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Programs for Youth  
Republic of Latvia



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# MOPYL

Mobile Program for Youth Learners



## LESSON PLAN 9 KINDNESS AND ESTHER, AND THE HOMELESS GUY

### PART A: LESSON METHODOLOGY

QUALITY	Kindness
<p><b>GENERAL DESCRIPTION OF THE QUALITY</b></p>	<p>According to <a href="#">Oxford dictionary</a> definition of kindness is:</p> <ul style="list-style-type: none"> <li>• the quality of being friendly, generous, and considerate;</li> <li>• a kind act.</li> </ul> <p>Kindness is good for the state of mind. Physiologically, kindness can positively change one's brain. Being kind boosts serotonin and dopamine, causing feelings of satisfaction and well-being, as well as enforce pleasure/reward centres in one's brain to light up. Kindness helps treating others as you would like to be treated. Kindness shows concern for the feelings of others. A kind person is helpful and generous.</p> <p><b>Kindness in Youth</b> Actions of kindness are a chance for the young people to share their skills, time, knowledge and energy with others. One of the fields that promotes kindness are volunteering. Volunteer activities make young people feel good about themselves. Along with the features young people can gain by being kind and promoting kindness, they can also learn values of doing something selfless like taking care of the environment, contributing to a cause, or ministering to others.</p> <p><b>Kindness in the Scripture</b></p>



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**The Bible helps us understand kindness. Colossians 3:12 says:**

*“...clothe yourselves with compassion and kindness.”*

**Ephesians 4:32 says:**

*“Be kind to one another.”*

**Kindness is one of the principles of leadership according to the Bible along with purpose and compassion.**

The phrase “for such a time as this” has become synonymous with the story of Esther in the Bible. Her words as she decided to face the king regardless of her fate has become a symbol of courage in the face of great danger: *“I will go to the king, even though it is against the law. And if I perish, I perish”* (Esther 4:16). Esther showed a great kindness to her nation, which was expressed by her obedience upon Mordecai’s telling her to hide her faith and her people (Esther 2:10). She also listened to Hegai’s advice on what to request before going to see the king (Esther 2:15).

Esther was extremely brave by doing what was needed to be done even when it was dangerous and fearful. Going to the king without being called up scared her, but she was willing to do it for her people (Esther 4:16).

This act showed a considerable selflessness: being ready even to die for saviour of others (Esther 4:16). This act immediately resembles Jesus. Perhaps Esther's story is a spiritual link of what Jesus later did for His people and all humanity.

Esther was smart and understood that she will achieve more with the king by flattering than pleading and petitioning, at least in the beginning. That’s why she organized two banquets allowing the king’s vanity and Haman’s ego to manifest before she told the king what she really wanted (Esther 5:4-8).

Above all the above mentioned qualities of Esther, humbleness is something that she possessed and something you would not see nowadays very often even among ordinary people but to see a queen weeping and begging at the feet of someone, even if it is a king. But that is what Esther did. She was not too proud and what is the most important - too clever, to humble herself before the king on behalf of the Jewish people (Esther 8:3-6).

	See what youth themselves according to the research done by the project MoPYL team have to say about the kindness below in the chapter of “Dilemma”.
<b>GENERAL DESCRIPTION OF THE LESSON</b>	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.
<b>AIMS OF THE LESSON</b>	1) to learn positive features of kindness, such as considerate, courteous, helpful, and understanding of others, showing care, compassion, friendship, and generosity; 2) to put into practice the positive features of kindness through discussions and debates – Esther’s and the homeless guys.
<b>NON FORMAL EDUCATION METHODS OF THE LESSON</b>	1) theoretical training, 2) discussions, modelling kindness and the opposite in the debates, reflective thinking, learning to learn, observing, feedback, questions and answers, etc.
<b>AGE GROUP</b>	13-15 years old
<b>EXPECTED OUTCOMES OF THE LESSON</b>	1) positive features of kindness, such as considerate, courteous, helpful, and understanding of others, showing care, compassion, friendship, and generosity learned and perceived; 2) positive features of kindness through the story of the lesson put into practice by discussions and debates.
<b>PART B: LESSON DESCRIPTION</b>	
<b>SLOGAN</b>	<i>Be kind whenever possible – yes, it is always possible.</i>

	<i>Unknown</i>
<p><b>DILEMMA</b></p>	<p>Project qualities promoted by this lesson plan along with the <b>kindness</b>, are also <b>leadership, peace, patience, goodness and self-control</b> shown by Esther's doing for the greater good of others even at a great danger to herself. Esther's story represents the solicitude of God. Though God is never mentioned by name in the Book of Esther, His presence is tangible in protection of the Jews when an enemy wants to destroy them.</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>According to the Figure 6 the project team could see that kindness was not among the most favourite qualities within the young people. Therefore, this lesson plan along with the quality of kindness covers also those values that were highly evaluated by the young people (mentioned above).</p> <p>Yet regarding highlighted values kindness was mentioned in a close link to love and patience, which proves that even if some of the quality is not that famous among the young people, it is still a part of other values promoted by the project MoPYL (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 kindness to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project's homepage <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</p>
<p><b>MATERIALS NECESSARY FOR THE LESSON</b></p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet</p>



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<b>LESSON LENGTH</b>	<b>1 learning hour, i.e. 45 minutes</b>		
<b><u>INTRODUCTORY PART</u></b>	<b>Anticipatory set</b>	<b>3 minutes</b>	<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>
	<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 – kindness</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>KINDNESS AND ESTHER</b>  <u>or</u> <b>TITLE B</b> <b>KINDNESS AND HOMELESS GUY</b>
	<p><b><u>PART A</u></b></p> <p>Esther’s story, either told by the teacher itself following the Book of Esther of the Scripture. Or displayed in a Superbook episode 5 of season 2 <a href="#">HERE (episode 205)</a> 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 <a href="#">HERE</a>.</p>		



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<b>GROUP PRACTICE PART A</b>	<b>10 minutes</b>
	<p><b>At first, the teacher asks if there are any questions related to the story of Esther. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</b></p> <p><b>The teacher asks if the class can name a similar person of our time. Can they link the Esther's kindness to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., having shown kindness?</b></p> <p><b>If no one can mention anyone, the teacher names Ariana Grande who raised more than \$12 million for people affected by terrorist attacks. Ariana Grande and her company managed to raise more than \$12 million for people affected by a terrorist attack during the singer's concert. All the money was spent on funerals and for victims' treatments. Meanwhile the football player Cristiano Ronaldo who is well-known for being a generous person, showed an act of kind-heartedness in 2016 donated €275 thousand that he won at the UEFA European Championship to a kids cancer foundation. He did the same with the Champions League bonus. The total sum that Ronaldo donated so far is around €10 million</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 kindness actions of Esther? (We can learn other qualities that Esther possessed – to be courageous, to take care for others, to be selfless. It is clear that humbles pays. By being humble you can gain more than being proud, because pride goes before destruction (Proverbs 16:18). Another important issue we can learn from Esther and her actions is smartness. And how can we become smart? – by learning, by listening to others, especially elder people and by doing).</b></li><li><b>2. What do you think – could you be able to put yourself under a threat of death for your country / family / friends?</b></li><li><b>3. What is the main message of the Book of Esther? (Esther's story proves that God acts on an ongoing basis, and that God is always speaking even though God's direct actions are never mentioned in the Book of Esther!</b></li></ol>

	<p>A very significant element of the story of Esther is that God’s actions flow through events, and He speaks through people!)</p>
SITUATION	<p><b><u>Part B</u></b></p> <p>Recently Steve had a car accident. Therefore, he put his car in the garage to carry out the repair work. Since he had to go to the job daily, he decided that until the car is ready, he would travel by the metro train. One day, he noticed a homeless guy at the train station at night. He felt pity for him, so he gave him some change from his pocket.</p> <p>The homeless guy thanked him for it. Next day again, he noticed the homeless guy at the same place. This time Steve thought to get him something to eat, so he went outside the station and brought him a meal. The homeless guy thanked him for his kindness. But Steve got curious and asked him, “How did you get to this point?”</p> <p>The homeless guy looked up at him and with a smile, he said, “By Showing Love.” Steve didn’t understand it, so he asked him, “What do you mean by that?” The homeless guy replied that “Throughout my whole life, I made sure that everyone was happy. No matter what was going right or wrong in my life, I always helped everyone.”</p> <p>Steve asked him, “Do you regret it?” To which the homeless man replied, “No, It just hurts my soul that the very people I gave the shirt off my back to wouldn’t give me a sleeve of that same shirt when I was in need. Son, It is better to build your own house and invite someone in for shelter than to hand them your bricks while you are building yours. Because one day you will turn around and look at the spot where you had planned to build your house. It will be an empty lot. Then you are the one looking for bricks.”</p> <p>Steve understood what the homeless guy meant and thanked him for the good advice (<i>Moral Stories</i>).</p>
MORAL	<p><i>Helping others is a good thing. Yet one must not forget its our own problems and needs while helping others. Remember that sometimes sharing is better than giving away. You can do much more in a strong position than in a weaker one.</i></p>



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<p><b>GROUP PRACTICE PART B</b></p>	<p><b>10 minutes</b></p>	
	<p><b>Questions to be discussed:</b></p> <ol style="list-style-type: none"> <li>1. <i>What qualities can you else discern in the homeless guy in this story? (Credulity, because some people love to use others if they see works out, and taking into account that these were people that did not help the guy when he was in need, these people seem to be the ones).</i></li> <li>2. <i>Do you think it is good or bad to support homeless people? (Yes, if they have a real crisis, but not if this is their lifestyle).</i></li> <li>3. <i>Have you had a chance to help someone in need? How does it feel like (in both cases to refuse and support)?</i></li> </ol> <p><b>Debates:</b> the teacher divides the learners into affirmative and negative teams. The teacher gives a statement: ‘Helping homeless people is good’. The affirmative team agrees with the statement, the negative team doesn’t. Both teams have to prepare 3 statements according to their team role (3 minutes, and the previous discussion of the Q&amp;As above will help). After the teams are ready, the Affirmative team starts with their first statement, then the Negative team gives their. The Affirmative team refutes the statement either by answering directly to the statement or by giving their second one. So it goes on until the last statement of the Negative team. The teacher guides the process by keeping the time and giving each speaker 30 seconds.</p> <p>According to the scenario, the learners guided by the teacher draw the conclusions.</p>	
<p><b><u>FINAL PART</u></b></p>	<p><b>12 minutes</b></p>	<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>
<p><b>REFERENCES</b></p>	<ol style="list-style-type: none"> <li>1. <b>English standard Version Bible.</b> <i>Bible.</i> Accessed: 25.04.2022. <a href="https://www.biblestudytools.com/esv/">https://www.biblestudytools.com/esv/</a>.</li> <li>2. <b>Erasmus+ Project.</b> 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report.</i> Available at: <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</li> <li>3. <b>Moral Stories.</b> <i>A limit of your Kindness.</i> Accessed: 25.04.2022. <a href="https://www.moralstories.org/a-limit-of-your-kindness/">https://www.moralstories.org/a-limit-of-your-kindness/</a>.</li> </ol>	



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