

 <h2 style="margin: 0;">LESSON PLAN 6</h2> <h3 style="margin: 0;">JOY AND JESUS, AND EMPLOYEES</h3>	
<h4 style="margin: 0;">PART A: LESSON METHODOLOGY</h4>	
QUALITY	Joy
GENERAL DESCRIPTION OF THE QUALITY	<p>According to Oxford dictionary definition of joy is:</p> <ul style="list-style-type: none"> a feeling of great pleasure and happiness; the emotion evoked by well-being, success, or good fortune or by the prospect; of possessing what one desires; delight; the expression or exhibition of such emotion: gaiety. <p>Feelings like joy, grief, anger and fear exist all the time, but how one can tell what emotion a person is feeling? The greatest witness is the expression on their face. Positive emotions like joy or happiness are expressed by a smile or laughter, which is often a tremendous giveaway.</p> <p>Joy in Youth</p> <p>Joy and happiness is often linked by young people, which is quite understandable. Yet, fewer young adults admit that they are happy today, which is strongly linked to the past pandemic years full of restriction. However, joy is one of the most important qualities of the young people, which is also proven by the research of the MoPYL project.</p>



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	<p>Having joy includes feeling good cheer and a vibrant happiness. But joy, in its fuller, spiritual meaning of expressing God's goodness, involves more. It is a deep-rooted, inspired happiness. The Scripture says, "The joy of the Lord is your strength" (Nehemiah 8:10).</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the joy below in the chapter of "Dilemma".</p>
GENERAL DESCRIPTION OF THE LESSON	<p>The lesson consists of three parts – introductory part (~ 10% of the time), main part (~ 75% of the time), and final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>
AIMS OF THE LESSON	<p>1) to learn positive features of joy, such as promotion of a healthier lifestyle, boosting of immune system, fighting of stress and pain, supporting of longevity; 2) to put into practice the positive features of joy through discussion on possible variations of the story situations – Jesus's birth and the employees'.</p>
NON FORMAL EDUCATION METHODS OF THE LESSON	<p>1) theoretical training, 2) discussions, group work, debates, playing of the situation, learning to learn, observing, feedback, questions and answers, etc.</p>
AGE GROUP	<p>13-15 years old</p>
EXPECTED OUTCOMES OF THE LESSON	<p>1) positive features of joy, such as promotion of a healthier lifestyle, boosting of immune system, fighting of stress and pain, supporting of longevity learned and perceived; 2) positive features of joy through the story of the lesson put into practice by discussion, group work and playing of the situation on the story questions.</p>

PART B: LESSON DESCRIPTION

SLOGAN	<p><i>Rejoice in the Lord always; and again I say, rejoice!</i></p> <p><i>Apostle Paul, Philippians 4:4</i></p>
DILEMMA	<p>Project qualities promoted by this lesson plan along with the joy, are also peace, goodness and love shown by the story of the first Christmas of the world and the birth of Jesus Christ. This story shows God's immeasurable love and goodness towards humanity: <i>'For God so loved the world, that he gave his only begotten Son, that whoever believeth in him should not perish, but have everlasting life' (John 3:16). 'Glory to God in the highest [heaven], and on earth peace among men with whom He is well pleased' Luke 2:14.</i></p> <p>The hexagon Figure 6 reflects the average position for each of six Core values and country. It could be seen that Latvian participants are nearer to the Core Values centre, which means that all values are similarly equal, while Romanians are quite near in Joy, Love and Peace. Spanish participants are more similar to Romanian, with a slightly larger offset in Love, Joy and Peace. Thus the Figure 6 clearly shows how important joy is for the young people (page 18).</p> <p>Regarding important things in youth's life within the Focus Groups, the Romanian Focus Group's participant RO03 said: 'Regarding Christian values, as other things in life these can vary a lot over time and fluctuate. In this case and at this age Joy is quite normal to be in the top. We need to make sure over time all of them are well balanced'. Furthermore, participant LV04 of the Latvian Focus Group said: 'The most important thing I noticed is that the young people have not lost their ability to enjoy and feel joy, even though the past couple of years have led to loneliness' (first page of the results of Focus Groups).</p> <p>Additionally, regarding Christian values and youth positioning the Focus Group participant LV01 from Latvia mentioned that <i>'Very commendable is that they consider joy, love and faithfulness as highly important'</i>, LV03 added <i>'Joy emphasises that, from the different perspectives that the participants in the focus groups bring to the table, this is also very</i></p>

	<p><i>positive</i>'. However, a Romanian participant RO01 highlighted that ‘Joy is marked the 1st as gentleness is on the 9th and this reflects a tendency in focusing on own pleasure rather than community wellbeing’. Yet, the greatest statement was done by the LV06 participant, who said ‘It was a great pleasure for me to read that even though they may be not aware that, for example, joy is a Christian value, the main important values of the young peoples’ lives are based on these 9 Christian values’ (page 3 of the Results part).</p> <p>In the conclusion part within the highlighted values it was mentioned that a special attention should be paid to such qualities as joy, love, faithfulness as categories important for the young people and to responsibility as a quality to be developed. Joy was highlighted out of all project values, so it easy considered greatly upon deciding the number of lesson plans regarding promotion of joy (page 6 of the Results part).</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of joy to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project’s homepage www.mopyl.eu.</p>		
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet</p>		
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><u>INTRODUCTORY PART</u></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> • greeting, blessing and engaging students • connection with prior learning – reflections, feedback, discussions • explanation of the current lesson’s material • explanation of tasks for the students • connection to the future learning



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	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> • direct instructions of the content • modelling of new skills – joy • checking of students’ understanding
<u>MAIN PART</u>	Guided practice: youth leaders are given two options for this part: part A is a Christian lesson; part B is a secular lesson. Both lessons stand on equal qualities.	28 minutes	TITLE A JOY AND JESUS <u>or</u> TITLE B JOY AND THE EMPLOYEES
	<p><u>PART A</u></p> <p>Jesus’s birth story, either told by the teacher itself following chapter 2 in the Book of Luke of the Scripture. Or displayed in a Superbook episode 8 of season 1 HERE (episode 108) once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</p> <p>Free online registration to watch Superbook episodes throughout all seasons HERE.</p>		
GROUP PRACTICE PART A	10 minutes		
	<p>At first, the teacher asks if there are any questions related to the story of Jesus’s birth. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</p> <p>The teacher asks if the class can name a similar person of our time. Can they link Jesus’s actions to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., who has needed encouragement to be self-motivated to do something?</p>		



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	<p>If no one can mention anyone, the teacher relates to the story of Jesus and at first emphasizes that there is no one like Jesus, because Jesus was God, even though Jesus equated us – humans, to Himself: John 20:17 "<i>Jesus said to her, "Do not cling to Me, for I have not yet ascended to My Father; but go to My brethren and say to them, 'I am ascending to <u>My Father</u> and <u>your Father</u>, and to <u>My God</u> and <u>your God</u>.'"</i>"</p> <p>And in this regard, the teacher asks one more time if the learners can name anyone having showed such joy, peace, goodness and love towards anyone?</p> <p>Can anyone name a situation or story where someone has had to sacrifice somebody for something in the name of survival or love, or peace? If no one can mention anything, the teacher tells a story when two teenage girls saved a boy from drowning. Yet the sad part of saving the drowning ones is that very often the saviours drown themselves. Yes, unfortunately such occasions are quite often. But Jesus has said: "<i>There is no greater love than this: that a person would lay down his life for the sake of his friends</i>" John 15:13, and those people WILL have their wage in heaven (Luke 6:23).</p> <p>Questions to be discussed:</p> <ol style="list-style-type: none"> 1. What are your thoughts of the Son of God to be born in a manger? 2. Can you agree that this is a humiliation for the God to be treated much worse than even poor parents giving birth to their child? (the teacher gives insight that rather than a humiliation, this was the greatest humbleness from the God's part to what later Jesus also taught us: Psalms 25:9 "He leads the humble in what is right, and teaches the humble his way. ... He causes the humble to tread in judgment, and teaches the humble His way". James 4:6 "God humbles the proud and he gives grace to the humble".
<p>SITUATION</p>	<p><u>Part B</u></p> <p>One day all the employees reached the office and they saw a big advice on the door on which it was written: "Yesterday the person who has been hindering your growth in this company passed away. We invite you to join the funeral in the room that has been prepared in the gym". In the beginning, they all got sad for the death of one of their colleagues, but</p>

	<p>after a while, they started getting curious to know who was that man who hindered the growth of his colleagues and the company itself.</p> <p>The excitement in the gym was such that security agents were ordered to control the crowd within the room. The more people reached the coffin, the more the excitement heated up. Everyone thought: “Who is this guy who was hindering my progress? Well, at least he died!” One by one the thrilled employees got closer to the coffin, and when they looked inside they suddenly became speechless. They stood nearby the coffin, shocked and in silence, as if someone had touched the deepest part of their soul. There was a mirror inside the coffin: everyone who looked inside it could see himself.</p> <p>There was also a sign next to the mirror that said: “There is only one person who is capable of setting limits to your growth: it is YOU.” You are the only person who can revolutionize your life. You are the only person who can influence your joy, happiness, your realization, and your success. You are the only person who can help yourself. Your life does not change when your boss changes, when your friends change, when your partner changes when your company changes. Your life changes when YOU change, when you go beyond your limiting beliefs when you realize that you are the only one responsible for your life. “The most important relationship you can have is the one you have with yourself” (<i>Moral Stories</i>).</p>
<p>MORAL</p>	<p><i>The world is like a mirror: it gives back to anyone the reflection of the thoughts in which one has strongly believed. The world and your reality are like mirrors lying in a coffin, which show to any individual the death of his divine capability to imagine and create his happiness and his success. It’s the way you face Life that makes the difference. You will never find joy burying yourself under worries and stress that cause sadness, grief, depression and other negative effects.</i></p>
<p>GROUP PRACTICE PART B</p>	<p>10 minutes</p> <p>Questions to be discussed:</p> <ol style="list-style-type: none"> <i>1. Have you ever blamed someone other of your own actions? For example, getting a bad mark at school or having hit a part of your body – a leg, an arm or something else, you blame the thing you hit it against.</i>



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	<p>2. <i>If so, what is your opinion now about those occasions? Do you still agree that the ‘wall’ or the ‘tree’ was to be blamed for hitting your body? Or the teacher was guilty of your bad mark at school?</i></p> <p>3. <i>What do you think happened to those employees after this artificial “funeral”?</i></p> <p>The teacher assigns a group work for groups of around 3 – 4 members to discuss the last question and encourages to play the situation.</p>	
<p><u>FINAL PART</u></p>	<p>12 minutes</p>	<p>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.</p>
<p>REFERENCES</p>	<ol style="list-style-type: none"> 1. English standard Version Bible. <i>Bible</i>. Accessed: 04.04.2022. https://www.biblestudytools.com/esv/. 2. Erasmus+ Project. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report</i>. Available at: www.mopyl.eu. 3. Moral Stories. <i>Looking at Mirror</i>. Accessed: 04.04.2022. https://www.moralstories.org/looking-at-mirror/. 4. Oxford Learner's Dictionaries. <i>Joy</i>. Accessed: 04.04.2022. https://www.oxfordlearnersdictionaries.com/definition/american_english/joy. 5. Superbook. Episode 108: <i>The First Christmas</i>. Accessed: 04.04.2022. https://us-en.superbook.cbn.com/episode_player?v=3769066400001. 	