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LESSON PLAN 10 GOODNESS AND JESUS, AND MR PHILLIPS

PART A: LESSON METHODOLOGY

QUALITY

Goodness

GENERAL
DESCRIPTION OF
THE QUALITY

According to [Oxford dictionary](#) definition of goodness is:

- the quality of being morally good or virtuous.

Goodness

Goodness promotes a great number of other positive qualities of life. One of the qualities is generosity. Generous people give others financial and interpersonal relationships. Generous people are kind. What can you be generous with – not only, money or material things, but also your time, friendship, and other support.

Another virtue is idealism. Idealism is a sound macro-level worldview for a person of a good character that often results in optimism, but inertia that arises from assuming that things are as great as they are should be avoided.

Next, empathy, which is the ability to see emotions and actions of others. It includes sufferings of other people and willingness to help when they need it. Empaths sympathize with others who are less fortunate than themselves. Along with empathy, goodness promotes also ethics, referring to standards that impose reasonable obligations to refrain from destructive actions like stealing, murder, assault, slander, fraud etc.



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Humour makes life sustainable and even happy. Laughter is pleasant, and scientific studies show that it improves mood. The ability to see humour in difficult situations is definitely a saving character.

Self-discipline arises from continuing to work to achieve the goals you want to achieve. You can read all books on ethics, but without self-discipline, you only have an academic awareness. Self-disciplined people know what is good and they choose to manage their behaviour.

A good man must cultivate humility. Even if one is beautiful or successful, it must remember that these things are only temporary. Although one should have reasonable confidence in its abilities, a man is ought to try to be humble about his or her blessings and accomplishments.

People with self-respect, know their personal boundaries, and respect them even if someone breaks them. Confidence is the result of humble confidence and self-respect. Confidence is a balanced approach to communication between passivity and aggression.

A further virtue is integrity. Integrity means a whole and undivided state. Personal integrity is a state of inner indivisibility within oneself that can be archived by reconciling one's thoughts, emotions, and actions.

Courage is an ability to do what needs to be done, even if you are afraid. Being bold can mean taking on difficult and unpopular topics. It can mean talking about what is right, even if others do not agree. Courage means the willingness to put fear aside.

Equality is another virtue covered by goodness. People by nature treat (or should treat) others as equals who have the right to fellowship, regardless of their age, gender, occupation, race or religion.

Perceptibility is a characteristic of general curiosity about life and openness to new ideas. Have you ever heard the saying "Leaders are always readers"? This may sound stereotypic, but people who are usually curious and eager to gain



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knowledge are more likely to become intellectual leaders. Real personal growth takes place in curiosity about yourself and the world. Enterprising people never stop learning.

Critical thinking takes perceptibility a step further. The world's curiosity and intellectualism will not help a person much if it can be easily fooled. This is where critical thinking emerges. Critical thinkers have a set of skills that can be learned - openness, ability to reason, perseverance in seeking all available facts on a subject.

No list of good traits would be complete without honesty. To be honest is to tell the truth. Lying is much worse than simply losing control once or twice.

And concluding this list, a gratitude is to be the most favourable quality to cultivate. Gratitude rouses satisfaction and happiness about things and events of your life. According to a study of the positive psychology by Robert Emmons, grateful people tend to be happier and live longer than ungrateful people.

Goodness is closely linked also to one of the main project MoPYL values – responsibility, leadership, kindness, peace and patience (*Free Dictionary*).

Goodness in Youth

The Bible says “And because iniquity shall be multiplied, the love of the many shall wax cold” (Matthew 24:12). This is what we can see in today’s world in almost all societies in almost all age and social groups, including young people. But it does not mean that goodness in them has never been a part. It rather means that they are so much affected by negative events around – news, media, peoples’ lifestyles, etc., that they have become blunt and do not involve in acts of goodness so much as they used to before – in previous generations.

Goodness in the Scripture

Goodness is the sixth fruit of the Spirit according to Galatians 5:22 of the Scripture. What, then, is goodness? The word ‘good’ is used so often in everyday lives of nowadays people that it has almost lost its meaning. For example, how many

	<p>times a day do we say, "good job", "good morning", "good work" or "good luck"? But, the Bible says that the word 'good' actually means holy, pure and righteousness. Literally goodness is godliness.</p> <p>Goodness can often be seen in our possession and actions, but our hearts must also be pure. The goodness of Jesus must be demonstrated in our lives on a daily basis. Psalm 23:6 says, "Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the house of the Lord forever."</p> <p>God calls us to be filled with goodness from within, to be holy in what we do and say, because Christians must have a heart that seeks goodness. We don't just have to do good deeds, because doing good deeds without a good heart is empty. The "goodness" described as the fruit of the Spirit is not only moral lifestyle but also character excellence. This goodness is possible only through the grace and mercy of God.</p> <p>We frequently say in church, "God is always good. And indeed God is good all the time. Does this mean that also we or our lives are always good? No, of course not. It means that God practices the fruits of the Spirit of goodness in a sense of godliness. God is good. And God wants us to grow in this fruit of Spirit so that we can live a full life of righteous love.</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the goodness below in the chapter of "Dilemma".</p>
<p>GENERAL DESCRIPTION OF THE LESSON</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>AIMS OF THE LESSON</p>	<ol style="list-style-type: none"> 1) to learn positive features of goodness, such as generosity, idealism, empathy, ethics, humour, self-discipline, humbleness, confidence, self-respect; 2) to put into practice the positive features of goodness through discussions – Jesus's and Mr. Phillips.



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<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, modelling goodness and the opposite in the debates, reflective thinking, learning to learn, observing, feedback, questions and answers, etc.</p>
<p>AGE GROUP</p>	<p>13-15 years old</p>
<p>EXPECTED OUTCOMES OF THE LESSON</p>	<p>1) positive features of goodness, such as generosity, idealism, empathy, ethics, humour, self-discipline, humbleness, confidence, self-respect learned and perceived; 2) positive features of goodness through the story of the lesson put into practice by discussions.</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p><i>Goodness is love in action.</i></p> <p style="text-align: right;"><i>James Hamilton</i></p>
<p>DILEMMA</p>	<p>Project qualities promoted by this lesson plan along with the goodness, are also responsibility, love, patience, kindness and self-control shown by Jesus's showing miracles, making miracles of healing, delivery, forgiveness and mercy, wisdom, teaching and learning. Jesus, of course, is the most vivid person of all times promoting not only goodness but each and all of the project MoPYL values, and there is nobody like Him. Yet, we have a hope because Jesus encouraged us to follow Him and promised that we – people, would do the same works and even greater (John 14:12).</p> <p>The Research Report of the project MoPYL did not specifically highlight the value of goodness in any results separately. Yet, the project team – all being grownups, understands that some qualities, even though they are not among the most famous values promoted by the project MoPYL, should be taught to the young people.</p>



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	<p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of goodness 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>		
MATERIALS NECESSARY FOR THE LESSON	Projector, screen, computer, access to Wi-Fi or mobile internet		
LESSON LENGTH	1 learning hour, i.e. 45 minutes		
<u>INTRODUCTORY PART</u>	Anticipatory set	3 minutes	<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
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> direct instructions of the content modelling of new skills – goodness 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	<p>TITLE A GOODNESS AND JESUS</p> <p style="text-align: center;"><u>or</u></p> <p>TITLE B GOODNESS AND FATHER AND DAUGHTER</p>

	<p><u>PART A</u></p> <p>Jesus’s story, either told by the teacher itself following the Book of Matthew, Book of Mark, Book of Luke, Book of John of the Scripture. Or displayed in a Superbook episode 9 of season 1 HERE (episode 109) 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>
<p>GROUP PRACTICE PART A</p>	<p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the story of Jesus. 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 (because Jesus promised that we would do the same works and even greater). Can they link the Jesus’s goodness to any known person, or maybe not widely known – perhaps, somebody can name their parents, friends, relatives, etc., having shown goodness?</p> <p>If no one can mention anyone, the teacher tells one of the goodness acts during the recent Covid-19 pandemics when NBA players chipped in to pay arena workers while games were cancelled. NBA games had been suspended for 30 days, which meant no work for arena employees like ticket takers, food vendors, and performers. But at some arenas, players and team owners were donating hundreds of thousands of dollars to make up their wages. Of course, this is not a miracle in a direct sense, but in a way, it is a miracle, because not many people are ready to give up their money and donate.</p> <p>Questions to be discussed:</p> <ol style="list-style-type: none"> 1. Have you faced any miracle in your life? Or you know people who have faced? (this is the time for testimonies of those who have experienced something miraculous).

	<p>2. Are miracles possible? (after discussions of the group, the teacher adds that according to Philippians 4:13, miracles are possible also today through Jesus Christ: “I can do all things through Christ”).</p> <p>3. What would you do if you could make a miracle?</p>
<p>SITUATION</p>	<p><u>Part B</u></p> <p>Mr. Phillips was just getting ready to leave his office and he remembered that his wife had asked him to bring 1KG of Bananas. When He stepped out, he saw an ill-looking old lady across the road. She was selling fresh bananas on the street. Mr. Phillips usually buys bananas from a grocery shop few blocks away from his office but since he was in hurry to reach home today, he thought about buying them from across the road only.</p> <p>He went to the old lady and asked her the price. She quoted \$7 per 1KG. He told, “But the store where I usually buy from gives them for \$5 per 1KG, can you not give me for the same price?” The Old Lady told, “No Sir, I can not afford to match that price. I can sell them to you at \$6 per 1KG. That’s best I can afford to give you for.” Mr. Phillips told her, “nevermind”. He left in his car towards the usual grocery shop.</p> <p>He went inside and picked up a good bunch of bananas. He went to the cashier to pay for them but he was surprised when the cashier told him that price per 1KG is \$10. He told the cashier, “I have been buying bananas from here only for some years and this is a steep price increase, can’t you offer me a better deal for being a loyal customer?” The Manager overheard him and came there. He told Mr. Phillips, “Sorry Sir but our prices are fixed, we do not bargain.” Mr. Phillips felt little bad with that flat attitude. He thought for a second and put those bananas back. He went back to the old lady. She recognized him instantly and told him, “Sir, I can’t match that price, I won’t be able to earn any profit.”</p> <p>Mr. Phillips told her, “Don’t worry about the price, I will pay you \$10 Per KG! Now, give me 2KG.” The Old Lady got very happy, she packed 2KGs of Bananas and said, “I can’t take \$10 but I will take \$7 per KG. I appreciate your kindness.” She also told him, “My Husband used to own a small fruit shop but he got very sick. We have no child or any relatives who could support us. We had to sell his shop to cover his medical bills but he could not survive.” Tears were</p>

	<p>flowing from her eyes. She said, “But now to support myself I am trying to sell what I can afford to buy and sell, so I can survive for what’s left of my life.”</p> <p>Mr. Phillips told her, “Do not worry, You are doing good and from tomorrow on, I will only buy bananas from you.” He pulled out his wallet and gave her \$100 extra and said, “Take this, Bring more different fruits to sell tomorrow, consider this an advance payment for fruits I will be buying from you. You can earn more if you have more choices of fruits to sell.” The Old Lady thanked him.</p> <p>Later, He recommended many of his colleagues to buy fruits from the lady which they did. And with the support from Mr. Phillips and many other buyers, she made a better living (<i>Moral Stories</i>).</p>
<p>MORAL</p>	<p><i>Often we choose to go in big malls or big grocery shops for a shopping. We always pay the fixed price without bargaining. That is fine as we all have choices and people who run their business have their liabilities too. However, we need to spare a moment and think that why we have no courage or reason to bargain while shopping at big shops and why we try to bargain heavily with small street vendors? Think wisely. Always be helpful and supportive to someone who works hard to earn and has a need for it. Think, what Mr. Phillips had thought for a second and why he decided to buy from the old lady.</i></p>
<p>GROUP PRACTICE PART B</p>	<p>10 minutes</p> <p>Questions to be discussed:</p> <ol style="list-style-type: none"> 1. <i>What qualities can you else discern in Mr. Phillips actions? (generosity, empathy, courage, equality, perceptibility, critical thinking, honesty, responsibility, leadership, kindness).</i> 2. <i>What do you think his managerial position in the work could be? (judging by his generous behaviour as well as by his tendency to solve unclear issues, he could be some kind of a manager or even an owner of a company).</i> 3. <i>What would you do – would you admit your mistake and go back to the lady or still buy the bananas in the grocery shop?</i>



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<u>FINAL PART</u>	12 minutes	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.
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