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# MOPYL

Mobile Program for Youth Learners



## LESSON PLAN 18

### KINDNESS AND THE PRODIGAL SON, AND THE LAST DELIVERY

#### PART A: LESSON METHODOLOGY

QUALITY

Kindness

GENERAL  
DESCRIPTION OF  
THE QUALITY

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

- the quality of being friendly, generous, and considerate;
- a kind act.

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.

#### Kindness in Youth

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.



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	<p>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>  <b>The Bible helps us understand kindness. Colossians 3:12 says:</b>  <i>"...clothe yourselves with compassion and kindness."</i>  <b>Ephesians 4:32 says:</b>  <i>"Be kind to one another."</i>  <b>Kindness is one of the principles of leadership according to the Bible along with purpose and compassion.</b></p> <p>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>"I will go to the king, even though it is against the law. And if I perish, I perish"</i> (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).</p> <p>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".</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 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 – Prodigal Son's and the porters.</p>



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<p><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></p>	<p>1) theoretical training, 2) discussions, modelling kindness and the opposite in the debates, reflective thinking, learning to learn, observing, feedback, questions and answers, etc.</p>
<p><b>AGE GROUP</b></p>	<p>13-15 years old</p>
<p><b>EXPECTED OUTCOMES OF THE LESSON</b></p>	<p>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.</p>
<p><b>PART B: LESSON DESCRIPTION</b></p>	
<p><b>SLOGAN</b></p>	<p style="text-align: center;"><i>You cannot do kindness too soon, for you never know how soon it will be too late.</i></p> <p style="text-align: right;"><i>Ralph Waldo Emerson</i></p>
<p><b>DILEMMA</b></p>	<p>Project qualities promoted by this lesson plan along with the <b>kindness</b>, are also <b>peace, patience, love, goodness, honesty</b> and <b>self-control</b> shown by Prodigal son's father showing not only a great act of kindness, love and goodness, but also mercy towards his son.</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</p>

	<p>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>		
<p><b>LESSON LENGTH</b></p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><b><u>INTRODUCTORY PART</u></b></p>	<p>Anticipatory set</p>	<p>3 minutes</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>

	<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 THE PRODIGAL SON</b> <u>or</u> <b>TITLE B</b> <b>KINDNESS AND PORTER</b>
	<p><b><u>PART A</u></b></p> <p><b>The Prodigal Son’s story, either told by the teacher itself following the Book of Luke 15:11-32 of the Scripture. Or displayed in a Superbook episode 2 of season 2 <a href="#">HERE (episode 202)</a> once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</b></p> <p><b>Free online registration to watch Superbook episodes throughout all seasons <a href="#">HERE</a>.</b></p>		
<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 the Prodigal Son. 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 regarding either the prodigal son and/or the father of him. Can they link father’s kindness to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., having shown kindness?</b></p>		



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**If no one can mention anyone, the teacher names Jesse Owens - a 4-time gold medallist at the 1936 Berlin Olympics. However, Owens perhaps would never even have won one of his gold medals if it wasn't for an act of kindness from a fellow athlete, German long-jumper Carl Ludwig 'Luz' Long.**

**On 4 August 1936, in a qualifying round of the long jump, the world record holder Owens had already foot-faulted twice in his bid to compete in the event's final. Long, the European record holder, offered Owens advice on how to adjust his run-up to make the qualifying distance. Long suggested that, as the qualifying distance was only 7.15m and that Owens could jump more than 8m, Owens should shift his mark back to ensure that he took off well short of the board and remained clear of another foul (*History Extra*).**

**Owens's next jump was a success and he went on to win the gold medal with a jump of 8.06m, with Long earning silver. Owens later wrote of the 1936 Olympics: "What I remember most was the friendship I struck up with Luz Long. He was my strongest rival, yet it was he who advised me to adjust my run-up in the qualifying round and thereby helped me to win." Owens's long jump world record stood for 25 years (*History Extra*).**

**Questions on the lesson:**

- 1. Which son asked the father for the heritage?**
  - A. The eldest
  - B. The youngest**
- 2. What did the prodigal son do after he got the heritage?**
  - A. Saved in a bank
  - B. Opened his business
  - C. Spent with prostitutes and on drinking**
  - D. Lost on his way home
- 3. What the prodigal son had to do for a living once he had no more money?**
  - A. He got into prison
  - B. He fed pigs**
  - C. He found a wealthy woman who took care for him



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- D. He fell ill
4. **What the prodigal son had to eat?**  
A. **White bread**  
B. Meat  
C. Beans  
D. **Pigs' food**
5. **What did the prodigal son decide to do?**  
A. **Return home**  
B. Ask for a bigger wage  
C. Apply for a job of barmen  
D. Find a wealthy wife
6. **What was the father's reaction when he saw his son return?**  
A. Anger and disgust  
B. Disgust and disappointment  
C. **Love and happiness**  
D. Cold reticence
7. **What did the father give to his son?**  
A. **A ring**  
B. A slap in the face  
C. Flogging  
D. Water
8. **What did the father make the servants to do?**  
A. Lock the prodigal son so that he does not escape  
B. Wash him  
C. **Bring the fattened calf and kill it**  
D. Send him back from where he came
9. **What was the other son's reaction when he found out that his brother has returned?**  
A. **He was angry and disappointed**



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- B. He was happy
- C. He was full of love
- D. He felt disgust

**10. What is the message of this parable?**

- A. Do not trust people
- B. Stay aside from drinkers and prostitutes
- C. Realization of own mistakes and asking for forgiveness to God and people**
- D. Do not trust money to greenhorns

**SITUATION**

**Part B**

**There was a rich couple who was throwing a big new year party at their house. So they went shopping at the market where everything was of high cost and fixed price. They wanted to maintain their level of standard so didn't mind paying for it. After purchasing all they needed, they called a porter to carry everything and drop it at their home. The porter who came was of an old age, not very healthy looking, his clothes were torn, looked as if he wasn't even able to meet his daily needs.**

**They asked the porter about the charges for delivering their goods at their home. The old porter quoted just a \$20, a well below the market rate for delivering goods at couple's home in his cart. Yet, the couple argued and bargained with the porter and finally settled for \$15. The porter was struggling to make even one time's meal so he needed anything he can earn.**

**The couple was very happy thinking how well they bargained with the poor porter and paid him \$15 in advance and left after giving the porter their address for delivery. They reached their home and hour passed, two hours passed, but the porter still hadn't delivered their stuff.**

**The wife started to get angry at her husband, "I always tell you to not to trust such person still, you never listen to me. Such person who is not even able to earn to feed himself for 1 time in a day, you handed him everything we purchased**

	<p>for our big party. I am sure instead of delivering at our home, he must have disappeared with everything. We must immediately go back to the market to inquire and then to the police station to file the complaint against him”.</p> <p>They both left towards the market. On their way near the market, they saw another porter. They stopped him to inquire about the old porter and noticed that he was carrying their stuff in his cart! The angry wife asked him, “Where is that old thief? This is our stuff and he supposed to deliver it. It seems you poor thieves are stealing our stuff and going to sell it”.</p> <p>The porter replied, “Madam, Please calm down. That poor old man was sick since last month. He wasn’t able to earn enough to even have a single meal of the day. He was on the way to deliver your stuff, but he who was hungry, sick, couldn’t gather the strength to go any further in this heat of the noon”. He fell down and while handing me \$15, his last words were, “I had taken an advance for this delivery, you take this and please deliver to this address”.</p> <p>“Madam, He was hungry, he was poor, but he was an honest man. I was just on the way to complete old man’s last delivery at your home”, the porter said. Upon hearing this, the husband had tears in his eyes, but the wife felt so ashamed, she had no courage to see up in her husband’s eyes (<i>Moral Stories</i>).</p>
<p><b>MORAL</b></p>	<p><i>Honesty has no class. Be kind and respect everyone regardless of their financial and social status. It’s always a good deed to give the one who deserves.</i></p>
<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 do you think the married rich couple did after?</i></li> <li>2. <i>Do you believe such incidents could change people for better?</i></li> <li>3. <i>Do you help people in need?</i></li> <li>4. <i>Have you supported somebody you do not know well or at all?</i></li> </ol>



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<b><u>FINAL PART</u></b>	<b>12 minutes</b>	<b>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.</b>
<b>REFERENCES</b>	<ol style="list-style-type: none"> <li>1. <b>English standard Version Bible.</b> <i>Bible</i>. Accessed: 27.06.2022. <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>History Extra.</b> 2018. <i>5 acts of kindness that changed history</i>. Accessed: 27.06.2022. <a href="https://www.historyextra.com/period/20th-century/acts-kindness-history-examples-jane-austen-harriet-tubman-elizabeth-fry-jesse-owens-berlin-olympics-miep-gies-anne-frank/">https://www.historyextra.com/period/20th-century/acts-kindness-history-examples-jane-austen-harriet-tubman-elizabeth-fry-jesse-owens-berlin-olympics-miep-gies-anne-frank/</a>.</li> <li>4. <b>Moral Stories.</b> <i>The Last Delivery</i>. Accessed: 27.06.2022. <a href="https://www.moralstories.org/the-last-delivery/">https://www.moralstories.org/the-last-delivery/</a>.</li> <li>5. <b>Oxford Learner's Dictionaries.</b> <i>Kindness</i>. Accessed: 27.06.2022. <a href="https://www.oxfordlearnersdictionaries.com/definition/american_english/kindness">https://www.oxfordlearnersdictionaries.com/definition/american_english/kindness</a>.</li> <li>6. <b>Superbook.</b> Episode 212: <i>The Prodigal Son</i>. Accessed: 27.06.2022. <a href="https://us-en.superbook.cbn.com/episode_player?v=4515255877001">https://us-en.superbook.cbn.com/episode_player?v=4515255877001</a>.</li> </ol>	