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Programs for Youth
Republic of Latvia



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LESSON PLAN 12 GENTLENESS AND JESUS, AND ARJUN

PART A: LESSON METHODOLOGY

QUALITY

Gentleness

GENERAL
DESCRIPTION OF
THE QUALITY

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

- the quality of being calm and kind
- the quality of doing things in a quiet and careful way
- the quality in weather or temperature of not being strong or extreme
- the quality of not being steep.

Gentleness

When we think of a gentle person, we envision someone who is **kind**, amiable, and without rudeness. A gentle person makes no abrupt movements or declarations. He or she is courteous, polite, and soothing to be around. There is no need to be hurried, to be harsh, or to act with violence (*RAFT*).

A gentle person exudes a quiet confidence. This is a confidence borne from being okay with the world and with what comes your way (*MoPYL team*: in other words it can be a firm **patience**). It is derived from a calm, quiet mind (*MoPYL team*: in other words also **peaceful**). The ability to handle those things denotes an inner strength (*MoPYL team*: in other words also **self-motivation** and **self-control**) that is often overlooked. This gentle confidence is also evidence that there is a firm awareness of what is right and what is not (*MoPYL team*: in other words also **responsibility**) (*RAFT*).



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Gentleness can be the greatest strength when people are aware of their boundaries and are willing to enforce them. There is safety in knowing where the edges of the boundaries rest. When people are able to stay within these boundaries, they are gifted with a sense of safety and peace as a result. This boundary enforcement can be gentle while still being firm (RAFT).

Where should the boundaries be created? Boundaries exist in all areas of life. Consider the following general categories:

- Physical
- Mental
- Emotional
- Social
- Spiritual
- Professional
- Fun (RAFT).

Gentleness in Youth

Many parents wonder what they can do to help their children develop a sense of gentleness, caring and compassion for others. Parents, of course, cannot completely control all the things that affect their children's lives. After all, children spend a lot of time out in the "real world," which can often be harsh, uncaring or just plain unhappy. And children have their own personalities and characteristics that parents cannot change or control. But there are some things that a parent can do to encourage their children to become caring, fair and responsible by bringing them with care and educating them in this sphere (APA).

Researchers used to believe that a sense of real caring about others only came as people grow into adulthood. But now studies are finding that children can show signs of empathy and concern from a very early age. They react with concern when they see unhappiness, wanting to help or fix the problem (APA).



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And one study found that teenagers who were involved in helping others felt very positive about their lives and had high hopes for their own futures (APA).

One of the things we as grownups can do about promotion of gentleness in the young people is to show an example, which is what the project MoPYL results are intended for.

Gentleness in the Scripture

It takes a strong person to be truly gentle.

Every person is powerful. We can speak words that influence others; we can act in ways that help or hurt; and we can choose what influences will inform our words and actions. Gentleness constrains and channels that power. To be gentle is to recognize that God's ways and thoughts are high above our own (Isaiah 55:9). It is to humbly realize that our worldviews are shaped by exposure to sin and the misinterpretation of experience. It is to accept God's worldview, reflecting truth about the spiritual and the material worlds (*Got Questions*).

Gentleness also means giving up the right to judge what is best for ourselves and others. God is not as concerned with our comfort as He is concerned with our spiritual growth, and He knows how to grow us far better than we do. Gentleness means that we accept that the rain falls on the evil and the just and that God may use methods we don't like to reach our hearts and the hearts of others (*Got Questions*).

Finally, to live in a spirit of gentleness toward God is to accept His judgment on people and issues. We tend to think it is gentle to go easy on people and try to justify actions that God has called sin. It means to confront the brother in a manner that is in line with Scripture—to be mild, loving, encouraging, and clear about the holiness that God calls us to (*Got Questions*).

See what youth themselves according to the research done by the project MoPYL team have to say about the gentleness below in the chapter of "Dilemma".



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<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>	<p>1) to learn positive features of gentleness, such as patience, self-motivation, self-control, peace, responsibility and kindness; 2) to put into practice the positive features of gentleness through discussions – Jesus’s and Arjun’s stories.</p>
<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, modelling gentleness 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 gentleness, such as patience, self-motivation, self-control, peace, responsibility and kindness learned and perceived; 2) positive features of gentleness through the story of the lesson put into practice by discussions.</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p><i>Nothing is so strong as gentleness, and nothing is so gentle as true strength.</i></p>



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St. Francis De Sales

<p>DILEMMA</p>	<p>Project qualities promoted by this lesson plan along with the gentleness, are also kindness, self-control, self-motivation, peace, responsibility and patience shown by Jesus in the Last Supper. Last supper shows a variety of Jesus qualities through his good attitude towards Juda who betrayed him. It is also shown within the moral story of the lesson by Arjun who kept helping the priest who, being honest, had not deserved the great help.</p> <p>Within the Research Report of the project MoPYL, gentleness regarding Christian values and youth was mentioned in the Romanian Focus group by the RO01 participant: 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’ (page 3 of the Results from the Focus Groups). This makes a good point and fits together with previous researches and concerns about young generation lacking this quality. Therefore, the project team considered that at least two lesson plans should be developed promoting the value of ‘gentleness’, because some qualities should be taught rather than promoted within the ones that are interesting to the young people, but being focused on own benefits rather than society.</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of gentleness 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>



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<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 – gentleness 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 GENTLENESS AND JESUS <u>or</u> TITLE B GENTLENESS AND ARJUN
	<p><u>PART A</u></p> <p>Jesus’s story, either told by the teacher itself following the Matthew 26:17–29; Mark 14:12–25; Luke 22:7–38; and I Corinthians 11:23–25 of the Scripture. Or displayed in a Superbook episode 10 of season 1 HERE (episode 110) 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		



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At first, the teacher asks if there are any questions related to the story of the Last Supper. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.

The teacher asks if the class can name a similar / some act of gentleness? Can they link the Jesus's modest actions to any known occasion – somebody known, their parents, friends, relatives, etc., having shown such gentleness of an action?

If no one can mention anything, the teacher mentions that one such action can be helping refugees who have been forced to leave their homes, jobs, schools, and all of the comfort they had. Of course, now (16.05.2022) the most vivid event is the situation in Ukraine and the refugees that are accepted by a wide range of countries throughout Europe and outside, including all project partner countries – Latvia, Romania, Spain. One thing is that refugees are accommodated by different organizations and national services, but a completely other thing is when families accept totally foreign people not knowing what they will be like. Such families are very courageous and generous and have to show a great gentleness towards the people. The co-living with total strangers is not easy and there are several stories heard when local people of such families have even “burnt out”. Yet, even they have admitted that only those that do nothing face no problems.

Questions to be discussed:

- 1. What 3 things happened at the Last Supper? – While they were eating, Jesus took a piece of bread, gave a prayer of thanks, broke it, and gave it to his disciples.**
- 2. What is the importance of the Last Supper to Christians? – At the end of the meal, Jesus broke bread and shared it with his disciples, telling them to do this in remembrance of me (Luke 22:19). This shows that, through the sacrifice Jesus was about to make, a new relationship would be formed between God and humanity.**
- 3. Why did Jesus call the Last Supper? – Jesus called his disciples for the final meal that he participated in with because he was going to be tried and executed.**
- 4. What did Jesus talk about at the Last Supper? – At the Last Supper, according to the Gospels, Jesus blessed bread and broke it, telling the disciples, “Take, eat; this is my flesh.” He then passed a cup of wine to them, saying, “This is my blood.” Jesus' words refer to the Crucifixion he was about to suffer in order to atone for humankind's sins.**

	<p>5. What was Jesus feeling during the Last Supper? – Jesus and his disciples felt anxious during their final gathering together – the room was silent.</p> <p>6. Who is the betrayal in the Last Supper? – Judas Iscariot.</p>
<p>SITUATION</p>	<p><u>Part B</u></p> <p>Once upon a time Gerald and his disciple Arjun went for a short stroll around the city. They saw a poor looking priest begging. Arjun felt pity at him and he gave him a bag full of 100 gold coins. The priest became very happy and thanked Arjun. The priest left for his home. On his way, the priest saw another person who needed help. The priest could have spared a coin or two to help that person. However, he chose to ignore it. But on the way to his home, one thief robbed the coins of his bag and ran away.</p> <p>The priest became dejected and went back again for begging. Next day again when Arjun saw the same priest begging, he was surprised that after getting a bag full of coins which can last a lifetime, the priest was still begging! He called the priest and asked him the reason for this. The priest told him about the whole incident and Arjun again felt pity for him. So, this time he gave him a diamond.</p> <p>The priest became very happy and left for home and again he saw someone who needed help, but he chose to ignore again. Upon reaching home, he safely put the diamond in an empty pot of water with a plan to cash it out later and live a wealthy life. His wife was not at home. He was very tired so he decided to take a nap. In between, his wife came home and picked up that empty pot of water, walked towards the river close by to fill it up the water. She had not noticed the diamond in the pot. Upon arriving at the river, she put the whole pot into the running river water to fill it up. She filled up the pot, but the diamond was gone with the water flow!</p> <p>When the priest woke up, he went to see the pot and asked his wife about the diamond. She told him, she had not noticed it and it must have been lost in the river. The priest couldn't believe his bad luck and again started begging. Again Arjun and Gerald saw him begging and Arjun inquired about it. Arjun felt bad and started thinking if this priest will ever have a happy life.</p>

	<p>Then Gerald gave that priest one coin which was not even enough for buying a lunch or dinner for one person. Arjun asked Gerald, “Master, I gave him gold coins and diamond, which could have given him a wealthy life, yet it didn’t help him. How will just one coin help this poor guy?” Gerald smiled and told Arjun to follow that priest and find out.</p> <p>On the way, the priest was thinking that one coin that Gerald gave him, he can’t even buy a lunch for one person. Why would he give so little? He saw a fisherman who was getting a fish out of his net. Fish was struggling. The priest felt pity for that fish. He thought: this one coin won’t solve my problem, why not I save that fish? So the priest paid the fisherman and took the fish. He put the fish in his small pot of water which he always carried with him.</p> <p>The fish was struggling in a small pot of water, ended up throwing out a diamond from the mouth! The priest screamed with a joy, “I got it, I got it”. At that same point, the thief who had robbed the priest’s bag of 100 gold coins, was passing through there. He thought that the priest recognized him and may get him punished. He got nervous and ran to the priest. He apologized to the priest and returned his bag full of 100 gold coins. The priest couldn’t believe what just happened.</p> <p>Arjun saw all this and said, “Oh Master, now I understand” (<i>Moral Stories</i>).</p>
<p>MORAL</p>	<p><i>When you have enough to help others, don’t let that chance go. Your good deeds will always be repaid to you.</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>Have you ever given something to any beggar?</i> 2. <i>What it feels like to give something to somebody (most probably everyone has given something to at least one person – brother, sister, friend, schoolmate, etc.)?</i> 3. <i>What do you think – do we have to help beggars or not? – we must be wise and discern if the beggar is really in a need or it is just his/her business. One option to try to find this out is by carefully looking at them. Another option is</i>



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	<i>to ask some questions that could point out the situation. And the last option could be to start a conversation regarding a job. Often talks about job position reveal a lot of the real situation.</i>	
<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.
REFERENCES	<ol style="list-style-type: none"> 1. American Psychological Association (APA). 2013. <i>What makes kids care? Teaching gentleness in a violent world</i>. Accessed: 16.05.2022. https://www.apa.org/topics/parenting/teaching-kids-gentleness. 2. English standard Version Bible. <i>Bible</i>. Accessed: 16.05.2022. https://www.biblestudytools.com/esv/. 3. Erasmus+ Project. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report</i>. Available at: www.mopyl.eu. 4. Got Questions. 2022. <i>The Fruit of the Holy Spirit – What is gentleness?</i> Accessed: 16.05.2022. https://www.gotquestions.org/fruit-Holy-Spirit-gentleness.html. 5. Moral Stories. <i>The Circle of Good Deed</i>. Accessed: 16.05.2022. https://www.moralstories.org/circle-good-deed/. 6. Oxford Learner’s Dictionaries. <i>Gentleness</i>. Accessed: 16.05.2022. https://www.oxfordlearnersdictionaries.com/us/definition/english/gentleness. 7. Resilience for Advocates through Foundational Training (RAFT). 2019. <i>How to Be Strong While Still Being Gentle</i>. RAFT Team. Accessed: 16.05.2022. https://www.raftcares.org/resources/community-blog/how-to-be-strong-while-still-being-gentle/. 8. Superbook. Episode 110: <i>Last Supper</i>. Accessed: 16.05.2022. https://us-en.superbook.cbn.com/episode_player?v=3769066478001. 	