

# Lesson #1

## 1. Opening

Topic: Peace with God

Sub-topic: Let's Be Friends

### Objectives

By the end of the lesson the learner should be able to:

- Restate that God is their friend if they trust and obey Him
- Desire to be good friends

### References

- Bible: John 15:12-17

## 2. Rationale and Theme

### Rationale:

Peace starts in our hearts. When we are at peace in our heart. God helps us to be friends and live at peace with others.

### Theme:

God is the perfect friend because He is kind and good. We are His friends if we obey and trust Him.

## 3. Content

### Activities:

- A T-chart showing what a friend is and is not.

A Friend	
Is	Is Not
Kind	Mean
Helpful	Lies
Loving	Steals

- Share a Bible story where Jesus talks to his disciples about how to be friends with God.
- Share songs: the "National Anthem of Kenya" and "Jesus' Peace"

## 4. Conclusion

### Applications

- Students discuss the kind of friend they would like to have and how they can be a friend.
- Students explain why God would be a good friend.

### Biblical connections

- John 15:12-17

Summary: This lesson will help the learners understand that God wants to be their friend and help them live peacefully with others.

## 5. Assessment

Learners answer two questions either orally or in writing:

- What kind of friend is God? (kind, good, helpful, dependable, etc.)
- What is required to be God's friend? (trust Him and obey Him)
- In your class, do you have a friend you can completely trust and obey? (No, our friends do change at times.)

## Lesson #2

### 1. Opening

Topic: Peace with God

Sub-topic: The need for peace through reconciliation

Objectives

By the end of the lesson the learner should be able to:

- Give examples showing how inner conflict causes conflict with others.
- Desire a relationship with God

References

- Bible: Genesis 3:1-7; Romans 3:23
- *Peace Education* Lesson 1

### 2. Rationale and Theme

This lesson and the next one introduce the Peace Circles which show how peace starts with inner peace (peace with God) and then expands to peace in the family, the community, the nation and the world.

### 3. Content

Activities

- Definition of peace
  1. Have learners write their own definition of peace
  2. Share this definition of peace: *Peace is harmonious living and respect for human life through God's guidance and prayer.*
- Discuss how we act towards friends after an argument.
- Share the story of Adam and Eve and explain how they hid from God.
- Explain how peace with God helps us live peacefully with others.
- Story: Nasimiyu is late for school

Teacher Tips

You can get the students involved in the story by having them act it out with a skit or using the choral reading.

### 4. Conclusion

Applications

- Students share times when inner conflict (unhappiness) led to problems in the family or community.
- Students copy the definition of peace.

Biblical connections

- Genesis 3:1-7 - The story of Adam and Eve
- Romans 3:23

Summary: This lesson will help the students understand how our inner feelings of loneliness, anger and rejection cause conflict

**5. Assessment:** When asked to give examples of how inner conflict contributes to conflicts in the family and community, learners will give examples. (Example: Someone is angry because they feel guilty about something they did wrong and they start a fight with their sibling.)

## Lesson #3

### 1. Opening

Topic: Peace with God

Sub-topic: The need for peace through reconciliation (Part II)

#### Objectives

By the end of the lesson the learner should be able to:

- Explain the meaning of the peace circles
- State that God loves them.
- Show others that they love them or demonstrate love to other children.

#### References

- Bible: Genesis 3:1-17; Romans 6:23

### 2. Rationale and Theme

When we have peace in our hearts through reconciliation with God we are able to live at peace in our families. Living peacefully in families helps us learn to live peacefully in our communities, nation and the world. This lesson introduces the Peace Circles which will be referred to throughout the Class 4 lessons.

### 3. Content

#### Activities

- Draw the peace circles on the board and explain what they mean.
- Story of The Football Match

### 4. Conclusion

#### Applications

- Discuss the kinds of conflict we have in families, communities and our nation.
- Share stories as examples of how inner peace leads to peace with others.

#### Biblical connections

- Genesis 3:1-7 (Review story of Adam and Eve)
- Romans 3:23 and Romans 6:23 (Discuss how we can have peace with God)

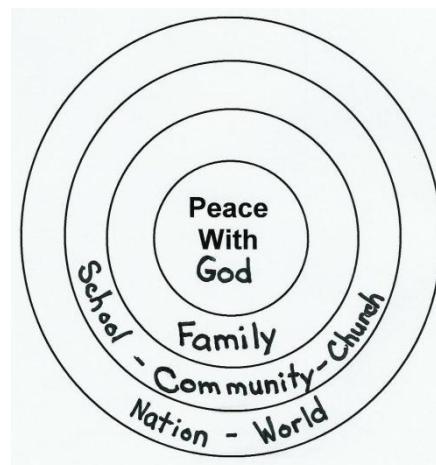
Summary: Peace in our hearts through reconciliation to God helps us live peacefully in our families, community and world.

### 5. Assessment:

Written answers to these questions:

1. How many peace circles are there (4)
2. Where does peace start? (It starts with God.)
3. In which circle do our parents belong? (family - 2<sup>nd</sup> circle)
4. Does the school need peace? (Yes)

Alternate Assessment: Have students orally explain the peace circles.



## Lesson #4

### 1. Opening

Topic: Peace with God

Sub-topic: Romans Road and becoming friends with God

#### Objectives

By the end of the lesson the learner should be able to:

- Explain the Romans Road verses
- Desire to be friends with God

#### References

Bible: Romans 3:23, 6:23, 5:8 and 10:9

### 2. Rationale and Theme

This lesson explains how to have peace with God. When we are at peace with God, He will help us live peacefully with others.

### 3. Content

#### Activities

- Use an illustration and four verses from Romans to explain how we hid from God because we feel guilty for sin but God has made a way for us to be forgiven and reconciled to Him.
- Review the Peace Circles and definition for peace.
- Learners to recite Roman Road verses.

### 4. Conclusion

#### Applications

- Learners will explain the illustration and verses to a friend.

#### Biblical connections

- Romans 3:23, 6:23, 5:8 and 10:9

Summary: Students will understand that our feelings of guilt and sin separate us from God but through Jesus we can be reconciled to God.

### 5. Assessment

Have learners write the answers to these questions.

1. All of us have sinned before \_\_\_\_\_. (God)
2. The wages of sin is \_\_\_\_\_. (death)
3. The gift of God to man is \_\_\_\_\_. (eternal life)
4. Through confession we can be \_\_\_\_\_ (saved)

## Lesson #5

### 1. Opening

Topic: Peace with God

Sub-topic: Sin and Suffering

#### Objectives

By the end of the lesson the learner should be able to:

- Identify that Satan, and not God, is the source of suffering.
- They will be able to give examples of suffering
- They will remain faithful and trust God to bring them through times of suffering.

#### References

Bible: Job 1:1-2, 10; 42:10-13 and Proverbs 3:5

### 2. Rationale and Theme

Sometimes when we suffer we blame God or others for our problems. This causes conflict. By the end of this lesson learners will understand that Satan is the ultimate source of pain and suffering. We need to endure suffering with patience and ask God for help.

### 3. Content

#### Activities

- Tell the story of Job and his suffering.
- Explain that Satan caused Job's suffering --not God or other people.
- Sing a song despising Satan such as "Shetani Ashindwe Kwa Jina la Yesu"
- Consider how mothers suffer for benefit of their children

### 4. Conclusion

#### Applications:

- Have learners name people from the Bible that suffered but remained faithful to God. (David, Paul, Joseph, etc.)
- Have students give examples from their life experience of people who are patient even during times of suffering.

#### Biblical connections

- Job 1:1-2, 10; 42:10-13 - Story of Job
- Proverbs 3:5 - A verse about trusting God

Summary: Students will know the source of suffering and not blame God or other people.

### 5. Assessment

*Work to do:*

1. Who causes suffering? (Satan)
2. Write a short paragraph telling about someone who was patient even though they suffered. (Students may tell about someone from their life experience or another Bible character. Possible Bible answers include David, Paul, Joseph.)

## Lesson #6

### 1. Opening

Topic: Peace with God

Sub-topic: Covenant making

#### Objectives

By the end of the lesson the learner should be able to:

- Explain what a covenant is and three things people did when making a Biblical covenant.
- State their tribal covenants especially during initiations.
- They will understand the serious commitment a covenant is.

#### References

Bible: Genesis 15 and Romans 10:9

### 2. Rationale and Theme

Covenant is a solemn promise that is binding for a lifetime. Students will understand the importance of covenant and that God offers reconciliation and peace through His covenant. This is a transition lesson. It concludes the lessons on Peace with God and introduces Abraham's family which will provide examples for the lessons on Peace in the Family.

### 3. Content

#### Activities

- Find out what students know about covenant making (e.g. tribal covenants, marriage covenant)
- Tell the story of Abraham and how God made covenant with him including:
  1. Vows
  2. Blood
  3. Exchanging gifts or signs of covenant
  4. Sharing a meal
- Act out covenant making as the teacher explains the four parts of covenant
- Use a graphic organizer (Prayer Model) to clarify the concept of covenant
- Discuss how covenants bring reconciliation and peace
- Recite community vows during initiation time

#### Teacher Tips

- Graphic Organizers like the Prayer Model helps to summarize important facts about a concept and clarifies misconceptions. Use the Prayer Model to discuss Covenants.
- Acting out covenant making can clarify the four parts of covenant.

### 4. Conclusion

#### Applications

- Compare the Old Testament Covenant (Abraham) with the New Testament Covenant (Jesus) and with tribal covenants.

#### Biblical connections

- Genesis 15 - the story of God's covenant with Abraham
- Romans 10:9 - a verse about the New Testament covenant

#### Summary

Students will understand that a covenant is a serious commitment and that God wants to make covenant with us and be our friend.

### 5. Assessment

Students will:

- State their tribal covenants During Maumau Kenyans vowed to remain faithful
- Tell at least 3 of the 4 things that people in the Bible often did to make covenant

## Lesson #7

### 1. Opening

Topic: Peace in the Family

Sub-topic: The plan for peaceful families

#### Objectives

By the end of the lesson the learner should be able to:

- Complete three of God's rules for a peaceful family
- Explain why these rules help bring peace
- Honor God's plan by obeying parents

#### References

Bible

- Ephesians 5:21-225; 6:1-4; Mark 10:2-12, Ephesians 6:1

### 2. Rationale and Theme

The Bible gives guidelines that will help families live together in peace and happiness.

### 3. Content

#### Activities

- Discuss why we need families and consider why some families are sometimes not peaceful
- Read Bible verses about peaceful families
- Discuss with a partner how these guidelines can help bring peace and life experiences related to these verses (Think-Pair-Share)
- Learners draw a family praying together, working together and eating together
- Share song together: "I Am Happy Today So Happy in Jesus' Name"

### 4. Conclusion

#### Applications

Students will understand that they can help create a peaceful family by obeying parents and trying to get along with their siblings. When they establish their own homes, there are guidelines in the Bible that can help them create a peaceful home.

#### Biblical connections

- Ephesians 5:21-25; 6:1-4, Mark 10:2-12
- Additional Optional verses: Proverbs 31 (about mothers), I Timothy 3:2-4 (about fathers), Deuteronomy 6:5-7 (about teaching children), Psalms 68:5-6 (orphans)

#### Summary

God's guidelines for families can help families live in peace together.

### 5. Assessment

Fill in the blank.

1. Children \_\_\_\_\_ your parents.
2. Wives \_\_\_\_\_ to your husbands.
3. Husbands \_\_\_\_\_ your wives.

Write a reflection about families, by finishing this sentence:

- These guidelines would help families live peacefully because...

## Lesson #8

### 1. Opening

Topic: Peace in the Family

Sub-topic: Rules for talking together

#### Objectives

By the end of the lesson the learner should be able to:

- State four rules for talking together

#### References

Bible: Genesis 13 and Matthew 5:9

### 2. Rationale and Theme

This lesson review the four rules for talking together about a conflict that were presented in Standard II and III. Learning to talk calmly about a conflict is essential for peaceful resolution of disagreements.

### 3. Content

#### Activities

- Review the Peace circles
- Ask what things cause conflicts in families (food, clothes, land, footballs, etc.)
- Tell the story of Abraham and Lot and explain how they talked over their problem.
- Review the four guidelines for Talking together
  1. Stay Calm
  2. Listen
  3. Care about each other
  4. Think together
- Discuss some examples of problem situations (Think-Pair-Share)
- Learners dramatize a situation demanding talking together

### 4. Conclusion

#### Applications

- .Students will apply the four rules to three problem situations during a Think-Pair-Share activity
- Students will write about a time when they could use the four rules.

#### Biblical connections

- Genesis 13- The story of Abraham and Lot talking over a problem
- Matthew 5:9

#### Summary

Students will review four rules for Talking Together and identify times of conflict when they could use these rules.

### 5. Assessment

- Students will write the four rules for Talking Together.
- Students will write three sentences about a situation where they could use the Talking Together rules.



## Lesson #9

### 1. Opening

Topic: Peace in the Family

Sub-topic:

Using the four rules for Talking Together  
Families talk over problems

Objectives

By the end of the lesson the learner should be able to:

- State four rules for talking over problems
- Know there are a variety of ways to solve problems without using violence

References

Bible: Genesis 13 and Matthew 5:9  
*Peace Education* Lesson 20

### 2. Rationale and Theme

This lesson continues the discussion of rules for Talking Together peacefully. Students will have an opportunity to roleplay how to apply the rules in a life situations.

### 3. Content

Activities

- Tunnel ball (from *Peace Education*) allows students to practice cooperation
- Review the story of Abraham and Lot and the rules for Talking Together
- Practice using the rules by doing roleplays of life situations.
- Learners dramatise a situation demanding talking together

Teacher Tips

Roleplays allow students to practice the rules for Thinking Together in life like situations. Explain that in role plays students pretend to be another person and act the way they think that person would act. Give several students the chance to roleplay each situation for the class or divide into groups and let each group do a roleplay.

### 4. Conclusion

Applications

Students will have the opportunity to apply the Talking Together rules to a life situation using roleplays.

Biblical connections

- Genesis 13 The story of Abraham and Lot
- Matthew 5:9 - "Happy are those who work for peace."

Summary:

Students will know four rules for Talking Together and apply them to life situations.

### 5. Assessment

Students are able to state the four rules for Talking Together and to use them in life situation using roleplay.

## Lesson #10

### 1. Opening

Topic: Peace in the Family

Sub-topic: Isaac and Jesus

#### Objectives

Working together with the class, by the end of the lesson the learner should be able to:

- Complete a Venn diagram comparing Isaac and Jesus
- Explain why Jesus died

#### References

Bible: Genesis 22:1-10, John 3:16

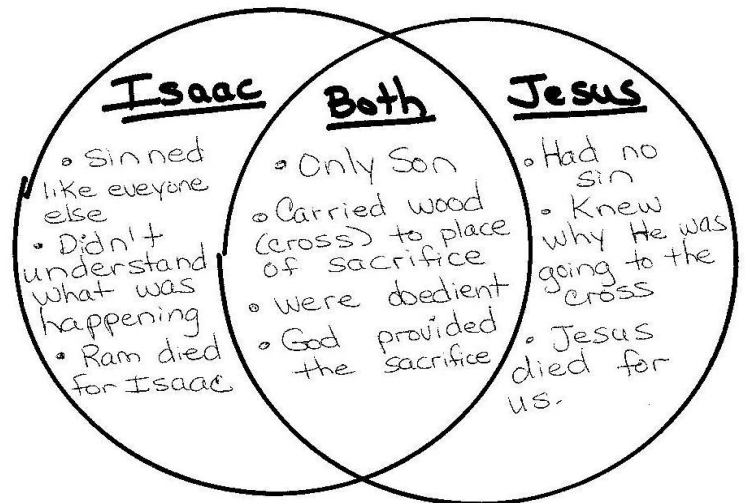
### 2. Rationale and Theme

Today's lesson is about Isaac and it is included here because we are following the chronological story of Abraham's family. However, the lesson focus is on Peace with God through Jesus Christ (a review of previous lessons.)

### 3. Content

#### Activities

- Discuss the feelings a family has at the birth of a new baby
- Tell how the birth of Isaac gave his family much joy
- Share the story of Abraham when he started to offer Isaac as a sacrifice and then substituted a ram
- Discuss how Jesus is a substitute sacrifice for us using a Venn diagram (see example)
- Review how we can have peace with God
- Share a song such as "Abraham Usimchinje Mwanao" or "Abraham Tazama Kondoo Nyuma..."



### 4. Conclusion

#### Applications

- Discuss how we don't always understand what God is doing and why but we can trust Him just as Abraham did
- Complete this sentence starter: *Jesus died because...*

#### Biblical connections

- Genesis 13 and Matthew 5:9

#### Summary

The story of Isaac is a picture of how God makes peace with us through Jesus Christ. Just as the ram was a substitute for Isaac, Jesus is a substitute for us.

### 5. Assessment

Working as a class students will be able to complete a Venn diagram comparing Isaac and Jesus.

## Lesson #11

### 1. Opening

Topic: Peace in the Family

Sub-topic

Peaceful solutions

Isaac's Wells

Objectives

By the end of the lesson the learner should be able to:

- Tell a peaceful solution to a conflict
- Students will seek peaceful ways to solve conflicts

References

Bible: Genesis 26:1-5, 16-32; Romans 12:18

*Peace Education* Lesson 16 & 18

### 2. Rationale and Theme

The story of Isaac's Wells is an excellent example of how living peacefully is not always easy but can lead to friendly relationships with others. Jacob was willing to suffer great loss in order to have a peaceful relationship with his neighbors.

### 3. Content

Activities

- Review the Peace Circles
- Have students act out the Bible story as you tell it.
- Use questions to discuss the story

### 4. Conclusion

Applications

- Use a life example (story of Jason, Mileka and Diana) to discuss how to solve a conflict.
- Invite students to share times when a peaceful response led to a good outcome.
- Read *The Blind Men and the Elephant* and discuss it. (*Peace Education* Lesson 18) or use the Perception Squares from *Peace Education* Lesson 16

Biblical connections

- Genesis 26:1-5, 16-32 - the story of Isaac's Wells
- Romans 12:18

Summary

It is not always easy to be a peacemaker but it can have great rewards in our relationships with others.

### 5. Assessment

Students will tell a peaceful solution to a conflict situation (the story of Jason, Mileka and Diana).

## Lesson #12

### 1. Opening

Topic: Peace in the Family

Sub-topic: Integrity and Deception

#### Objectives

By the end of the lesson the learner should be able to:

- Explain why lying, cheating and stealing contribute to conflict.
- They will desire to live lives of integrity and justice to help prevent conflict.

#### References

Bible: Genesis 25-29; Psalms 97: 1a & 2b

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### 2. Rationale and Theme

The story of Jacob and Esau demonstrates how lying, cheating and stealing lead to conflict while integrity and justice promote peace.

### 3. Content

#### Activities

- Discuss this question; How would a child feel if his mother loved his brother or sister better than him?
- Use a combination of student readers and teacher story telling to share the story of Jacob and Esau fighting over the blessing.
- Learners recite the Ten Commandments
- Learners recite the school rules

#### Teacher Tips

Additional methods/remarks

### 4. Conclusion

#### Applications

- Discuss why Jacob's family was unhappy
- Share true stories about integrity (one from Kenya, one about George Fox- an early Quaker)
- Invite students to share true stories about integrity or examples of how lying or stealing led to conflict

#### Biblical connections

Genesis 25-29 -the story of Jacob and Esau and the conflict over the Blessing

Psalms 97: 1a & 2b

#### Summary

Lying, cheating and stealing lead to conflict but integrity and justice promote peace.

### 5. Assessment

When asked what led to conflict in Isaac's family, students will state that lying, cheating and stealing led to conflict. They will be able to give life examples showing they understand the relationship between integrity and peace.

## Lesson #13

### 1. Opening

Topic: Peace in the Family

Sub-topic

Handling Anger  
Favoritism, lying and deception

Objectives

By the end of the lesson the learner should be able to:

- Name several ways to calm down the anger
- Realize they have choices about how to handle the anger

References

Bible: Genesis 25-29 and Psalms 97:1 & 2 and James 1:19

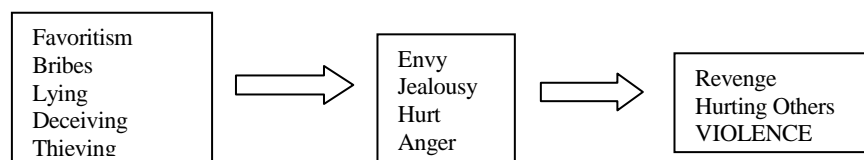
### 2. Rationale and Theme

Favoritism, lying, cheating and stealing lead to anger which can lead to conflict. If you are angry because someone was unfair, you still have choices about how you will handle your anger.

### 3. Content

Activities

- Write four words on the board and define them: Integrity, Justice, Deception and Favoritism
- Ask students to share one or two life examples of each word
- Share a song such as “If You are Happy and You Know Clap Your Hands”
- Use an illustration to show how these things escalate to conflict



### 4. Conclusion

Applications

Discuss ways to calm down the anger (walk away, talk to someone, use music or exercise to take your mind off the problem, change your thinking so you are not blaming but taking responsibility and so on.)

Biblical connections

- Genesis 25-29 and Psalms 97:1 & 2

### 5. Assessment

Students will be able to name several ways they calm down the anger.

## Lesson #14

### 1. Opening

Topic: Peace in the Family

Sub-topic: Talking together

#### Objectives

By the end of the lesson the learner should be able to:

- Explain why running away is not a good way to solve problems
- Name a safe place to go in a violent situation
- Desire to talk together to solve problems rather than running away

#### References

Bible: Genesis 29:1-28; 31:1-3,17-55

### 2. Rationale and Theme

Students need to understand that sometimes people need time to cool down but talking things over is the best way to solve problems. Jacob gives us an example of someone who runs away from one problem just to find himself with more problems.

### 3. Content

#### Activities

- Review the definition of peace.
- Ask students if they have ever wanted to talk about a problem and the other person wouldn't talk about it. What was that like?
- Let students read a skit telling how Jacob ran away from his problems and discuss the story.
- Dramatize a drunkard father causing chaos and children running to a safe place—grandparents, neighbours, pastors etc.

### 4. Conclusion

#### Applications

- Review the four rules for Talking Together
- Discuss why it is usually better to talk things over than run away
- Discuss situations where it might be a matter of safety to get away until the person cools down (when the situation is dangerous) and ask them where they could go to be safe.

#### Biblical connections

Genesis 29 and 31 - Story of Jacob and Esau and Story of Jacob and Laban  
James 1:19

#### Summary

If we run away from our problems we cannot solve them.

### 5. Assessment

Students will explain why running away does not solve problems.

Students will describe situations where getting away to safety might be important.

## Lesson #15

### 1. Opening

Topic: Peace in the family

Sub-topic Active Listening

#### Objectives

By the end of the lesson the learner should be able to:

- Use three active listening statements in discussion of a story
- Desire to talk over their problems using active listening

#### References

Bible - Genesis 29:1-28; 31:1-3, 17-55

*Peace Education* - Lesson 9

### 2. Rationale and Theme

This lesson continues the story of Jacob and Laban. Students are introduced to Active Listening as a way to talk calmly about problems.

### 3. Content

#### Activities

- Review the importance of talking over problems instead of running away
- Explain Active Listening and three kinds of Active Listening statements - paraphrasing, clarifying questions and encouraging statements
- Review *Peace Education* Lesson 9 for more on Active Listening
- Teacher asks oral questions after reading to them the story of Jacob and Laban to test their memory (active listening)

### 4. Conclusion

#### Applications

- List the four rules for Talking Together
- Have students try Active Listening with a partner

#### Biblical connections

- Genesis 29:1-28; 31:1-3, 17-55 - review story of Jacob and Laban
- James 1:19

#### Summary

By using Active Listening (paraphrasing, clarifying and encouraging statements) students can listen carefully which is one of the four Talking Together rules.

### 5. Assessment

As the teacher tells a story, students respond with one of the three Active Listening statements.

## Lesson #16

### 1. Opening

Topic: Peace in the Family

Sub-topic: Restitution

#### Objectives

- By the end of the lesson, when asked what Jacob did to make peace with Esau, learners will answer correctly.
- Students will understand the importance of making restitution when they have hurt someone.

#### References

Bible: Genesis 12:1-21; 33:1-11 and Mark 11:25

### 2. Rationale and Theme

Forgiveness and restitution are important parts of peace-making. The story of Jacob's reconciliation with Esau illustrates these concepts.

### 3. Content

#### Activities

- Review Active Listening and ask if students used it this week
- Tell the story of Jacob and Esau's reconciliation
- Use suggested discussion questions for understanding forgiveness

### 4. Conclusion

#### Applications

- Discuss what restitution is
- Students discuss with a partner or roleplay how they would make restitution in several life situations.

#### Biblical connections

- Genesis 12:1-21; 33:1-11 and Mark 11:25

#### Summary

When your actions cause loss or hurt to someone else you need to try to make it right by doing something to make up for the hurt. This is called restitution.

### 5. Assessment

When asked how Jacob and Esau made peace, students will answer correctly:

- Came to Esau peacefully-bowed down
- Gave gifts to Esau to make restitution
- Esau forgave Jacob



## Lesson #17

### 1. Opening

Topic: Peace in the Family

Sub-topic: Forgiveness

#### Objectives

- By the end of the lesson, learners be able to explain the importance of forgiveness
- Students will forgive others who hurt them and will ask for forgiveness when needed

#### References

Bible: Genesis 12:1-21; 33:1-11 and Mark 11:25

### 2. Rationale and Theme

Forgiveness and restitution are important parts of peace-making. The story of Jacob's reconciliation with Esau illustrates these concepts. The last lesson focused on Jacob's part (restitution) while this lesson focuses on Esau's part (forgiveness).

### 3. Content

#### Activities

- Review the story of Jacob and Esau's reconciliation
- Introduce the concept of forgiveness (Esau's part) of reconciliation
- Discuss times when we might need to forgive a sibling or a friend

### 4. Conclusion

#### Applications

- Use a demonstration to illustrate forgiveness using a cup to illustrate the person and rocks to illustrate the hurt or angry feelings. Show how forgiveness separates the person and the feelings by putting the sins (rock) on the cross.
- Explain that God has forgiven us so we need to forgive others.
- Share true story of forgiveness.

#### Biblical connections

- Genesis 12:1-21; 33:1-11 and Mark 11:25

#### Summary

Forgiveness and restitution are important parts of peace-making.

### 5. Assessment

*Work to do:*

1. If you hurt someone what do you do?
2. If one breaks mother's cup what does one do?
3. How do you feel when you are forgiven?

*Answers expected:*

1. You forgive
2. Say, "Sorry."
3. Happy, wanted, accepted, loved, relieved

## Lesson #18

### 1. Opening

Topic: Peace in the Family

Sub-topic: Jealousy and conflict

#### Objectives

By the end of the lesson the learner should be able to:

- State how jealousy causes conflict
- Guard against jealousy

#### References

Bible: Genesis 37; 42-47; 50:15-21

### 2. Rationale and Theme

The story of Joseph and his brothers clearly shows how jealousy and hatred leads to conflict but empathy and forgiveness heals relationships. This theme will be continued in the next lesson.

### 3. Content

#### Activities

- Review the definition of peace
- Read the story of Joseph as students act it out.
- Discuss how jealousy led to conflict.

### 4. Conclusion

#### Applications

- Review the diagram showing how negative feelings can escalate to violence (Lesson #13).
- Discuss how feelings can lead to violence and invite students to share life examples.

#### Biblical connections

- Genesis 37; 42-47; 50:15-21 - Story of Joseph and his brothers

#### Summary

Joseph's brothers were jealous of Joseph and this jealousy became hatred and hatred led to violence. Recognizing jealousy and negative feelings can help us stop violence.

### 5. Assessment

When asked, "What happens when someone is jealous?" students will explain that jealousy can become a desire for revenge and lead to hurting others and violence (killing).

#### *Written Exercise:*

1. What is jealousy?
2. When do you feel jealousy?
3. What causes jealousy?
4. What are the effects of jealousy?

## Lesson #19

### 1. Opening

Topic: Peace in the Family

Sub-topic: Empathy

#### Objectives

By the end of the lesson the learner should be able to:

- Give examples from the story where people did or did not show empathy.
- Students will try to understand each other's feelings.

#### References

Bible: Genesis 37; 42-45 and 50:15-21

*Peace Education* - Lesson 17

### 2. Rationale and Theme

Empathy means to understand how other people feel. If we will try to empathize with others we will be more understanding and it will help stop conflicts.

### 3. Content

#### Activities

- Use the story of Jedida to illustrate what empathy is.
- Tell how Joseph forgave his brothers even though they were unkind to him.
- Discuss examples from the story that do or do not show empathy

### 4. Conclusion

#### Applications

- Identify the emotions of people in a story (*Peace Education*, Lesson 15 using the story of the 300 Cows)
- Have students write a poem starting with "Empathy is..." or write a poem together as a class.
- *Peace Education* - Lesson 17: Have students list some things people are sometimes afraid of and then let other students explain WHY someone might fear that thing. When we understand why someone is afraid we are showing empathy.
- Tell the story of Mother Theresa

#### Biblical connections

- Genesis 50:15-21 - Joseph forgives his brothers
- Exodus 20:17

#### Summary

Empathy and forgiveness can heal relationships.

### 5. Assessment

Students will give oral answers showing that they recognize examples of empathy and examples that do not show empathy.

## Lesson #20

### 1. Opening

Topic: Peace in the Family

Sub-topic: Managing Emotions

#### Objectives

By the end of the lesson the learner should be able to:

- Write three I-statements
- Desire to express emotions in acceptable ways

#### References

Bible: Story of Joseph (review from last week) and Ephesians 4:26  
*Peace Education* - Lesson 14 & 15

### 2. Rationale and Theme

Learning to manage our hurt or upset emotions is an important part of peace making. Learners will practice I-statements and discuss alternative ways of handling emotions.

### 3. Content

#### Activities

- Students act out a feeling word (angry, disappointed, lonely, afraid, confused, excited, hurt, happy) and the rest of the class guesses what it is.
- Review the story of Joseph and discuss how his brothers could have handled their anger instead of becoming violent. (Talked to their father, forgiven Joseph, learn to cool down, look for things to be thankful for instead of complaining, write out their feelings, pray about it and then let go of their anger, and so on)
- Discuss Ephesians 4:26

### 4. Conclusion

#### Applications

- Write three rules for handling emotions on the board (a. Identify the feeling; b. Make good choices, c. Use I-statements)
- Explain and give examples of I-statements (I feel \_\_\_\_\_ because \_\_\_\_\_, I want \_\_\_\_\_)

#### Biblical connections

- Story of Joseph (review from last week)
- Ephesians 4:26

#### Summary

When we feel angry, we need to find ways to calm down. One helpful way to handle emotions is to use I-statements which state how you feel and what you want without blaming, making excuses or becoming angry.

### 5. Assessment

Students will write 3 examples of I-statements. (e.g. I feel *angry* when someone *breaks a promise*. I want *my friends to keep their promises*.)

## Lesson #21

### 1. Opening

Topic: Peace in the Community

Sub-topic: All people are of equal value

#### Objectives

By the end of the lesson the learner should be able to:

- Show how to treat others with kindness (in roleplays)
- Appreciate that God loves and values every person

#### References

Bible: Exodus 1:22-2:10 and Ephesians 2:10

### 2. Rationale and Theme

This lesson introduces Moses who will be a key character in the lessons on community. It also lets students know that every single person is special to God, therefore we should treat everyone with respect and value them as He does.

### 3. Content

#### Activities

- Tell the story of Moses and have students evaluate how important they think each person is by holding up their 1, 2 or 3 fingers.
- Read Ephesians 2:10 and Psalms 139 - discuss how much God values each person

### 4. Conclusion

#### Applications

- Discuss or roleplay an appropriate way to show respect for each of these different people (a baby, an older person, someone with a disability, a friend they disagree with or someone who teases)
- Share a true story about valuing and respecting our enemies.
- Sing together "Jesus Loves Me This I Know" (one verse) R670

#### Biblical connections

- Exodus 1:22-2:10 - the story of Moses
- Psalms 139
- Luke 2:36-38 (Story about Anna)
- Ephesians 2:10

#### Summary

Because God loves and values each one of us, we should value each other and treat everyone with respect.

### 5. Assessment

Students will roleplay how to show respect for various people (old, young, disabled and so on).

#### Child rights

Right to life

Right to shelter

Right to food

Right to medical treatment

Right to education

## Lesson #22

### 1. Opening

Topic: Peace in a Community

Sub-topic: Called to Serve

#### Objectives

By the end of the lesson the learner should be able to:

- Identify that everyone has special abilities
- Appreciate their own gifts and want to use them to serve others.

#### References

Bible: Exodus 3 and Ephesians 2:10

*Peace Education* - Lesson 5

### 2. Rationale and Theme

This lesson tells how God called Moses to serve even though Moses thought he couldn't do it. God has a plan for each person's life. Helping students recognize gifts and abilities in themselves and others helps them value each person.

### 3. Content

#### Activities

- Students share something they like doing or do well and everyone who likes that thing stands up.
- Point out that God made each person with different abilities.
- Share the story of Moses and the Burning Bush.
- Discuss Ephesians 2:10 and point out that God had a special purpose for Moses and he has a purpose for each person.
- Learners mention activities they can do best

### 4. Conclusion

#### Applications

- Write down some natural or spiritual abilities students might have as you write them on the board. Then for each ability, ask how someone might use that, either now or in the future, to serve God or others.

#### Biblical connections

- Exodus 3 - Story of Moses and the Burning Bush
- Ephesians 2:10

#### Summary

Every person has God-given gifts and abilities which they can use to serve others. Appreciating differences in gifts and abilities helps us appreciate each other.

### 5. Assessment

Students will complete this sentence which is adapted from Ephesians 2:10: "God created \_\_\_\_\_ (their own name) for a life of good deeds. One way I can serve is \_\_\_\_\_."

## Lesson #23

### 1. Opening

Topic: Peace in a Community

Sub-topic: Good Leaders

#### Objectives

By the end of the lesson the learner should be able to:

- Identify the qualities of leadership that God requires.
- Understand the value of Good Leaders

#### References

Bible: Exodus 18 and Psalms 39:1

*Peace Education* Lesson 12

### 2. Rationale and Theme

Godly leaders will promote peace in a community. Choosing leaders and voting should be based on the qualities scripture identifies as necessary for good leadership.

### 3. Content

#### Activities

- Ask who is the President of Kenya. Who can they name in local government positions?
- Ask why good leadership is important.
- Tell the story of Moses and Jethro explaining how they created an early form of government.
- Identify the qualities scriptures name for good leaders. Add additional qualities they feel are necessary for leadership.
- Recite: We love our leaders for their wisdom, honesty, kindness, faithfulness, God-fearing nature

### 4. Conclusion

#### Applications

- Discuss the importance of voting
- Discuss how local governments help solve conflicts

#### Biblical connections

- Bible: Exodus 18 and Psalms 39:1

#### Summary

Government is important in resolving conflicts between people. We should choose godly men and women to serve in government.

### 5. Assessment

*Work to do:*

1. What are the four qualities of good leaders named in scripture?
2. Why is it important to choose godly leaders?

*Answer:*

Good men, God-fearing,  
Could be Trusted, Could not be bribed  
*Answers will vary*

## Lesson #24

### 1. Opening

Topic: Peace in Community

Sub-topic: Problem Solving (Part I)

#### Objectives

By the end of the lesson the learner should be able to:

- List the first two problem solving steps
- Understand the value of working together

#### References

Bible: Exodus 18, Psalms 39:1

*Peace Education* Lesson 12

### 2. Rationale and Theme

A problem solving process can guide conflict resolution. Students will learn the first two steps of a problem solving process: Ask: “What is the problem?” and Brainstorm Ideas

### 3. Content

#### Activities

- Review last week’s story and the qualities of good leadership
- Explain how it is important to have a process for problem solving
- Introduce the the first two problem solving steps:
  1. Ask: “What is the problem?” - Emphasize that not everyone thinks the problem is the same. We must listen and discuss the problem definition.
  2. Brainstorm Ideas- List ideas without evaluating them

### 4. Conclusion

#### Applications

- Apply the two problem solving steps to the story of Daudi.
- Review the Peace Circles chart
- Use another story about problem solving and work through the problem.
- Share a story about John Woolman
- Use a Lesson from *Peace Education* to practice listening.

#### Biblical connections

Exodus 18 and Psalms 39:1

#### Summary

Every community will have conflicts. A problem solving process can help people work through that conflict peacefully. The first two steps in working through a problem are to define the problem and brainstorm ideas.

### 5. Assessment

*Work to do:*

List the first two problem solving steps.

*Answers:*

Ask: What is the problem? and Brainstorm ideas



## Lesson #25

### 1. Opening

Topic: Peace in Community

Sub-topic: Problem Solving - Five steps

#### Objectives

By the end of the lesson the learner should be able to:

- Use the five problem solving steps to solve a problem
- Desire to use the problem solving process to solve problems

#### References

- Bible: Exodus 18
- *Peace Education Lessons 25 & 26*

### 2. Rationale and Theme

Peaceful problem solving can prevent violence. The five ABC problem solving steps can be used whenever someone needs to solve a problem, make a decision or resolve a conflict.

### 3. Content

#### Activities

- Ask, When do you have problems where you have to decide what to do?
- List on the board choices students make
- Quickly review the story of Jethro
- Review the first two problem solving steps and then introduce the other three, pointing out that they are in ABC order: (The teacher to write the five steps in problem solving on a chart.)
  1. Ask, “What is the problem?”
  2. **B**rainstorm Ideas
  3. **C**hoose what to do
  4. **D**o the Plan
  5. **E**xamine the results

### 4. Conclusion

#### Applications

- Choose one of the problems from the board and work through the five steps together
- Have students take a second problem and work through the five steps in a small group
- Use a wadded up piece of paper or a soft ball. Explain that you will throw the ball to a student and say either A, B, C, D or E. They must tell you what that letter stands for and what it means.
- Do roleplays of problem solving situations.
- For more practice with problem solving, do *Peace Education Lesson 25 or 26*

#### Biblical connections

- Exodus 18 and Deuteronomy 30:19

Summary: There are five problem solving steps which can help resolve conflicts.

### 5. Assessment

Students will work through a problem together using the five problem solving steps.

## Lesson #26

### 1. Opening

Topic: Peace in a Community

Sub-topic: Rules

#### Objectives

By the end of the lesson the learner should be able to:

- Explain how the ten commandments help prevent conflict
- Recognize that friends of God practice holy living by following the ten commandments

#### References

Bible: Exodus 19:1-20, 20:1-17

*Peace Education* Lesson 24

### 2. Rationale and Theme

Following rules helps to prevent conflict. This lesson focuses on the last six commandments which have to do with living peacefully in community.

### 3. Content

#### Activities

- Ask students how rules help keep peace. Have them name some school rules.
- Review what they know about Moses and the ten commandments
- Have students copy the ten commandments into their exercise book
- Dramatize Moses last speech
- The ten commandments on a chart
- School rules on a chart

### 4. Conclusion

#### Applications

- Think-Pair-Share: Discuss commandments 6-10 using these questions:
  - What does the commandment mean?
  - How could following this rule prevent conflict
- *Peace Education*, Lesson 24. Read the story “The Class Bully” and stop at various places to ask, “What would happen if?”

#### Biblical connections

- Exodus 19:1-20; 20:1-17

#### Summary

Laws and rules tell people what is right and wrong. They help people stay out of trouble. God gave ten rules which help prevent conflict. This lesson focuses on the last six of the ten commandments.

### 5. Assessment

Students finish this sentence: “Following the ten commandments helps prevent conflict because...” *Answers will vary but should give a clear reason why rules prevent conflict.*

## Lesson #27

### 1. Opening

Topic: Peace in Community

Sub-topic: Five kinds of Leaders

#### Objectives

By the end of the lesson the learner should be able to:

- Give examples of the five kinds of leaders
- Recognize different kinds of leaders

#### References

Bible: Numbers 16

### 2. Rationale and Theme

Good leadership helps prevent conflict. This lesson compares Moses' humble servant leadership with Korah's attempt to take away leadership. Five kinds of leaders are identified.

### 3. Content

#### Activities

- Ask students to think of someone who is a leader. Ask them if the person is a good leader or not and ask what that person is like.
- Tell the story of Korah and Moses
- Compare how Korah was different from Moses
- Write the five kinds of leaders on the board and explain each one: Write them on a chart.
  1. Coercive - uses force
  2. Reward - uses rewards
  3. Expert - Uses education or experience
  4. Informational - uses information
  5. Servant - like Moses, a servant of God and serving others

### 4. Conclusion

#### Applications

- Have students give examples for each kind of leadership
- Share the memory verse and encourage students to pray for their leaders and support them
- Discuss which kinds of leaders would be most effective for peaceful conflict resolution (Informational and Servant Leader are excellent. Expert leadership is good if the person has special training)

#### Biblical connections

- Numbers 16 and I Timothy 2:1-2a

#### Summary

Three kinds of leadership are especially effective in problem solving. They are Servant, Informational and Expert leaders.

### 5. Assessment

Students give examples for each of the five kinds of leaders.

## Lesson #28

### 1. Opening

Topic: Peace in Community

Sub-topic: Respect for Leaders

#### Objectives

By the end of the lesson the learner should be able to:

- To give examples of the five kinds of leaders.
- Honor those in leadership and recognize different kinds of leaders

#### References

Bible: Numbers 16 and I Timothy 2:1-2a

### 2. Rationale and Theme

Leadership is often a difficult job. We need to respect our leaders and pray for them in order to have a peaceful community.

### 3. Content

#### Activities

- Review the Bible story about Moses and Korah and discuss the problems that came because Korah was not respectful to Moses
- Ask, “What other problems result when people are disrespectful to their leaders?”
- Read and discuss the memory verse
- Do suggested matching exercise

#### Teacher Tips

Additional methods/remarks

### 4. Conclusion

#### Applications

- Discuss the importance of respecting leaders
- Pray for your leaders
- Review problem solving and practice using it with a problem about what a teacher could do if there were not enough classrooms for all the students and teachers.

#### Biblical connections

Numbers 16 and I Timothy 2:1-2

#### Summary

For leaders to be effective, the community must respect and honor their leaders and recognize different kinds of leadership.

### 5. Assessment

*Work to do:*

List the five kinds of leaders.

*Answers:*

Coercive, Reward, Expert, Informational, Servant

## Lesson #29

### 1. Opening

Topic: Peace in Community

Sub-topic: Obedience and Faith

#### Objectives

By the end of the lesson the learner should be able to:

- Write a faith prayer based on scripture

#### References

Bible: Numbers 14 and Hebrews 11:6

### 2. Rationale and Theme

Our prayers make a difference. When faced with conflict or problems we can believe the promises if we trust God and obey His commandments.

### 3. Content

#### Activities

- Tell the story of spies in the Promised Land (Numbers 14) or have readers read the script.
- Discuss the memory verse

### 4. Conclusion

#### Applications

- Share examples of how prayer changes things (Daniel 9 or a personal example)
- Read a quote from John Wesley
- Have students draw pictures of the Promised Land (with chalk or crayons)
- Sing together “Lisaala---Lisaala Lirelanga Milembe” (Prayer Brings Peace)

#### Biblical connections

- Numbers 14 and Hebrews 11:6
- Possible verses for prayer based on scripture: Philippians 4:13, James 5:15, I John 1:9, Psalms 54:7, Psalms 91:4

#### Summary

We can take the promises of God to Him in prayer, believing that He hears and answers.

### 5. Assessment

Students will write a prayer based on scripture in their prayer journal.

## Lesson #30

### 1. Opening

Topic: Peace in Community

Sub-topic: Review

#### Objectives

By the end of the lesson the learner should be able to:

- Answer questions to show their understanding of key concepts.
- Desire to live as peacemakers and friends of God.

#### References

Bible: Review of previous lessons

### 2. Rationale and Theme

This lesson will review the Bible Stories and important concepts from previous lessons.

### 3. Content

#### Activities

- Review the definition of peace
- Review the Peace Circles chart
- Have students place papers with the names of people from the stories in the right order.
- Divide into groups and have the students answer questions about the most important concepts from previous lessons. See which group can answer more questions correctly.
- Sing their best song in the previous lessons
- Act the best role play

### 4. Conclusion

#### Applications

- Have students share about times when they have used the concepts from the lessons.

#### Biblical connections

- Bible stories and verses from previous lesson

#### Summary

This lesson concludes the peace studies for Standard IV. Next year's lessons will continue with the peace circles but focus on peace in the nation and world.

### 5. Assessment

Students will answer questions over the previous lessons correctly.