (Success)	Sacrifice Made (Cost)	Worth It?		
		Yes	No	Maybe
Top scores on entrance exam	2 months of social life			
A beautiful dress	Family vacation money			
University degree	A lot of time and money			
Luxury handbag	Shoplifting			

Teacher concludes, "Everyone can agree that the material, health, relational, spiritual, and intrapersonal cost involved for Punchinello to have so many boxes and balls was not worth it. However, real life scenarios are usually not as black and white. There are some examples of success that are worth the cost, others that are not, and still others that may be worth it for only certain people, in certain situations, at certain times."

The Flip Side game objective is for students to exercise their imagination by thinking about the pros and cons or "flip side" of any situation.

Teacher forms the students into a circle to play a game called The Flip Side. The instructions are as follows: The first person starts out with a sentence starter such as, "We won our soccer game!" Now the students will exercise the flip side activity. The person next to the starter will flip a coin to determine the direction of the next sentence. If it's heads, the next sentence begins, "That's good!" and they add one sentence to the ongoing storyline about why that is good. If the coin is tails, the sentence begins with "That's bad!" and they add one sentence about why that outcome is bad. The coin is passed along to the next person in the circle, and this next student flips the coin and continues the storytelling depending on the flip of the coin. The game continues around the circle changing the response ("That's good!" or "That's bad!") according to the coin flip. If the story is getting dull or the teacher senses a loss of interest, they can start with a new sentence every 5-6 people.

For example:

The first person begins with, "We won the soccer game!"

The next person flips the coin to heads ("That's good!") and says, "That's good because we will get a trophy!"

The next student flips the coin and gets tails ("That's bad!") and says, "That's bad because my brother was on the team that lost."

With a flip to heads, the next student responds with, "That's good! Because he lost, my mom took us out for ice cream as consolation."

The game continues until everyone has had a chance to do the exercise.

After students complete a few go-arounds with the game, the class should discuss that Punchinello sacrificed a lot in this story, but there's a *flip side*. One must admit that Punchinello had talent as an entrepreneur. With his talent he was able to collect more balls and boxes than anyone else.

Teacher asks the students what gifts Punchinello has making sure students mention persistence, sacrifice, focus, drive, imagination, strength, passion, etc.

Independent Practice/Evaluation (15 min.):

Teacher tells students that while everyone has real gifts, talents, and abilities that are important (significant and valuable), they can become self-destructive too, just like with Punchinello. Sometimes seeing this is helpful in turning behavior from destructive to healthy.

The Flip Side Exercise: In their journals on a new page, students will create a table with three columns labeled *Trait*, *That's Good*, and *That's Bad*.

Teacher lists examples for *Traits* in the table to get the students started. Students will break into small groups of 3-4, examine the good and the bad side to each trait listed in the table, and fill in the columns. Students should be prepared to discuss with the whole group when completed.

You are important not because of what you have but because of who(se) you are.

Trait	That's Good	That's Bad
Strive for excellence	(Example: Receive good grades)	(Example: Anything less than perfect causes stomach aches)
Responsible	(Example: takes care of possessions)	(Example: Don't risk using or enjoying the possession)
Sentimental, passionate		
Nurturing		
Focused		
Slow to act		
Fast to act		
"Other" centered		
Individualistic		
Forceful, assertive		
Social/friendly		

Students should share what they wrote starting with the first example, "Strive for excellence."

Journal:

Students take time to journal referring back to the answers they wrote to "I am successful when..." or "I am important because..." The teacher will ask, "What things have you traded in exchange for something that made you feel important or successful? Was it worth it?" Time should be allowed for students to journal about their answers.

Closing Remarks (5 min.):

"Like Punchinello, many people focus their worth entirely on what they own, often sacrificing what is truly valuable to them. Unknowingly, we can begin with good intentions, but through jealousy we become greedy and competitive. This competition for a sense of importance can develop into self-destructive behaviors and can show up in anxiety, perfectionism, obsessive thoughts, or addictions, etc."

"Everyone wants to feel important, but sometimes the price we pay to try to feel important is loss of health, loss of friendships, or loss of self-respect. We use our talents in the wrong way and end up with the exact opposite of what we really wanted."

"Basing our importance on outward things can prove empty. Possessions can rust, break, or be lost or destroyed. Your importance IS related to what you value in life, but most of us would agree that we are worth more than the things we own."

Check for Understanding:

Before class is over, students turn in their journals with the completed assignment(s) in addition to any surveys or handouts. Teacher will want to review these before the next class to see if the learning goal was achieved. Teachers should write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.

You are important not because of what you have but because of who(se) you are.

Extra Activities

Journal (10 min.): Students will **write** about the following quote by G. K Chesterton:

"Despair does not lie in being weary of suffering but in being weary of joy."⁶

"Gimme" (slang for "Give me!"), an alternative to the Inside-Outside Anticipatory Set (20 min.):

This game can be done with a small group and good supervision so no one is hurt. In a gym or outdoor area the class is divided into two groups. A line is put on the ground to separate the groups. Objects like balls, Frisbees, hats, water bottles, etc. (anything easy to grab and harmless to throw) are placed on the line between the groups. At the blow of a whistle, each group should try to grab as much stuff as possible from the other group and keep it on their side. They cannot hoard or hide it. They must place it on the ground around them. The other group can cross the line and take anything from that team until the whistle blows marking the end of the game. Whichever side has the most stuff wins. Only 5 minutes is allowed for each round.

"Happiness is" Cartoon (15 min.):

Famous cartoonist Charles Schulz, author of the "Peanuts" cartoon, wrote: "Happiness is a Warm Puppy."

Students create their own cartoon demonstrating what "Happiness is..."

Happiness is...

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⁶Chesterton, G.K. The Everlasting Man (Mineola, NY: Dover Publications, 2007) 149. Retrieved 10/25/16.

Lesson 3

Essential Question: What defines you?

Key quote from story: *"Did I create them to act that way?"*

Objective/Learning Goal:

The student will determine if their actions reflect their core values.



Materials:

- You Are Mine by Max Lucado (one per student)
- Journal
- A piece of standard letter paper for each participant
- **Values Squares Exercise with "Once Upon a Time" Story**
- **Core Values Exercise**

Anticipatory Set/Engage the Student (15 min.):

Up or Down Choices objective is for students to experience making increasingly more difficult choices. Students will find it harder and harder to make those choices and draw on core values when doing so.

The teacher gives the students a series of choices. Students are instructed to stand or sit (as the teacher directs) depending on what they choose. For example, the teacher asks if students would rather have Coca Cola (point up, meaning stand up) or Sprite (point down, meaning remain seated).

Beginning with simple choices and moving to more difficult ones, the teacher asks students a series of questions as follows:

- Would you rather wear bright, strong colors (stand up) or muted soft colors (sit down)?
- Would you rather eat a donut (up) or ice cream (down)?
- Would you rather be on stage (up) or in the audience (down)?
- Would you rather read a book (u) or play a sport (d)?
- Would you rather be an athlete (u) or an artist (d)?
- Would you rather go out on Friday night (u) or stay home (d)?
- Would you rather spend time with your family (u) or with your friends (d)?
- Would you rather be top of your class and have no friends (u) or be an average student with many friends (d)?
- Would you rather be healthy but poor (u) or rich but ill (d)?

Upon completion of the game, students discuss which choices were more difficult and why?

Teacher concludes that many decisions are easy to make and seem pretty unimportant, but sometimes other decisions are more weighty and difficult. A person's **core values** will influence the choices they make. For this reason, it's important that each person knows what he or she considers to be really important in life.

Teach/Explain the Lesson (25 min.):

Teacher reminds students where it says in the story, " Good Wemmicks have a lot. Not-so-good Wemmicks have little." What really makes a person important or valued?

The teacher will review Webster's definition of important, *"Marked by or indicative of significant worth or consequence: valuable in content or relationship."*

The teacher will ask the following:

- How are you "defined" by your material possessions, for example, your backpack, new shoes, cell phone, etc.?
- How important are these to your image?
- At first, what made Punchinello happy? *(More boxes and balls!)*
- Did his goals change? When and why? *(Yes, when he stumbled into Eli's workshop, he realized the silliness of it all.)*
- In the end what made him happy? *(He recognized what was really valuable to him: his friends, his home, and being loved by Eli.)*

Teacher should point out that Punch's happiness was based on outside trends. He ignored his core values. Punch really wanted to be loved and feel important. He tried to gain love and the feeling of importance by accumulating more balls and boxes, but he was already loved and important.

Core Values Introduction

Teacher makes the point that happiness depends in part on defining what one values and incorporating that in their lives. Core values are the personal code of ethics that influence how an individual will live and act and what they think. They're one's "sacred core convictions" about how to behave. Determining **core values** may help a person sort through what they want in life.

In this exercise students will first define their values and then prioritize them.

Value Squares Activity objective is that students will identify people, possessions, activities, and future plans they value.

1. Students identify people and things that are important to them.

Teacher gives each student a sheet of paper and demonstrates how to fold, crease, and cut the paper to make 16 squares. (First, fold the paper in half from top to bottom, and crease it. Now fold and crease it from side to side. Then fold and crease it again from top to bottom, and finally again fold from side to side. Unfold the paper, and use a ruler or the side of a desk to tear along the crease lines). Using the 16 squares, students should write a word or two to identify the following things, one in each square:

- A. Three activities (favorite things to do)
- B. Five important people in their lives
- C. Three dreams they have for the future
- D. Two things they would like to own someday (possessions)
- E. Three favorite possessions

Teacher tells students to keep the squares in separate stacks on their desks but to combine the two things they want to own (D) with the possessions (E) into one stack. In other words, they should have four stacks: 3 activities, 5 people, 3 dreams, and 5 possessions.

2. Students listen to an imaginary story and begin to identify who and what they value most by elimination.

Teacher explains to students that they are going to read a story. After each part of the story is completed, they will be asked to make a decision. They will have ten seconds to make the decision and discard a square, and all decisions are final. Discarded squares must be crumpled or torn up. Teacher reads the "Once Upon a Time" Activity Sheet aloud to students. After each part, the teacher will pause for ten seconds before announcing that time is up. Teacher will then continue to read on to the next step of the story.

3. Time is taken for the students to reflect on their decisions and then discuss their results. The lesson activity is summarized.

At the end, students are left with those things they value the most. Non-material items can often be a reflection of deeper core values. For example, if a student ends up with his/her phone as one of the two things that they are left with at the end of this exercise, what core value is being represented? Maybe it is one of wealth (having a nice IT gadget) or entertainment (being able to play non-stop video games). However, the phone could also represent a value of communication (being able to speak with friends and family).

Once Upon a Time Story

(To be used with Valuable Squares Exercise)

1. While at the zoo, you were bitten by a rare species of monkey. You are starting to feel very sick, and your doctor diagnoses you with a very serious illness. Your doctor is unsure of how to cure you and doesn't know whether the disease is fatal. He tells you that you have to give up one of the things you like to do **(discard 1 activity)**.
2. Because of the disease, you are hospitalized for a short time. Your career suffers, and you lose two of the things you wanted from your future or career **(discard 1 dream and 1 future possession)**.
3. Because of your time off from work, you are short of cash and have to sell one of your possessions **(discard 1 possession)**.
4. You are hospitalized again. Your doctor requires you to give up another activity **(discard 1 activity)** and limit your visits with friends **(give up 1 relationship)**.
5. You are exhausted from the illness and trying to work. You lose two more career items **(discard 2 dreams)** and must give up an activity **(discard 1 activity)**. Also, another friend disappears from your life because you no longer seem able to maintain relationships **(discard 1 relationship)**.
6. You are permanently hospitalized. You are only allowed one visitor and can take only one possession to the hospital with you. **(Discard 1 important person and 1 possession)**.
7. Your doctor finds a hospital in Europe that specializes in rare monkey bites. Once there, you will have to live near the hospital for the rest of your life in case you ever suffer from symptoms again. Because you have to be at the hospital immediately, you can only take one person or possession. Which one will it be **(eliminate 1 possession and 1 relationship)**?
8. You are starting your life over again with only this person or possession.

Guided Practice/Experience the Learning (20 min.):

Core Values Exercise

Teacher directs the students to review the sample list of Core Values to determine their “sacred core convictions.” They can add more values if what they want is not on the list.

1. Student checks off 10-12 of the values he/she possesses.
2. Student goes back again and **limits this list to 8** and writes them out in their journal.
3. **Student defines each value** according to what he/she thinks it means.
4. **Student ranks the values** in order of importance. (They will compare them in pairs and ask themselves which one he/she would honor first in any given situation.)
5. **Student will place them** in the Top Values Chart.

Accomplishment	Education	Independence	Pleasure
Accuracy	Environment	Equality	Power
Adventure	Integrity	Intelligence	Personal Growth
Approval	Excellence	Joy	Perseverance
Beauty	Fairness	Justice	Privacy
Challenge	Faith	Knowledge	Prosperity
Change	Family	Leadership	Punctuality
Cleanliness	Flexibility	Love	Purpose
Commitment	Freedom	Loyalty	Strength
Community	Friendship	Meaning	Success
Compassion	Fulfillment	Modesty	Teamwork
Confidence	Fun	Money	Tolerance
Competition	Generosity	Nature	Tradition
Confidence	Genuineness	Obedience	Trust
Creativity	Gratitude	Open-mindedness	Truth
Decisiveness	Hard work	Optimism	Variety
Determination	Harmony	Orderliness	Vitality
Discipline	Healing	Perfection	Wealth
	Honesty	Perseverance	Wisdom
	Honor		Zeal

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In their journal students will list top 8 and define:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Now Prioritize:

Top Values Chart

Now students rank their values in the chart below:

Priority or Rank of Value	Brief Definition
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Discuss: What did they discover? Were there any surprises?

You are important not because of what you have but because of who(se) you are.

Independent Practice/Evaluation (20 min.):

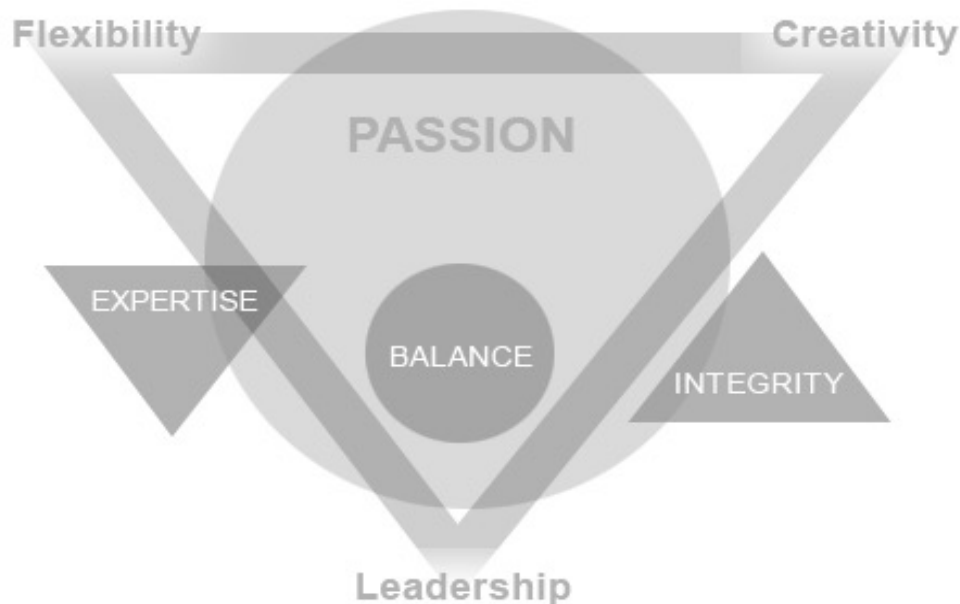
Core Values Graphic Design

After doing the Core Values Exercise and finding the top 8, students will use a page in their journal to make a pictorial representation based on their final 8 core values.

Teacher instructs students to display their core values with a title like the one below: "This is What I Am About..."

Students are to use their top 3 core values and organize them in an attractive display like the example on this page. Then they will add the other 5 values around them. They should use size, color, or shape to indicate the priority of importance of each value. Teachers can show this one as an example, but students can come up with their own creative image and arrangement.

This is What I Am About...



Closing Remarks (5 min.):

"Fulfillment is often found at the intersection between enjoyment (what gives you pleasure) and meaning (what you think is important and worthwhile, i.e. your core values). This is what Professor Ben-Shahar⁷ meant when he said you can find what truly gives you deep joy (not a shallow happiness) and apply it to situations that will have lasting and positive impact. It is here that you will find greater fulfillment. Real and lasting fulfillment is not found in owning *things*. You are important not because of what you have but because of who you are at your core."

⁷Ben-Shahar, T. "Prof. Happiness Returns to Israel", Israel 21c (April 19, 2012). <http://israel21c.org/people/prof-happiness-returns-to-israel/>. Retrieved 10/18/16.

Check for Understanding:

Before class is over, the student will give the teacher their journal with the completed assignment(s) in addition to any surveys or handouts. The teacher will want to review these before the next class to see if the learning goal was achieved. The teacher should write positive feedback and constructive criticism on the material before passing them back at the beginning of the next lesson.

Extra Activities

Journal (10 min.): Students will write about the following quote from American author David Brooks, "It occurred to me that there were two sets of virtues, the résumé virtues [our public face] and the eulogy virtues [the things we truly want to be remembered for]."⁸ (10 min)

I Admire Others Exercise (20 min):

The objective of this exercise is for students to see that often the qualities they admire in others reflect their own core values. This exercise will help students to affirm those values in themselves.

Teacher instructs students to write in their journals the phrase,

"I admire (respect and venerate) others who _____."

The exercise has four steps:

1. Students are instructed to think of people they admire and why.
2. Students write out 3-4 examples. They should use positive language. For example, instead of writing, "I admire others who are not negative," they would write, "I admire (respect and venerate) others who are positive."
3. Teacher has a few volunteers read what they wrote starting with the introductory words, "I admire (respect and venerate) others who _____."
4. Now students go back and draw a line through the words, "~~I admire (respect and venerate) others who~~ _____" and insert in its place these words:

"I am powerful when I am (add the words written from the exercise above)."

Volunteers read again, this time using the new introductory words.

⁸Brooks, D. "Eulogy vs. Resume Virtues". Awakin.org (May 25, 2015).
<http://www.awakin.org/read/view.php?tid=1083>. Retrieved 11/4/16.

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"Treasure Map" (30 min.):

The objective of this activity is for students to think about and display what is most meaningful and valuable to them.

Teacher will have to plan ahead to have students prepare the day(s) before by collecting photos, magazines, or other source material to present their "Treasure Map."

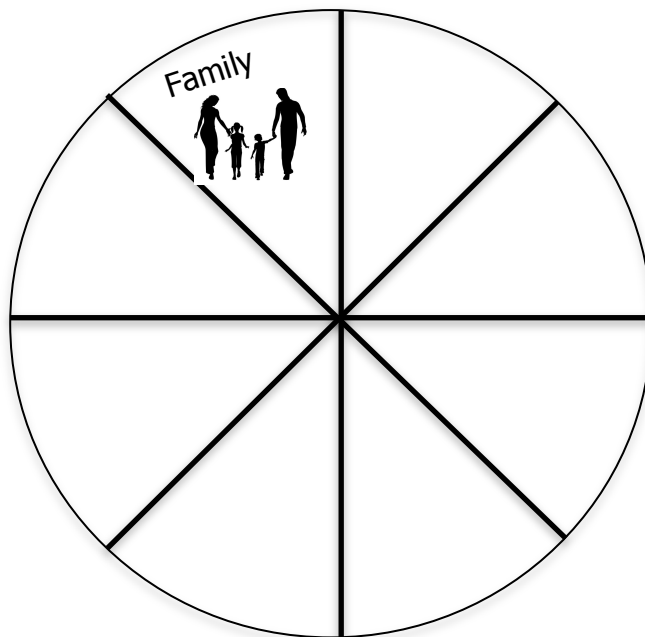
Materials:

- A large piece of cardboard, round pizza cardboard, cork board, OR bulletin board
- Glue Sticks
- Push Pins (if using the cork or bulletin board approach)
- Happy picture of oneself
- Pictures, Images, Words, Photographs that a person has gathered to represent their desires, dreams

On a large sheet of paper (or pizza box cardboard), a circle is drawn and divided into 8 equal parts. Each slice is titled with one of these headings:

Home Health & Fitness Family Love Life
Other (student choice) Personal Development Career Friends

Students are instructed to fill each "slice" with impressions of their life in the above areas: the things they desire, the things they have and treasure, and the things they really want. They can use magazine pictures, illustrations, or photos. The focus should be only on what they truly value. They should make it colorful and attractive. This is their Treasure Map. Maps should be hung somewhere they can see them and be inspired.



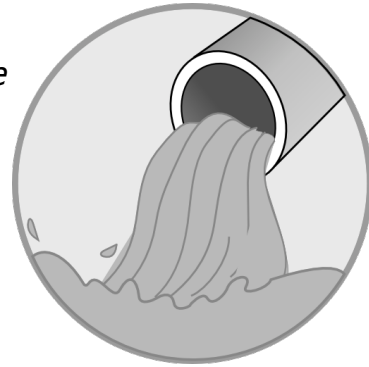
Lesson 4

Essential Question: "Am I a bucket or a pipe?"⁹

Key quote from story: *"Perhaps you should give them to someone who needs them."*

Objective/Learning Goal:

The student will explore generosity and its relationship to happiness.



Materials:

- You Are Mine by Max Lucado
- Journal
- Venn diagram
- 3 or 4 mugs or cups, per team
- Pennies (at least 8 per student). Coins are best because of their monetary value, but other small objects of similar weight can be used.
- Colored Tape to make lines on the floor

Anticipatory Set/Engage the Students (15 min.):

Penny Toss- The objective is for students to see that to gain money they must give up money.

How to Play Opening Game:

Determine how many teams are needed (limit 8-10 per team). Three mugs or cups are set up on the floor in front of each line of students, leaving about a hand span space between the mugs. Three lines are marked with the tape. The first line is placed right in front of the mugs, the next line half way across the room, the last line further to the back. Each student is given three pennies. The teacher explains that the goal is to get the pennies into a mug. The students line up behind the first line and everyone tosses a penny (one chance, one penny). Students who make it into a mug are given two more pennies. The one who tossed and missed gets nothing. Once everyone has gone, students move to the next line back and repeat this. Again, the winners are given two more pennies and the losers get nothing. Once they get to the last line and everyone has had a chance, the remaining students compete until there is just one student left. The last student to still have any pennies wins.

After the game the teacher will discuss with students the following questions:

- Was that game harder than you thought it was going to be?
- Do you think you would have had a better chance of winning if you had stayed at the first line the whole time?
- Did it make it harder to win since the only way to get more pennies was to give up the ones you already had?

⁹ Link, J.E.K. "Are You Living Like A 'Bucket' or a 'Pipe'?" "Stewardship Ministries". <https://vimeo.com/23162374>. Retrieved October 21, 2016.

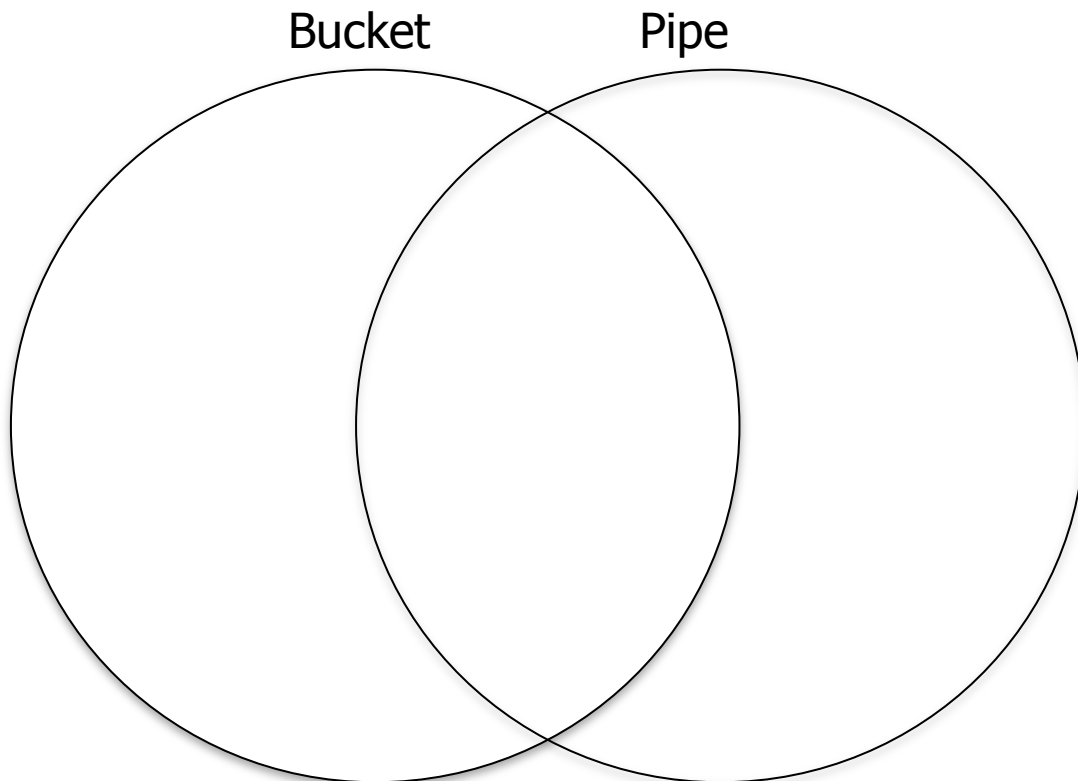
After the game the teacher can add comments:

- That was a pretty interesting game, right? To win, you had to get more pennies than anyone else, but in order to get more, you had to give up the ones you already had. That made it difficult, right?
- That's kind of how it is in life, isn't it? We own or acquire things—money, talents, time—and we have the choice of what to do with those things. We can have an attitude that says it's all about us, and we can choose to hold tightly to everything we have, making sure we never give anything away.
- Or, we can choose to have a giving heart.
- Which one do you think will work out better for us in the end?

Teach/Explain the Lesson (25 min.):

A Bucket or a Pipe?

Teacher will begin a discussion on the differences and similarities between a bucket and a pipe. They will instruct the students to title a new page in their journals, "Bucket/Pipe." Students are to draw a Venn diagram (two overlapping circles) under the title. The class will break into pairs, and the students will use the **Venn diagram** to write down their thoughts about how a bucket and a pipe are different and alike (the center area is for shared traits).



The teacher and students will discuss their findings.
Students will be asked what these two items have to do with giving.

Sea the Difference?

Teacher shares about the Dead Sea as a type of “bucket” (with no outlet) and the Sea of Galilee as a type of “pipe” (with a continuous flow). A bucket holds and a pipe channels water.

The teacher explains, “The **Dead Sea**, from the Hebrew meaning “sea of salt”, sustains no marine life. Why is that? Measuring 67 km long, 18 km wide, and 377 meters deep, it is one of the saltiest bodies of water on earth, almost 9 times saltier than normal ocean water. This level of salt content doesn’t allow marine flora or fauna to survive. Why is this body of water so salty and uninhabitable? While it receives vital water from the Jordan River, the Dead Sea keeps all that water to itself and never flows out because it is below the mean sea level. Over days and weeks of hot sun, water evaporates off the surface leaving the salts behind. This process creates a very salty and uninhabitable environment.”

“On the other hand, there is the **Sea of Galilee** that also receives water from the same Jordan River. While small in comparison to the Dead Sea, it is rich in sea life having over 20 types of fish. For centuries it has been a wealth of resources to fishermen and industries on and around the sea. Why is this sea so alive and vital? The answer is because the water it receives flows out constantly which also means it is continually receiving a fresh supply.”

The teacher should discuss the greater message here, and then lead into a discussion about generosity.

It is said, *“It is more blessed to give than to receive.”*

The teacher will ask students if they believe this statement and why or why not.

Guided Practice/Experience the Learning (25 min.):

Teacher asks students to find at the end of the story where Eli asks Punch to look out the window at the competing Wemmicks and read the dialogue where it says the following:

Eli: “Do they look happy? Do they look important?”

Punchinello answers: “Not at all.”

Eli: “Did I create them to act this way?”

Teacher will ask, “Do you agree with Punch’s answer? Why or why not? Were the Wemmicks acting more like buckets or pipes?”

Teacher points out that studies have been done that show that being generous and helping others actually makes us healthier and happier.¹⁰

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¹⁰ Chan, A. L. “7 Science-Backed Reasons Why Generosity Is Good For Your Health.” The Huffington Post (12/1/13). http://www.huffingtonpost.com/2013/12/01/generosity-health_n_4323727.html. Retrieved 10/21/16.

Teacher notes that sometimes we act stingy with our time, talent, and finite resources like there is not enough to share, but the teacher should tell students, Teacher will read through each of the following results of being generous and helping others:

- Lowers stress
- Increases job satisfaction
- Leads to success
- Decreases the mortality rate
- Creates a "cycle of good" that keeps on giving
- Lends toward happier marriages
- Decreases depression

"Love is one of the few infinite and self-sustaining 'resources' that we have available to us. Indeed, the more love you give, the more love you find in your heart to keep on giving."¹¹ A person may not have a lot of material resources, but they always have love to give when they look for it in their hearts. Even giving one's attention to someone is an act of generosity. The teacher tells students to think about this when they next spend time with friends or family and focus entirely on their cell phone.

Independent Practice/Evaluation (15 min.):

Students will examine how they can be generous with the gifts, talents, and other resources they possess.

"Time, Talent, Material Resources Inventory"

Teacher instructs students to create a 2-column table on a new page in their journals with the headings "My Time, Talent or Material Resources" on the left and "Acts of Generosity" on the right.

Teacher solicits some ideas to get students working on this exercise. Students list at least 6-8 talents/skills and finish on their own. Students should be reminded that it's easy to think of material things they might have to give away, but what if they didn't have any material things to give? Teacher asks students, "What are some examples of things that don't cost anything to give?"

¹¹Baldino, R. "How To Handle 'Emotional Stinginess' in Human Relationships." Sixwise.com (2009). <http://www.sixwise.com/newsletters/06/08/30/how-to-handle-emotional-stinginess-in-human-relationships.htm>. Retrieved 10/21/16.

You are important not because of what you have but because of who(se) you are.

My Time, Talent, or Material Resources	Acts of Generosity
Ex. I have Saturdays free	Help with household chores
Ex. I sing or play an instrument	Offer to entertain at seniors' homes/OR Help someone who is learning to play my instrument
Ex. I enjoy little children and they like me	Be a Big Sister or Brother/ OR babysit for friends/OR play with a disabled child
Ex. I have a cell phone	I can help my friend do research

After 10 minutes, the group comes back together and shares answers if there is time.

Closing Remarks (5 min):

"Punchinello learned that he was loved and accepted by his creator, Eli. He rested in the knowledge that he was fully accepted. He didn't need to prove to anyone that he was valuable and important. Knowing that we belong to someone or something greater than ourselves makes a difference. It can lead us to have an inner passion to use our time, talent, and material resources to fulfill a greater purpose for the good of many, not just to be a bucket and fill a self-centered need for more stuff. Billionaires are recognizing the satisfaction of giving. Go to www.thegivingpledge.org to see the commitment many of the world's wealthiest individuals and families have made to philanthropy."

Check for Understanding:

Before class is over, teachers have the students give them their journals with the completed assignment(s) in addition to any surveys or handouts. The teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the material before passing them back at the beginning of the next lesson.

You are important not because of what you have but because of who(se) you are.

Extra Activities

Journal (10 min.): Teachers instruct students to write their thoughts about this quote from Lao Tzu:

"The wise man does not lay up his own treasures. The more he gives to others, the more he has for his own."

Word Search¹² Find and circle the words from the list below

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

FREE GENEROUS GIVING STINGY UNSELFISH GOOD DANT ALTRUISTIC BENEVOLENT BOUNTIFUL	CHEAP DONOR GOOD MAGNANIMOUS MISERLY PHILANTHROPY SELFISH SHARING
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¹²Made with PuzzleMaker.Discovery Education.<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>. Retrieved October 21, 2016.

Egg-Stra Generosity Activity (10 min.):

Teacher provides a clear container with enough water to completely cover an egg by at least an inch. The egg is gently placed in the water and students watch it sink. Teacher leads a discussion explaining this is how a sad person feels who is in need of generosity. Students discuss ways they could make this classmate feel better. What things could someone say or do with that person? Teacher must be sure to identify class behaviors that could have led to someone feeling so down. Not doing these things and apologizing for past behaviors are also things that can be done. Once this list has been created, the egg should be removed and salt stirred in the water. 1/4 cup of salt for every cup of water in the container will be needed. With each spoonful that is put in, the teacher will name one of the suggestions that the class gave earlier. The water is stirred after every spoonful. Once all the salt is stirred in, the egg is placed back in the water. It should now float. The teacher explains that the egg is now being supported by the generosity of their classmates. Everyone discusses what kind of culture the school would be if they kept in mind all of the suggestions of how to treat someone with all of their relationships at school. The water in the container should be compared to the culture in a classroom or school. Teacher asks what kind of "water" do students want to be surrounded with?

Wet Sponge Relay (15 min.)

Teacher divides the group into teams for a relay race. Each team needs 2 buckets, one full of water placed at one end of the field and an empty bucket at the other end. Each team lines up single file behind the empty bucket. One at a time, they run to the other end of the field to the full bucket, use the sponge to soak up water from the full bucket, run back with the wet sponge to the empty bucket, and squeeze it out. The first team to empty the full bucket wins.

"Generosity" Skits (30 min.)

In groups of 3-4, the students pick one (or more) of the examples below and think of how generosity can be demonstrated by these different types of people. (They are given 5-10 minutes to prepare a skit. Then everyone comes back to the large group and acts out the skits.)

Doing something good:

1. ____ a successful business person
2. ____ a middle school student
3. ____ a working mom
4. ____ a stay at home wife
5. ____ a migrant laborer
6. ____ an older brother
7. ____ a restaurant owner
8. ____ an English teacher

Lesson 5

Essential Question: "What is proper stewardship?"

Key quote from the story: *"You're SPECIAL not for what you have but for who you are. You are mine."*

Objective/Learning Goal:

The student will define "stewardship" and examine what it means to properly steward time, talent, and material resources.



Materials:

- You Are Mine by Max Lucado
- Journal
- **VIP Ribbon Bookmark** as gift for each student (or other gift celebrating their importance)
- White paper (1 piece for each)

Anticipatory Set/Engage the Students (5 min.):

Teacher instructs students to listen carefully as they read this ancient wisdom story out loud:

A Story of the Good Steward

"Who then is the faithful and wise manager, whom his master will set over his household, to give them their portion of food at the proper time? Blessed is that servant whom his master will find so doing when he comes. Truly, I say to you, he will set him over all his possessions. But if that servant says to himself, 'My master is delayed in coming,' and begins to beat the male and female servants, and to eat and drink and get drunk, the master of that servant will come on a day when he does not expect him and at an hour he does not know, and will cut him in pieces and put him with the unfaithful. And that servant who knew his master's will but did not get ready or act according to his will, will receive a severe beating. But the one who did not know, and did what deserved a beating, will receive a light beating. Everyone to whom much was given, of him much will be required, and from him to whom they entrusted much, they will demand the more."

The teacher will discuss from the story what it means to be a good servant/steward.

Teach/Explain the Lesson (15 min.):

Teacher instructs students to copy the vocabulary word "stewardship" and the definition in their journal as the teacher writes it on the board:

Stewardship (n.) Is *"the careful and responsible management of something entrusted to one's care; for example: stewardship of natural resources."*¹³

¹³<http://www.merriam-webster.com/dictionary/stewardship>. Retrieved 10/21/16.

Teacher states that, at its core, *stewardship* is actually about relationship more than material things. Someone (i.e. the Master) *entrusts* something (i.e. material goods or activity) to another (i.e. servant/steward). A servant/steward is not the owner but is concerned with the collective good of all, not just opportunities for him/her to advance. Teacher leads a discussion of the following:

1. What was the steward (the faithful, sensible man) given the responsibility to do; what was his "job description"?
(Answer: *He was to look after the master's household matters to improve and add value to the master's resources.*)
2. Describe how the steward demonstrated his faithfulness.
(Answer: *He was faithful to care for the Master's belongings. He was expected to do this even when the master was not there.*)
3. What was his reward(s) for his faithfulness? (Answer: *He was entrusted with greater responsibilities and honor.*)
4. How did he treat the Master? (Answer: *He honored him with his trust and his careful and responsible management of the Master's property.*)

The teacher should make the point that the position given to the steward was a position of *mutual trust* and accountability established on faith that each party would keep their vow or commitment to the other even when the other was not present.

Teacher explains, "Today, environmental concerns make understanding proper stewardship an urgent priority for everyone. For example: What about a local park that is full of trash? What about overuse of disposable goods? What about air pollution? How are we [human beings] entrusted with stewardship of the environment? To whom are we accountable?"

Students will think about the definition of "stewardship" as they look at two important concepts - dominion and domination.

Guided Practice/Experience the Learning (30 min.):

Teacher writes on the board these two words:

Domination versus Dominion

Teacher states, "Some people think that since humans are the most intelligent life form on earth that they can treat the earth however they want. This perspective is shortsighted and can be a license to use and abuse resources with no regard for creation itself or for others."

"This brings us to two concepts of domination versus dominion. Domination is about having power over someone or something for the purpose of control. Dominion stems from love and mutual respect within the context of relationship."

Teacher instructs students that under the definition of "Stewardship" in their journal they are to write these definitions below as the teacher dictates:

Domination is *"to have control or power over someone or something."*¹⁴

Dominion is *"the power to rule: control of country or region."*¹⁵

Teacher states, "While the two seem similar because both involve a type of control, they are vastly different. One takes authority with power over others or over creation, often resulting in a greedy power grab. The other involves a nurturing power over others or over creation with the end purpose of benefitting all involved. "

Domination says:

I deserve this.

I am in charge.

I believe it should be my way.

I will make it happen.

History shows that domination can lead to cruelty and destruction.

Dominion says:

I do not deserve this.

What a privilege I have!

I believe in something bigger than me.

I will help this to develop carefully.

History shows that dominion can lead to generosity and growth.

Teacher tells the students that dominion is the basis for a proper stewardship perspective. Proper stewardship, at its root, is a matter of respect for one's self and others. It means that everyone is to carefully and responsibly manage what is entrusted to them for the greater good.

Teacher breaks the class up into small groups of 3-5 people. Each group will create a skit demonstrating examples of both good and poor stewardship. For example: good and poor stewardship of school supplies, community property, their own body. An example could be on a bigger industrial or global scale. (Students are given 10 minutes to prepare and 3 minutes for presentations.)

¹⁴ Ibid Merriam-Webster Online Dictionary

¹⁵ Ibid Merriam-Webster Online Dictionary

You are important not because of what you have but because of who(se) you are.

When skit planning is completed, students come back to the larger group and share their skits. Then the following should be discussed:

From the story students answer the following questions:

- In You Are Mine, how did Punch steward his time, talent and resources?
- Eli says to Punch, "You're special not for what you have but for who you are. You are mine." How did the awareness of this relationship change Punch's stewardship of his resources?
- How can Punchinello better develop and use his time, talent, and resources to add value to his community?

Independent Practice/Evaluation (10 min.):

A Personal Stewardship Check-up:

Teacher instructs students to write in their journals a list of 3-5 things that are entrusted to them (looking after siblings, leadership in school club, household chores, etc.). Students will include the following:

- State who entrusted them with these.
- Evaluate how they are stewarding them: with love and responsibility or with power and control.
- For each item on the list write out a sentence like this:

_____ (who) has entrusted me with _____ (the task or responsibility).

I am stewarding this responsibility well because _____.

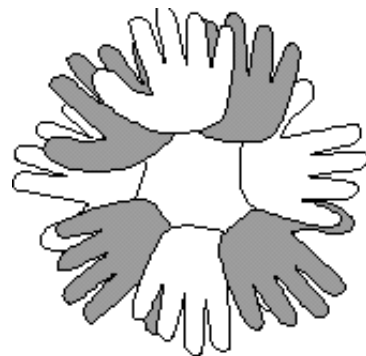
OR

One way I can be a better steward of this responsibility is _____.

End the program with a Celebration

Give Stewardship a High Five! (25 min):

Teacher asks each student to trace his/her hand on a piece of paper and cut it out. Students will write on the hand something they could give or do to show generosity or good stewardship within their school, home, or community, and then color the hand as they want. All the hands will be used to spell the word "Stewardship" on the wall. .



The teacher can place the title above it, "Give Stewardship a High Five." They should remember to **AWARD GIFTS**. Students can be given a **V.I.P. Ribbon bookmark**, or color in a bookmark to keep as a gift reminder of the teaching. Everyone can celebrate with cookies, cake, or some other treat.

Closing Remarks (5 min.):

"In the end, Punchinello came to recognize that his self worth is not based on what he owns but on how much he is loved and accepted by Eli, his creator. His acceptance from Eli determines the quality of his STEWARDSHIP, and as a result, he will approach the use of his time, talent, and material resources differently."

"Proper Stewardship begins with love: love for self, for others, for one's country, and love for all creation. We are entrusted with great responsibility for now and for the future. We are most happy when we are good stewards."

Check for Understanding:

Before class is over, the students give the teacher their journal with the completed assignment(s) in addition to any surveys or handouts. The teacher will want to review these before the next class to see if the learning goal was achieved. Positive feedback and constructive criticism should be written on the material before passing them back at the beginning of the next lesson.

Extra Activities

Journal (10 min.): Students will write about the following quote from stress researcher and author Amanda Enayati: *"As humans, we need to belong. To one another, to our friends and families, to our culture and country, to our world."*¹⁶

Punch's Journey Game (30-40 min.):

Students create a game board (a file folder or stiff paper) with steps depicting Punchinello's journey. (The template in the Appendix may be used.) 20 or more game cards should be created that take players forward or backward on the board with good or bad stewardship choices. (An example might be, "You gave away your old coat to someone in need. Move forward two spaces." Another example could be "You left the water running for five minutes when you brushed your teeth. Move backward 2 spaces." The path for players to move across the board to reach the final goal must be decided. Also, fun pieces for each player can be created. The game is then played with friends to see if it works.

Gift Coupons (15 min): Students create coupons to give to friends, family members, teachers, etc. that cost the student no money but gives time, talent, or material resources as a gift.

Good Stewardship In Action ideas (15 min): As a class, brainstorm ideas of how the class could demonstrate good stewardship. The class should then plan to do them! For example, pick up trash on the campus one afternoon after school, give cards of appreciation to the office staff, or clean the blackboards, etc.

¹⁶Enayati, A. "The Importance of Belonging." CNN Special (June 1, 2012).
<http://www.cnn.com/2012/06/01/health/enayati-importance-of-belonging/> Retrieved 10/25/16.

Lesson 6 EXTENDED LEARNING

Essential Question: "How can I make a difference?"

Key quote from story: *"Not only will I have the most, but I will go the highest."*

Objectives/Learning Goals:

The student will consider the impact of consumerism.

Materials:

- You Are Mine by Max Lucado
- Journal
- A kg weight scale
- Newspaper, tape/glue, scissors, chalk
- One trash bag for each participant
- **The Life Cycle of a Soccer Ball** (or for another product)
- **4 Rivers Writing Exercise**
- **Post Evaluation** to be administered at the at the end of the YAM program



Anticipatory Set/Engage the Students (15 min.):

A Giant in the Room objective is for students to see the largeness of a consumer "footprint" and be motivated to act on their consumer choices.

Teacher instructs students to use newspaper or other paper and make a giant footprint as large as possible, even up to the size of the room. (Students can use chalk to draw on the ground if paper is not practical.) Then the students step back and take a good look at the footprint.

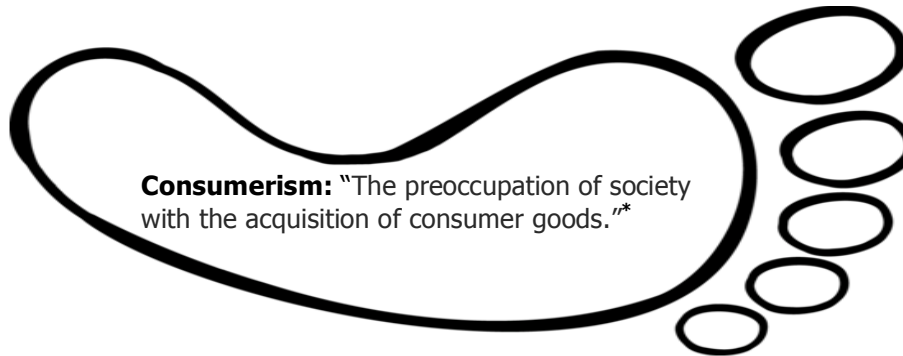
Teacher states, "Our consumption of resources leaves a GIANT footprint. What we buy and use has both short and long term consequences. It would be wise to be aware of what we consume, why we consume, and if it is necessary to make some changes."

Teach/Explain the Lesson (25 min.):

Trashy Subject

Teacher instructs students to work in pairs to find objects around the room that will fill a bag until it weighs 7kg (15 lbs.). Once everyone has a bag filled with 7kg of stuff (note: rocks, chairs, backpacks, etc. can be used to make up the 7kg), the students will pile the bags in the front of the classroom. The class takes a good look at their pile. The teacher explains that each bag represents the waste of one Chinese person per week. She tells students to imagine that pile multiplied by 52 weeks (364kg/person/year), and then multiply by 1.4 billion people. That's how much waste China creates in a year (509.6kg/year). The US produces 250 times more waste/year than China.

Students draw a giant footprint across the whole page of their journal. Inside the footprint they write the definition of **Consumerism**¹⁷:



Teacher explains, "According to recent statistics, China is now the world's biggest market for luxury goods, and the appetite is growing fast. It is estimated that 2016 will bring an expenditure of 34 billion euros (252 billion RMB).¹⁸ Consumerism is fast filling a void in the mind/heart/soul of the Chinese people who, like many peoples, seem to enjoy being defined by what they own."

Punchinello collected every ball and box he could in order to have the most possessions and feel important. Teacher asks students, "What might the consequences to the village be if each citizen of Wemmicksville did the same? If an individual collects boxes, it's one thing, but when it becomes a village-wide, nationwide, or global trend, what might be the larger consequences?"

Global trends, societal norms, and corporate actions have massive consequences for both good and bad. Students will write these "trend equations" in their journals (only the bolded equation):

1. **19 billion catalogues (USA)=53 million trees:** Americans receive 19 billion catalogues in their mailbox every year. Benefit: A booming e-commerce industry. Cost: 53 million trees are consumed to produce these catalogues that are thrown away after just a few minutes of reading.¹⁹
2. **Indonesia #1 producer of Palm oil=projected loss of 98% of their forest land by 2022:** Benefit: Indonesia is the world's #1 producer and exporter of palm oil, employing hundreds of thousands of people. Cost: The production results in the rapid loss of Indonesia's valuable forests.²⁰

¹⁷ Ibid. Merriam-Webster Online Dictionary

¹⁸ "Sales of Luxury Goods in China from 2010 to 2020". Statista (2016).

<http://www.statista.com/statistics/280369/projected-luxury-goods-revenue-in-china/>. Retrieved 10/21/16.

¹⁹ Aspan, Maria. "Environmental Groups Cutting Catalogue Stacks." The New York Times (11/19/07). http://www.nytimes.com/2007/11/19/business/media/19choice.html?_r=0. Retrieved October 21, 2016.

²⁰ Nelleman, Christian, Ed. "The Last Stand of the Orangutan" (2007). <http://www.grida.no/files/publications/orangutan-full.pdf>. Retrieved 10/21/16.

3. **Universal industrial use of plastics=2 massive ocean areas of plastics collecting in The Pacific Garbage Patches:** Benefit: Major convenience in packaging and shipping. Cost: The Pacific Garbage Patch is a vortex of microscopic plastic debris in the ocean creating toxic chemical and particle pollution for marine life.²¹
3. **Global use of Electronics=20-50 metric tons of eWaste a year:** Benefits: Greater productivity and connectivity globally. Cost: China recycles 70% of global eWaste. Improper recycling is "directly responsible for deteriorating human and environmental health on China's east coast."²²
4. **Total # of video game consoles globally=2.4 billion gallons of crude oil:** Benefit: Fun entertainment along with development of certain brain skills. Cost: 2.4 billion gallons of crude oil used to produce the plastic consoles is 4 times Italy's yearly consumption of oil.²³

Guided Practice/Experience the Learning (20 min.):

Here's a list of actions or "Qualities of Being a Responsible Consumer"²⁴:

1. Look at where products are made.
2. Buy sustainably, locally, or DIY/Do It Yourself.
3. Know the supply chain policy of brands.
4. Campaign for worker's rights.
5. Consume less.

Teacher instructs students to form small groups of 4-5 people. A soccer ball, a picture of a soccer ball, or another consumer product for which the specific lifecycle is known is provided. In their group, students are to discuss what they know about soccer balls (or the other product found) using these questions the Teacher writes on the board to guide the discussion:

Discussion Questions

1. Where is the item made?
2. How far did it travel to get to you?
3. What is it made from?
4. What else was needed to make this item?
5. How often and for how long do you expect to use this item?
6. How much did it cost to purchase?
7. How much does that mean each use costs?
8. When you no longer need this item, where does it go?
9. What will happen to it then?
10. How is this a problem?
11. What else could be done?

²¹"The Great Pacific Garbage Patch". National Geographic Encyclopedia Online.<http://nationalgeographic.org/encyclopedia/great-pacific-garbage-patch/>. Retrieved 10/21/16.

²²"70% of Annual Global eWaste Dumped in China." China.org.cn (may 24, 2012).
http://www.china.org.cn/environment/2012-05/24/content_25461996.htm. Retrieved 10/21/16.

²³Constanza, T. "The Environmental Impact of Video Games." Silicon Republic (July 10, 2012).
<http://www.siliconrepublic.com/new-media/item/28205-the-environmental-impact-of>. Retrieved 10/21/16.

²⁴Ebbitt, K. "How to be a Responsible Consumer." Global Citizen (March 18, 2015).
<https://www.globalcitizen.org/en/content/how-to-be-a-responsible-consumer/>. Retrieved 10/18/16.

Teacher reads the **Life Cycle of a Soccer Ball** (see Appendix), or if another item was chosen, teacher reads about its full lifecycle from raw materials to expendable waste. Then the teacher will discuss:

1. What did you learn about this product?
2. What was most surprising?
3. How does that relate to being a responsible consumer?

Independent Practice/Evaluation (20 min.):

Students will have an opportunity to get creative!

Teacher introduces this activity by saying, "Many global activists see a future of doom and gloom for our planet, but they don't take into account mankind's creativity and ingenuity. Without a doubt, we **MUST** be responsible consumers. However, we also need to cultivate creativity and ingenuity with the hope that we will develop inspiring solutions to today's global issues. Imagine, you could be the one to discover the next reusable fuel source, or you could invent a device that changes the way wireless signals are transmitted!"

Students are to complete the following exercise to get their creative juices flowing.

Tracking the Four Rivers²⁵ Exercise

Teacher prepares ahead to have art supplies like color markers, magazines, glue, paper, scissors, etc. for use in student journal work.

Introduction: Cultural anthropologist and educator, Angeles Arrian, utilizes the "Four Rivers of Experience"- Inspiration, Surprise, Challenge, and Love - to cultivate creative thinking. Students unleash their imaginations while answering these questions in their journals. Students should feel free to use available art supplies to sketch, doodle, or otherwise express themselves. Teacher encourages students to try to fill at least one page per question.

1. **The River of Inspiration** that lights the creative fire is known by Indigenous cultures as the fire that does not need wood. "***What inspired you recently? What inspires you in general?***"
2. **The River of Surprise** is about flexibility and resilience in response to what may come one's way. The Inuit people say that there are two plans to everyday: my plan and the mystery plan. Surprise shows a person where they are still flexible. "***What surprised you recently? How can that surprise be positive?***"

²⁵ Arrien, A. "The 4 Rivers". "Social and Emotional Curriculum: Self Reflection." Edutopia (January 30,2012). <https://www.edutopia.org/blog/7-doors-door-3-randy-taran>. Retrieved 10/21/16.

3. **The River of Challenge** offers an invitation to grow, stretch, to reach beyond the knowable, to observe when one feels challenged and let it be a source of strength. Accepting challenge allows the creative muscle to be developed. ***"What challenged you recently? What challenges you in general? Can you think of a positive response to your challenges?"***
4. **The River of Love** is an examination of the things that have great meaning in a person's life which can give a strong sense of gratitude and connection to others. ***"What touched you recently? What do you love? Where is love in your life (not just with others but with personal delights)?"***

Students come back to the whole class and share their answers.

Teacher solicits from the students what has been the most valuable lesson for them in this curriculum.

Closing Remarks (5 min.):

"Let me sum up what we've explored through the YAM curriculum:

- ❖ **Jealousy and greed are destructive behaviors that are often attempts to satisfy a need to feel important.**
- ❖ **It can be costly to our mind/body/soul to seek importance from the wrong things.**
- ❖ **Our actions should reflect our core values.**
- ❖ **Giving is a key to happiness and you always have something to give.**
- ❖ **Love is the best motivation for properly stewarding our resources.**
- ❖ **We are a valuable part of something bigger.**

Finally, the key learning we want to leave with you is, 'You are not important for what you have, but for who and whose you are.'"

Extra Activities

Journal (10 min.): Students will write about the following quote by Mohandas Gandhi:

*"There's enough on this planet for everyone's needs but not for everyone's greed."*²⁶

Green Engineering Video (3 min.):

25-year old Jennifer Chua is a design engineer for "Method" which is a "green" company. Her job is to package the company's products in a way that is renewable and environmentally friendly. Students will watch the video.

<http://pbskids.org/designsquad/video/package-design/>

²⁶ Gandhi, M. as quoted in "The Earth Provides Enough to Meet Everyone's Need." The National Opinion (March, 2011). <http://www.thenational.ae/thenationalconversation/comment/the-earth-provides-enough-to-meet-everyones-needs>. Retrieved 10/25/16.

“Green Future” Poster Contest (30 min.):

Materials:

- Poster board or large paper
- Markers and art materials
- Computer graphics, old magazines

In small groups of 3-4, students are to create a poster to depict a “green” lifestyle or invention (real or imagined) of the future. The class can pick the winner. The posters can be displayed around the classroom for reminders.

Make a Solar Oven from a Pizza Box and cook a delicious dessert (60 min):

Supplies for each solar oven:

- A pizza box (or flat box with a lid)
- A roll of aluminum foil
- A craft knife or scissors, ruler, and marker
- One sheet of black construction paper
- Clear plastic (use 1-3 sheet protectors)
- Clear plastic packing tape
- Graham crackers (flat cookies), chocolate bars, and marshmallows
- A 20cm stick (for propping the lid open)

Directions for oven making:

- Cut a square along three sides of the top of the pizza box, leaving a one-inch border. Leave the back edge of the square intact to make a flap that will bend up and prop open with the stick.
- Wrap the bottom side of the flap in aluminum foil, shiny side out. Keep it as wrinkle free as possible.
- Place a piece of pre-cut foil (shiny side up) on the inside bottom of the pizza box.
- Place one sheet of pre-cut black construction paper on top of the foil.
- Tape clear plastic (or sheet protectors) to the underside of the lid to seal the opening created by the flap (making a “window” into the oven). Make it as airtight as possible sealing around the edges.

Directions for cooking “s’mores” (slang for “some more”):

- For each “s’more”, place two graham cracker halves on the black construction paper inside the box. Top one with a marshmallow and the other with a square of chocolate.
- Close the box and place oven outdoors in direct sunlight. Use a stick to prop the flap up at an angle that will reflect the most sunlight into the box.
- Within an hour (sooner if it's a really hot day), the chocolate squares and marshmallows should melt enough to assemble the two sides into a “s’more” sandwich.

Umbrella Solar Oven (20 min.):

This is an umbrella lined with aluminum foil.

Materials:

- Old umbrella
- Aluminum foil
- Metal cup painted black
- Bailing wire, pliers

Directions:

Open the umbrella. Cut off the handle at the focal point making sure the umbrella stays open and the underside is turned up to face the sun. Line the umbrella with aluminum foil. Make a wire stand or hook to hold a black cup at the focal point of the umbrella. It takes about 15 minutes to heat a cup of water.

To do:

- Put your hand quickly in and out of the focal point to feel the heat.
- Heat water for tea or hot chocolate.

Change the Way You Think (20 min.):

Watch The Ping Pong Ball Story

Students will watch this video (14 min.) on how world famous Nittaku Table Tennis Balls are made: <https://www.youtube.com/watch?v=noxZ2D4Zcjo>. As they watch, students should keep in mind the time, machinery, and resources needed to produce the balls multiplied by the number of balls sold each year. According to WikiAnswers, there are 100 million ping-pong balls made each year. This "cost" is registered as a carbon "footprint" to environmentalists. Students become aware of how one product like ping-pong balls makes a big impact on the human and earthly environment.

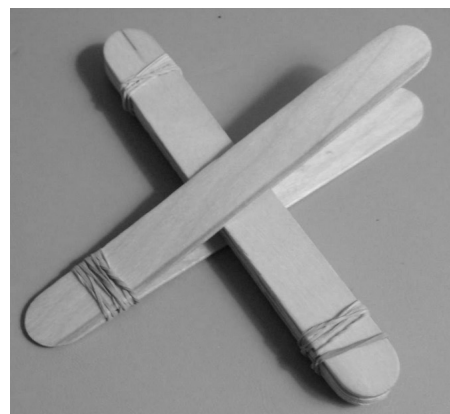
Ping Pong Pop Fly²⁷ (30 min.):

Materials needed:

- Duct tape
- Rubber bands
- 3–5 paint stirrers or large ice cream sticks
- 1 Ping-Pong ball
- 1 wooden block or spool
- 3-oz paper cup

Students will brainstorm and design in teams of 3-5. Using only the listed materials, students will make something that launches the ping-pong ball high enough so it can be caught with the cup. They should think about using levers that can convert a small motion into a large motion.

Hint: If students are stuck, the teacher can show them the picture for one solution.

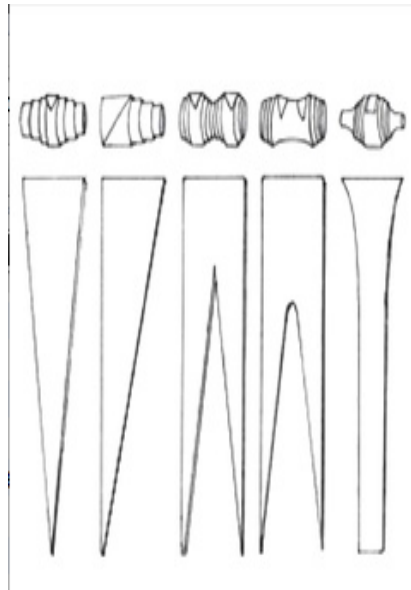


²⁷ PBS Kids Design Squad. <http://pbskids.org/designsquad/build/pop-fly/>. Retrieved 10/21/16.

Recycled Paper Bead bracelets (30 min.):

Materials needed:

- Colorful pages from old magazines, junk mail, calendar pictures, brochures or pieces of gift-wrapping paper (Teacher should suggest choosing colors the student enjoys and one with a glossy finish.)
- A paper cutter with marked measurements or a utility knife/scissors and ruler
- A glue stick
- Wooden toothpicks
- Clear nail polish
- Elastic beading cord (about 25cm) for wrist
- Small (cuticle) scissor to trim



Directions:

Use a paper cutter or a utility knife or scissors.

Starting at either the bottom or the top of the page, cut the page into 1.25cm strips each about 20cm long. The entire page may be cut into strips or cut at least four strips for the bracelet.

Next, cut each strip in half on the diagonal. To make one mixed bead bracelet, use 8 diagonally cut, long, "triangle" shaped pieces of paper. The paper must be diagonally cut. More complex designs can be found online or see the diagram.

Take a toothpick and one paper strip. Roll the WIDE end of the paper strip completely around the toothpick ONE rotation. Next, take the glue stick and quickly cover the remaining paper surface with glue running the glue stick over the paper twice. Any excess glue should be wiped from your hands.

Next, tightly roll the paper slip around the toothpick, and then slip the paper "BEAD" off the toothpick. It should slide off easily since the glue was not applied to the section of the paper that directly touches the toothpick.

Note: This opening made by the toothpick will provide the space to string the beads onto the bracelet cord so check to make certain it is not too small. The glue will set up on the finished beads while the remaining paper beads are coiled.

Select a finished/glued bead and place upon a toothpick and "polish" with the clear nail polish. The polish dries in less than 5 minutes.

After the beads are dry, use the cuticle scissors to trim away any tiny paper tags that are not completely glued/ sealed in place.

Different cuts of paper produce different shaped beads. See diagram.

You are important not because of what you have but because of who(se) you are.

A Real EYE-OPENER (15 min.):

Art and Awareness: the beginning of making changes

Artist Chris Jordan depicts the massive and unimaginable numbers of the daily use of plastics in US alone in his startling visual artwork. His website is www.chrisjordan.com.



That's 15 minutes of cup consumption depicted above in this piece.

From the artist: "We [in the US] use four million cups a day on airline flights, and virtually none of them are reused or recycled. They just don't do that in that industry. Now, that number is dwarfed by the number of paper cups we use every day, and that is 40 million cups a day for hot beverages, most of which are coffee. I couldn't fit 40 million cups on a canvas, but I was able to put 410,000. That's what 410,000 cups looks like.

And if you could actually stack up that many cups in real life, that's the size it would be. And there's an hour's worth of our cups." (See his website for more art of this nature.)

Again, Jordan depicts the use of plastics in this piece called: Plastic Bags (below), 2007. The painting measures 60x72 in. (1.57m. x 1.83m.).

Look for a close-up and distance shot of 60,000 plastic bags, the number used in the US every five seconds.

Café Latte Video (2 min.):

Students will look at the use of water in making one Café Latte as shown in this World Wildlife Fund YouTube, "Change the Way You Think About Everything."

https://www.youtube.com/watch?v=nDTmjR_GG1w

You are important not because of what you have but because of who(se) you are.

Appendix

Lesson 1 Handouts

Jealousy Test

(Objective: Students will begin to distinguish examples of jealousy versus examples of hard or sad feelings and identify with what jealousy feels like.)

Teacher will pass out one green card and one white card to each student, and then read the following statements. They will ask students to determine whether or not they believe the statement includes or describes jealousy. If they think it is jealousy, they hold up the green card. If they think it is neither, they hold up the white card. It's important to discuss any differing views.

Teacher will read the following statements:

1. Your friend gets a new pair of shoes. You would like a pair just like them.
2. Your brother or sister gets a gift for holiday that you think is better than yours. You ask yourself why you didn't get a gift as good as theirs.
3. Your best friend is exuberantly talking to someone else. You begin to feel upset inside.
4. You win the math contest at school. Your friends come up to congratulate you.
5. Someone takes your place in the starting lineup on the basketball team. You determine in your heart you are going to work hard and get your starting place back.
6. You dislike someone because he or she is a better student than you.
7. You see your friends at the mall and they didn't invite you to join them. You feel like going up to them and telling them how mad you are.
8. You and your friend await the decision on election to youth council at your school. Your friend just gets elected; however, you did not. You are disappointed, but you understand that next year you can try again.

Students will think about:

Is it wrong to work hard for something as in statement #5?

Is it wrong to be mad about something and express it as in statement #7?

Why or why not?

TRANSITION: Jealousy can rear its ugly head at any time. Whether it is over relationships, material possessions, or circumstances, feelings of jealousy can be destructive.

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Story Plotline Worksheet

Name: _____

The Rising Action:
All the build up in the story to what is important

Exposition:
The introduction material

The Narrative Hook:
Grabs your attention

The Climax:
The single most important event in the story

The Falling Action:
What happens as a result of the climax

The Resolution:
The end. Everything goes back to normal.

Lesson 3 Handouts

Core Values Exercise

Step 1 Check off all those values you think are most desirable.

Step 2 Go back again and limit this list to 8.

Step 3 Define each one.

Step 4 Rank them in order of importance. (Compare them in pairs and ask which one would you honor first in any given situation.)

Step 5 Place them in the Top Values Chart.

Accomplishment	Education	Independence	Pleasure
Accuracy	Environment	Equality	Power
Adventure	Integrity	Intelligence	Personal Growth
Approval	Excellence	Joy	Perseverance
Beauty	Fairness	Justice	Privacy
Challenge	Faith	Knowledge	Prosperity
Change	Family	Leadership	Punctuality
Cleanliness	Flexibility	Love	Purpose
Commitment	Freedom	Loyalty	Strength
Community	Friendship	Meaning	Success
Compassion	Fulfillment	Modesty	Teamwork
Confidence	Fun	Money	Tolerance
Competition	Generosity	Nature	Tradition
Confidence	Genuineness	Obedience	Trust
Creativity	Gratitude	Open-mindedness	Truth
Decisiveness	Hard work	Optimism	Variety
Determination	Harmony	Orderliness	Vitality
Discipline	Healing	Perfection	Wealth
	Honesty	Perseverance	Wisdom
	Honor		Zeal

*(Add any others not listed.)

You are important not because of what you have but because of who(se) you are.

Top Values Chart

Name:

Date:

Now rank your values in the chart below:

Priority or Rank or Values	Brief Definition
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Gift of Giving Word Search²⁸

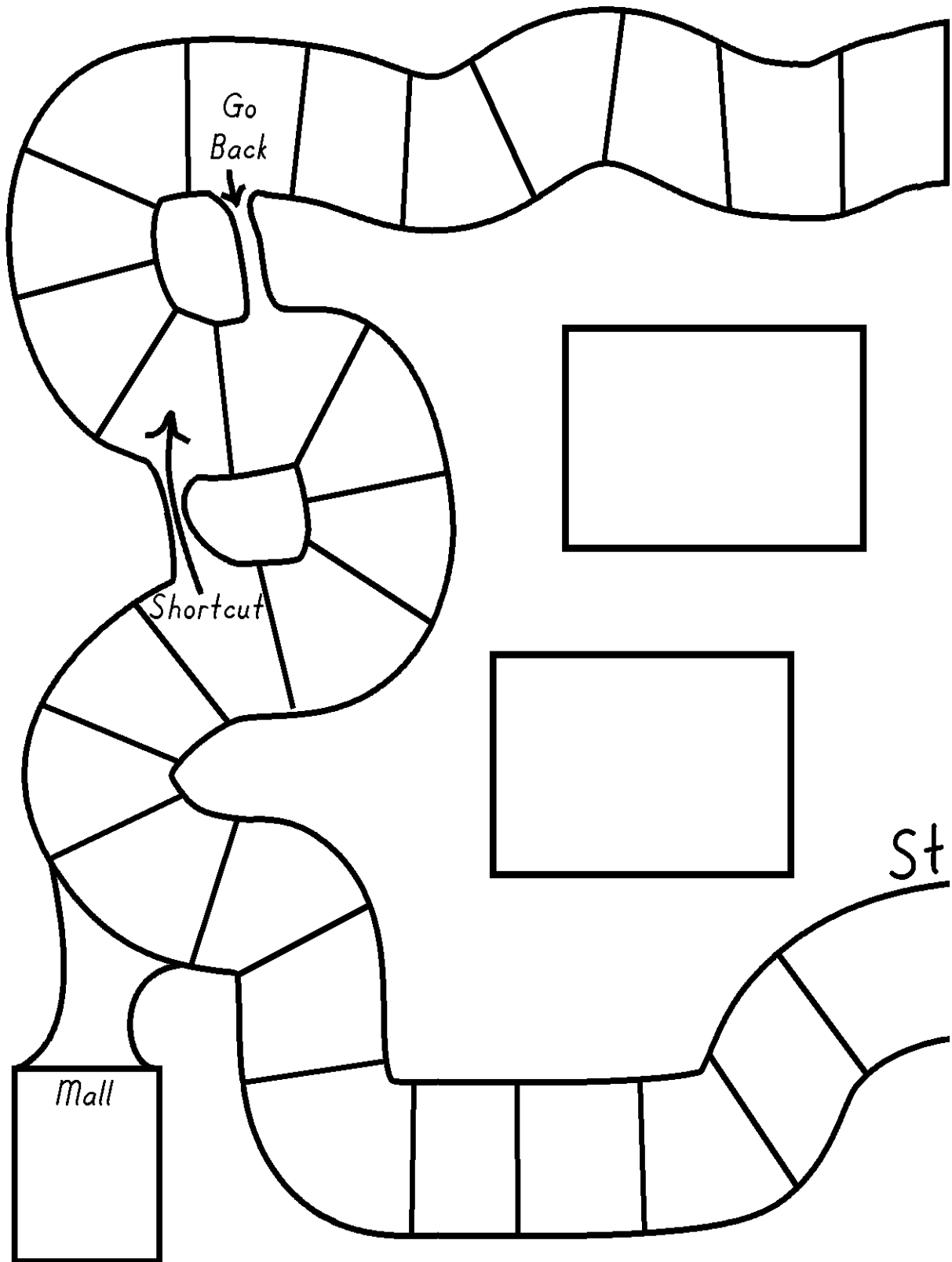
Find and circle the words from the list below

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

ABUNDANT ALTRUISTIC BENEVOLENT BOUNTIFUL CHEAP DONOR	GOOD MAGNANIMOUS MISERLY PHILANTHROPY SELFISH	SHARING STINGY UNSELFISH FREE GENEROUS GIVING
---	---	--

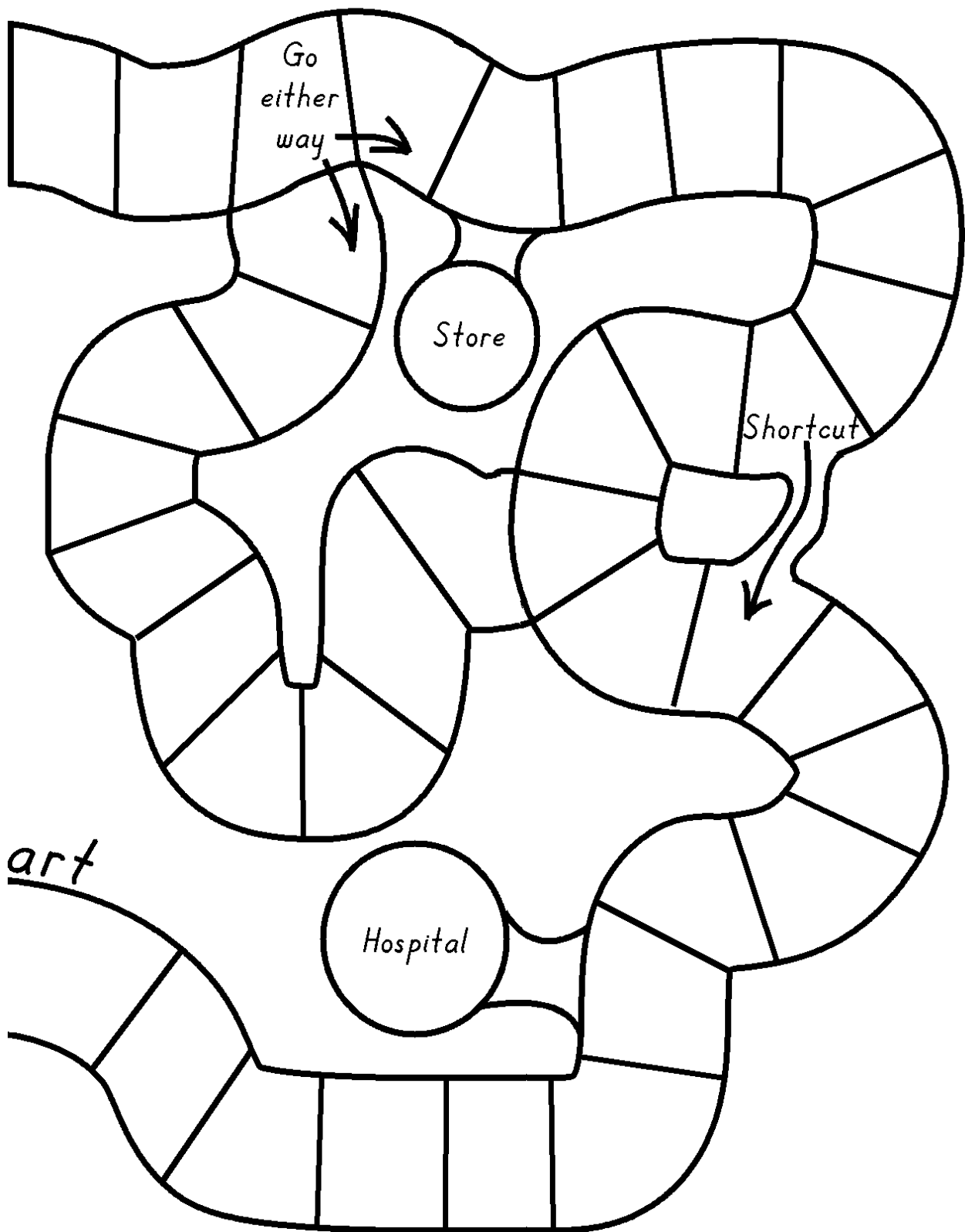
²⁸<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

Lesson 5 Handouts
Punchinello's Journey Game Board Template



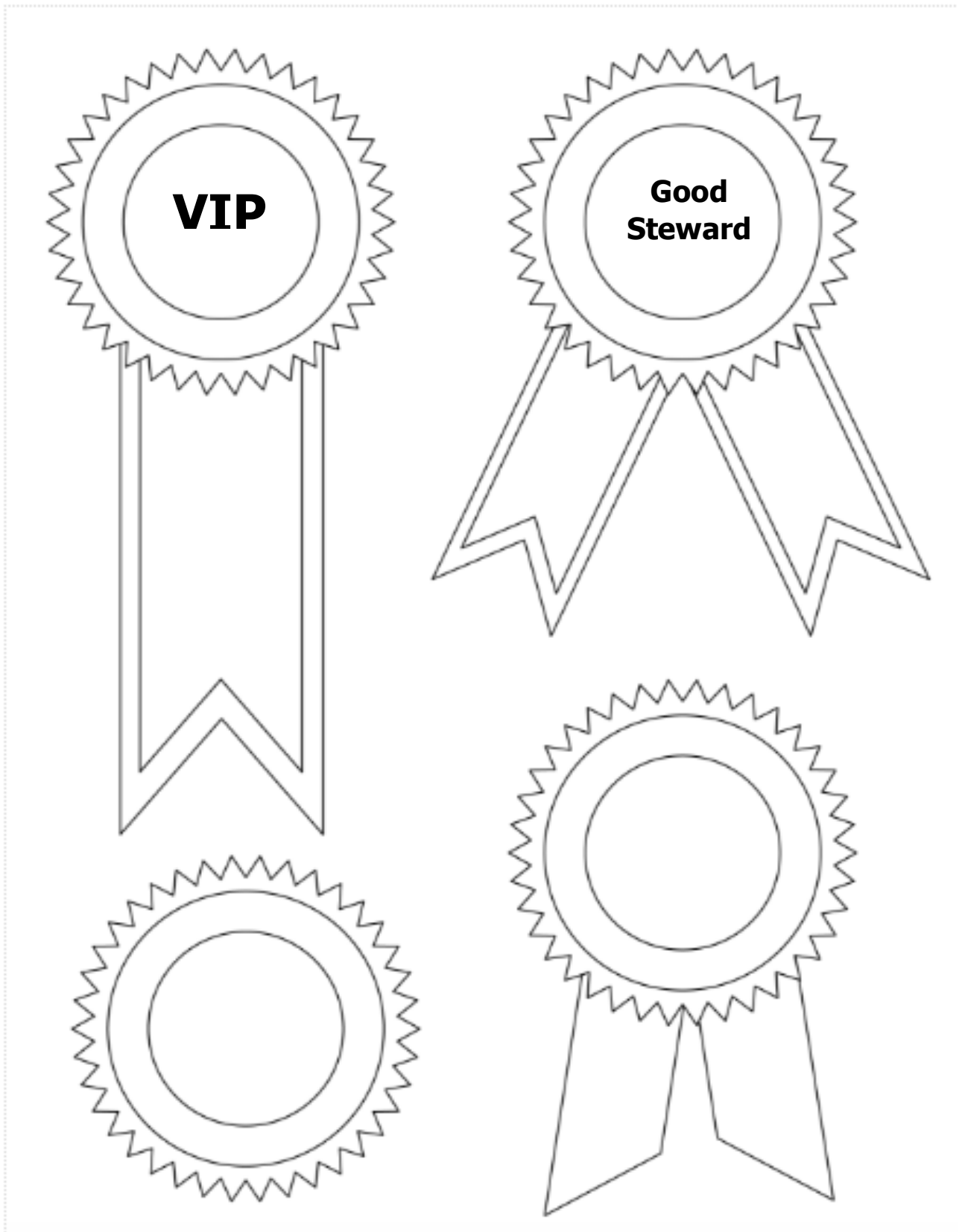
You are important not because of what you have but because of who(se) you are.

Punchinello's Journey Game Board (Con't)



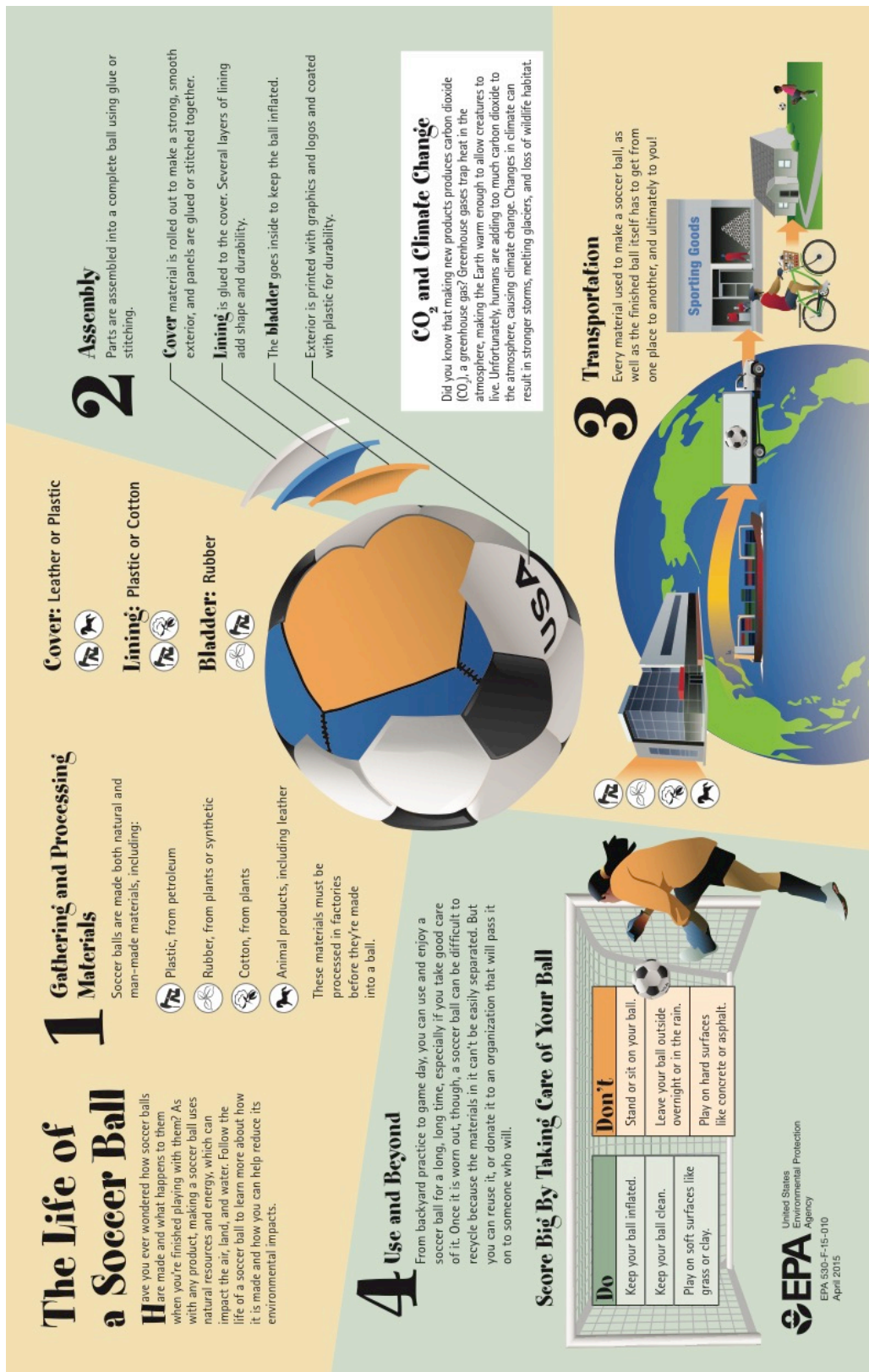
You are important not because of what you have but because of who(se) you are.

VIP Ribbon Template



Lesson 6 Handouts

The Life Cycle of a Soccer Ball ²⁹



²⁹ PDF Available online from the Environmental Protection Agency (EPA), https://www.epa.gov/sites/production/files/2015-09/documents/the_life_of_a_soccer_ball.pdf

You are important not because of what you have but because of who(se) you are.

Life Cycle of a Soccer Ball page 2

Upcycled Flowerpot

Do you have an old soccer ball that you can't use anymore but can't bear to part with? Why not try to extend its life by turning it into something else?

You will need:

- An old soccer ball
- Scissors
- Two small potted plants
- A pencil

Directions:

1. With your pencil, draw a line around the center of the soccer ball. This will be the line you follow to cut your ball in half.
2. Get an adult to help you cut the cover of the soccer ball. You may find that it is easier to cut along the panel stitching rather than trying to cut a straight line.
3. When the soccer ball has been cut, remove the lining and the bladder so that all that is left is the two halves of the cover.
4. Place your potted plant, with its pot, inside one half of the soccer ball. Do the same thing with the second potted plant and the other half of the soccer ball.
5. Place your potted plants in a spot that will help the plants to grow.



pollution. The manufacturing process can also produce wastes that must be disposed of in landfills.

Transportation.

In trucks, boats, planes, and trains to different locations where they are sold. All of these forms of transportation require fuel, which can contribute to air pollution and climate change. Buying products made closer to home may decrease the impacts associated with transportation.

Use and Beyond.

Using products designed to be durable and reusable instead of disposable reduces the need to create a new product from scratch. This saves resources and prevents pollution. Taking good care of your products or donating products that you no longer need extends the life of those products. Using products for other purposes or recycling them reduces waste and saves natural resources.

Gathering and Preprocessing Materials.

Products are made from materials found in or on the earth, such as trees or metal. Once materials are gathered, they must be converted into a form that can be used to make products. For example, paper is made from trees, but the wood has to undergo several different processes before it can be used as paper.

Getting to, gathering, and processing materials creates pollution, uses energy, and depletes our limited natural resources. Making new products from recycled materials reduces the amount of raw materials used during manufacturing, decreasing the environmental impact of these products. Also, designing products to be durable and repairable can extend the life of a product or help prevent unnecessary wastes.

Assembly.

Products are made in factories, which use electricity and other forms of energy that can produce



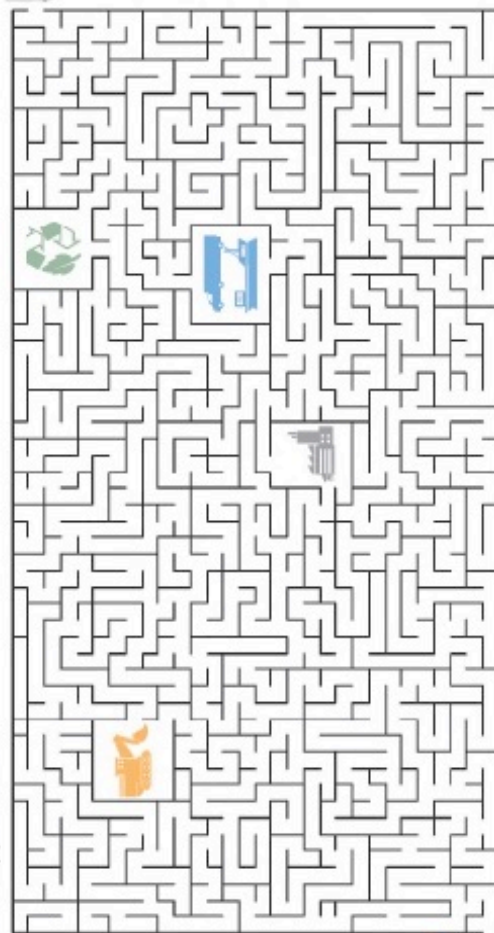


Extra Time Huddle

Now that you know what goes into making a soccer ball, see if you can apply those lessons to other products by thinking about and discussing the questions below.

- Think about some of the items you use each day. What raw materials are they made of? Where are they made? How long do they last?
- Transportation is required at every step of a product's life. What types of transportation are more environmentally friendly? How could they be made cleaner and more efficient?
- Sooner or later, everything gets worn out. What will you do with them when you can no longer use them? What are some ways you can reuse worn out products? Think about sports equipment, toys, beverage containers, etc.
- Sometimes, buying a new product is the only option. What can you do to reduce the environmental impacts of the products you buy? How do you know which products are more earth friendly?

Help John find his soccer ball by guiding him through the four stages of the life of a soccer ball. Use the symbols from this poster to help you find all four:



Start

Goal

4 Rivers Writing Exercise³⁰

1. **The River of Inspiration** that lights the creative fire is known by indigenous cultures as the fire that does not need wood. ***What inspired you recently? What inspires you in general?***

2. **The River of Surprise** is about flexibility and resilience in response to what may come our way. The Inuit people say that there are two plans to everyday: my plan and the mystery plan. Surprise shows us where we are still flexible. ***What surprised you recently? How is that surprise positive?***

3. **The River of Challenge** offers an invitation to grow, stretch, to reach beyond the knowable, to observe when we feel challenged and let it be a source of strength. Accepting challenge allows our creative muscle to be developed. ***What challenged you recently? What challenges you in general? Can you think of a positive response to your challenges?***

4. **The River of Love** is an examination of the things that have great meaning in our lives which can give you a strong sense of gratitude and connection to others. ***What touched you this week? What do you love? Where is love in your life (not just with others but with personal delights)?***

³⁰Arrien, A. "The 4 Rivers". "Social and Emotional Curriculum: Self Reflection." Edutopia (January 30,2012). <https://www.edutopia.org/blog/7-doors-door-3-randy-taran>. Retrieved 10/21/16.

Evaluation Overview

Pre and post-evaluations are not required for individuals implementing without New Song's direct oversight; however, they are strongly encouraged. In addition to the valuable information evaluations can provide to New Song for future program refinement, evaluations can also provide an organization insightful feedback as well. As such, the evaluations included may be revised/expanded upon based on data an organization feels to be the most important. Below is a list of the key data that should always be captured, regardless of the organization or implementation strategy. When a student receives the program, they only complete one pre-evaluation prior to Lesson 1 and one post-evaluation at the end of the program whether it ends with Lesson 5 or Lesson 6.

Pre-evaluations

Pre-evaluations are best implemented with no direct link to actual implementation. **This is why pre-evaluations should be conducted before the first lesson of any implementation.** The evaluations are anonymous, but age and gender along with location are helpful in evaluating data.

Necessary components include:

- Date, location, age, and gender
- Evaluation questions
- Scoring guide (for teacher's use only)

Post-evaluations

In addition to post-evaluations completed by students, it can also be helpful to attain feedback from co-implementers, parents, teachers with classrooms in which implementation will occur, the leadership of an organization which is implementing the program, etc. An Implementer's Evaluation has been included in the Appendix for reference. If any further advice is needed on this type of evaluation, New Song can be contacted.

Necessary components include:

- Date, location, age, gender
- Evaluation questions
- Did you receive a book? Y/N
- How much did you enjoy the YAM program?
- Which part of the YAM program did you like the best?
- Did you read the book to someone else? Who?
- Do you have any additional questions or thoughts to share? (Capture the testimonials.)

Implementer's Post YAM Survey

Organization/Individual:

Date of Implementation:

Date of Evaluation:

Location of Implementation (Province, City/Town):

Type of Implementation (Classroom, Camp, Customized):

No. of participants:

Age range of participants:

No. of volunteers:

Implementation Questions	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I feel good about how I implemented the program.				
2. My students responded positively.				
3. I believe the YAM program has been valuable to my students/participants.				
4. This program has been helpful to me personally.				
5. I see evidence that my students are better equipped for good stewardship now that they have done the program.				
6. I feel good about recommending this program to others.				
7. I hope to take another New Song training.				
8. I plan to do another New Song program implementation within (circle one):	never	6 months	Within 12 months	12+ months
9. Is this your first New Song implementation?	Yes	No	If no, how many implementations have you done? _____	
10. Please include actual testimonies from beneficiaries and volunteers about the positive benefits of the program.				

YAM Student's Pre-Evaluation

Location:

Date:

Age:

Gender: M F

Directions: Please circle the letter that best describes your agreement with each statement. Strongly Agree (SA), Agree Somewhat (A), Disagree Somewhat (D) and Strongly Disagree (SD). Remember, circle what is true for you now.

1. I feel that I'm a person of worth, at least on an equal par with others.	SA	A	D	SD
2. I feel that I have a number of good qualities.	SA	A	D	SD
3. All in all, I am inclined to feel that I'm a failure.	SA	A	D	SD
4. I feel that I am special.	SA	A	D	SD
5. I feel I do not have much for which to be proud.	SA	A	D	SD
6. I take a positive attitude toward myself.	SA	A	D	SD
7. On the whole, I think I have value just as I am.	SA	A	D	SD
8. I would like to have more respect for myself.	SA	A	D	SD
9. I certainly feel useless at times.	SA	A	D	SD
10. I believe I have a unique contribution to make to the world.	SA	A	D	SD
11. I believe that poor people are less important than rich people.	SA	A	D	SD
12. I consider myself a generous person.	SA	A	D	SD
13. I am worried about looking unsuccessful.	SA	A	D	SD
14. I feel I take good care of my material resources.	SA	A	D	SD
15. The more wealth I have, the more important I am.	SA	A	D	SD

YAM Student's Post-Evaluation

Location:

Date:

Age:

Gender: M F

Directions: Please circle the letter that best describes your agreement with each statement. Strongly Agree (SA), Agree Somewhat (A), Disagree Somewhat (D) and Strongly Disagree (SD). Remember, circle what is true for you now.

1. I feel that I'm a person of worth, at least on an equal par with others.	SA	A	D	SD
2. I feel that I have a number of good qualities.	SA	A	D	SD
3. All in all, I am inclined to feel that I'm a failure.	SA	A	D	SD
4. I feel that I am special.	SA	A	D	SD
5. I feel I do not have much for which to be proud.	SA	A	D	SD
6. I take a positive attitude toward myself.	SA	A	D	SD
7. On the whole, I think I have value just as I am.	SA	A	D	SD
8. I would like to have more respect for myself.	SA	A	D	SD
9. I certainly feel useless at times.	SA	A	D	SD
10. I believe I have a unique contribution to make to the world.	SA	A	D	SD
11. I believe that poor people are less important than rich people.	SA	A	D	SD
12. I consider myself a generous person.	SA	A	D	SD
13. I am worried about looking unsuccessful.	SA	A	D	SD
14. I feel I take good care of my material resources.	SA	A	D	SD
15. The more wealth I have, the more important I am.	SA	A	D	SD
16. How much did you enjoy the <i>You Are Mine</i> Program? (please circle one) <div style="display: flex; justify-content: space-around; width: 100%;"> Below Average Average Very Much Extremely </div>				
17. Which part of the YAM program did you like the best?				
18. Did you receive a <u>You Are Mine</u> book? Yes No				
19. Did you share the story during this program? Yes No				

Please share any additional questions or thoughts. Your opinion is important! (if needed, use the back of this paper.)

Scoring Card for Pre- and Post Evaluations
(For Teacher use only)

1. I feel that I'm a person of worth, at least on an equal par with others.	3	2	1	0
2. I feel that I have a number of good qualities.	3	2	1	0
3. All in all, I am inclined to feel that I'm a failure.	0	1	2	3
4. I feel that I am special.	3	2	1	0
5. I feel I do not have much for which to be proud.	0	1	2	3
6. I take a positive attitude toward myself.	3	2	1	0
7. On the whole, I think I have value just as I am.	3	2	1	0
8. I would like to have more respect for myself.	0	1	2	3
9. I certainly feel useless at times.	0	1	2	3
10. I believe I have a unique contribution to make to the world.	3	2	1	0
11. I believe that poor people are less important than rich people.	0	1	2	3
12. I consider myself a generous person.	3	2	1	0
13. I am worried about looking unsuccessful.	0	1	2	3
14. I feel I take good care of my material resources.	3	2	1	0
15. The more wealth I have, the more important I am.	0	1	2	3

Scoring Self-Worth Test (#1-10) = _____

Scoring Stewardship Test (#11-15) = _____

References

Lucado, M., Hill, K., You Are Mine. Crossway Books: Wheaton, IL (2001).
Lucado, M., You Are Mine Chinese/English Bilingual Version. Root Education Company, Ltd. Beijing, PRC (2016).