

 <b>LESSON PLAN 8 PATIENCE AND JOB, AND FATHER AND DAUGHTER</b>	
<b>PART A: LESSON METHODOLOGY</b>	
QUALITY	Patience
<b>GENERAL DESCRIPTION OF THE QUALITY</b>	<p>According to <a href="#">Oxford dictionary</a> definition of patience is:</p> <ul style="list-style-type: none"> <li>the capacity to accept or tolerate delay, problems, or suffering, the bearing of provocation, annoyance, misfortune, or pain, without complaint, loss of temper, irritation, without becoming annoyed or anxious, or the like;</li> <li>an ability or willingness to suppress restlessness or annoyance when confronted with delay.</li> </ul> <p><a href="#">Wikipedia</a> defines patience as the ability to endure difficult circumstances. Patience may involve perseverance in the face of delay; tolerance of provocation without responding in disrespect/anger; or forbearance when under strain, especially when faced with longer-term difficulties, or being able to wait for a long amount of time without getting irritated or bored. Patience is the level of endurance one can have before disrespect. It is also used to refer to the character trait of being steadfast.</p> <p><b>Patience in Youth</b> Patience improves youth's ability to accept setbacks and enjoy life much more. There is a saying; "Good things come to those who wait." Patience allows youth to persevere and make more productive decisions, often leading to greater success. Yet, youth according to researches done is more impatient than just a ten years ago. Therefore it is necessary to train the</p>



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	<p>patience, which can be done by modelling patience, using reflective listening, keeping reasonable expectations, helping to develop strategies for waiting, using a timer to help a youth visualize the wait. This lesson will model patience in final part of the lesson, reflective thinking through listening to Job’s story at first and discussion after and through the timer task for visualization.</p> <p><b>Peace in the Scripture</b> The Bible helps us understand patience. Romans 5:3-4 says, <i>“And not only that, but we also glory in tribulations, knowing that tribulation produces perseverance; and perseverance, character; and character, hope.”</i> This tells us that tribulations produce perseverance, or patience. According to the Bible, patience is a virtue and one of the fruit of the Spirit, a sign of someone who trusts in God.</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the peace below in the chapter of “Dilemma”.</p>
<p><b>GENERAL DESCRIPTION OF THE LESSON</b></p>	<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>
<p><b>AIMS OF THE LESSON</b></p>	<p>1) to learn positive features of patience, such as thoughtful decisions, cultivation of enduring relationships, thinking in long-term, finding of inner peace, learning of kindness; 2) to put into practice the positive features of patience through discussions and timer task for visualization – Job’s and the daughter with the two apples.</p>
<p><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></p>	<p>1) theoretical training, 2) discussions, modelling patience, reflective thinking, timer task for visualization, learning to learn, observing, feedback, questions and answers, etc.</p>



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AGE GROUP	13-15 years old
EXPECTED OUTCOMES OF THE LESSON	<p>1) positive features of patience, such as thoughtful decisions, cultivation of enduring relationships, thinking in long-term, finding of inner peace, learning of kindness learned and perceived;</p> <p>2) positive features of patience through the story of the lesson put into practice by discussions and timer task for visualization.</p>
<b>PART B: LESSON DESCRIPTION</b>	
SLOGAN	<p style="text-align: center;"><i>One minute of patience, ten years of peace.</i></p> <p style="text-align: right;"><i>Greek proverb</i></p>
DILEMMA	<p>Project qualities promoted by this lesson plan along with the <b>patience</b>, are also <b>peace, leadership, kindness, goodness</b> and <b>self-control</b> shown by Job's staying in connection with God through prayer, actively waiting on God to bring him through the season of intense adversity. This was a season when he lost everything: his wealth, his health, and his children, and his wife and friends question him and turn against him. There is even a saying – <i>Patience of Job</i>.</p> <p>The hexagon Figure 6 reflects the average position for each of Core values and country. It could be seen that Latvian participants are nearer to the Core Values centre, which means that all values, including patience, are similarly equal to them, 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 (page 18).</p> <p>Thus the Figure 6 clearly shows that 'patience' is not that significant among the young people as other values (leadership, responsibility, belonging, self-motivation, love, joy an peace). Yet, the youth leaders, should pay attention also to the</p>



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	<p><b>quality of patience, which among grownups is known to be significant in the daily further life.</b></p> <p><b>Yet, patience was mentioned by female respondents along with another quality promoted by the project MoPYL – love: ‘In terms of values, women gave significantly higher priority than men to the value "Love" and lower priority to the value "Patience"’. And further on in the same context and by the same female respondents, patience was mentioned within the highlighted values: ‘Love should be used to promote other values that are highly important in a functional human being like patience and kindness’ (page 6 of the Results part).</b></p> <p><b>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of patience to be promoted by the project plans.</b></p> <p><b>See the full project MoPYL Research Report in the project’s homepage <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</b></p>		
<p><b>MATERIALS NECESSARY FOR THE LESSON</b></p>	<p><b>Projector, screen, computer, access to Wi-Fi or mobile internet</b></p>		
<p><b>LESSON LENGTH</b></p>	<p><b>1 learning hour, i.e. 45 minutes</b></p>		
<p><b><u>INTRODUCTORY PART</u></b></p>	<p><b>Anticipatory set</b></p>	<p><b>3 minutes</b></p>	<ul style="list-style-type: none"> <li>• greeting, blessing and engaging students</li> <li>• connection with prior learning – reflections, feedback, discussions</li> <li>• explanation of the current lesson’s material</li> <li>• explanation of tasks for the students</li> <li>• connection to the future learning</li> </ul>



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	<b>Introduction of the new material</b>	<b>2 minutes</b>	<ul style="list-style-type: none"> <li>• direct instructions of the content</li> <li>• modelling of new skills – patience</li> <li>• checking of students’ understanding</li> </ul>
<b><u>MAIN PART</u></b>	<b>Guided practice:</b> 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.	<b>28 minutes</b>	<b>TITLE A</b> <b>PATIENCE AND JOB</b>  <u>or</u> <b>TITLE B</b> <b>PATIENCE AND FATHER AND DAUGHTER</b>
	<u><b>PART A</b></u> <b>Job’s story, either told by the teacher itself following the Book of Job of the Scripture. Or displayed in a Superbook episode 8 of season 2 <a href="#">HERE (episode 208)</a> once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</b> <b>Free online registration to watch Superbook episodes throughout all seasons <a href="#">HERE</a>.</b>		
<b>GROUP PRACTICE PART A</b>	<b>10 minutes</b>		
	<b>At first, the teacher asks if there are any questions related to the story of Job. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</b>  <b>The teacher asks if the class can name a similar person of our time. Can they link the famous Job’s patience to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., having a great patience?</b>		



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	<p><b>If no one can mention anyone, the teacher names a character from a movie Star Wars – Yoda. Yoda was a legendary Jedi Master and stronger than most in his connection with the Force. Small in size but wise and powerful, he trained Jedi for over 800 years, playing integral roles in the Clone Wars, the instruction of Luke Skywalker, and unlocking the path to immortality. One of the most famous saying by Yoda – Patience you must have, my young padawan.</b></p> <p><b>Questions to be discussed:</b></p> <ol style="list-style-type: none"> <li><b>1. What can we learn from the patience of Job? (we can learn to bring our troubles to God, because Jesus said “Come to me, all who labour and are heavy laden, and I will give you rest. Take my yoke upon you, and learn from me; for I am gentle and lowly in heart, and you will find rest for your souls. For my yoke is easy, and my burden is light” (Matthew 11:28-30).</b></li> <li><b>2. Can you name any person you know who has suffered so much as Job? (there is a little possibility that the learners could know it, therefore another thing we can learn from the patience of Job is that there is hope and a way out always).</b></li> <li><b>3. What is your opinion – who put the sufferings on Job? (it was the devil, it was not God, yet He was aware of it).</b></li> </ol>
<p><b>SITUATION</b></p>	<p><b><u>Part B</u></b></p> <p><b>A Father and his Daughter were playing in the park. His young daughter spotted an apple vendor. She asked her father to buy her an apple. Father didn’t bring much money with him, but it was enough to purchase two apple. So, he bought two apples and gave his daughter.</b></p> <p><b>His daughter held one apple each in her two hands. Then a father asked her if she can share one apple with him. Upon hearing this, his daughter quickly took a bite from one apple. And before her father could speak, she also took a bite from the second apple.</b></p>

	<p><b>A Father was surprised. He wondered what mistake he made raising her daughter that she acted in such a greedy way. His mind was lost in thoughts, that perhaps he is just thinking too much, his daughter is too young to understand about sharing and giving. A smile had disappeared from his face.</b></p> <p><b>And suddenly his daughter with an apple in her one hand said, “Father have this one, this one is much juicier and sweeter”. Her father was speechless. He felt bad about reaching to the judgement so quickly about a small child. But, his smile came back now knowing why his daughter quickly took a bite from each apple (<i>Moral Stories</i>).</b></p>	
<b>MORAL</b>	<p><i>Don't judge anything too quickly and come to a conclusion. Always be patient and take the time to understand things better.</i></p>	
<b>GROUP PRACTICE PART B</b>	<p><b>10 minutes</b></p> <p><b>Questions to be discussed:</b></p> <ol style="list-style-type: none"> <li><b>1. What qualities can you else read from this story? (storge love - love of parents for children, kindness, goodness).</b></li> <li><b>2. If you had only two apples and you were very hungry and thirsty and you had two more friends with you and they were just as thirsty and hungry as you, would you be ready to give up your apples to them?</b></li> </ol> <p><b><u>Timer task:</u> for visualization: the teacher puts a silent relaxing music and asks the learners to close their eyes. Then the teacher slowly and calmly tells a story through which the learners’ patience is trained. Any story creating peace through engaging their imagination can be told. An example of a story to be told is the following. The teacher guides the learners through their childhood’s path when they spent a day by the sea in warm summer day. They come back to the feelings of sunbathing, swimming, playing games at the beach, eating ice-cream, some of them running with their pets, picking up cobbled stones and shells.</b></p>	
<b><u>FINAL PART</u></b>	<b>12 minutes</b>	<p><b>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues.</b></p> <p><b>Feedback of learners for the best practices to be applied for future.</b></p>



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