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Programs for Youth  
Republic of Latvia



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# MoPYL

Mobile Program for Youth Learners



## LESSON PLAN 20 GENTLENESS AND SAMUEL, AND THE GENTLE MAN

### 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><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 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><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></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><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 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><b>PART B: LESSON DESCRIPTION</b></p>	
<p><b>SLOGAN</b></p>	<p style="text-align: center;"><i>Gentleness corrects whatever is offensive in our manner.</i></p> <p style="text-align: right;"><i>Hugh Blair</i></p>

<p><b>DILEMMA</b></p>	<p>Project qualities promoted by this lesson plan along with the <b>gentleness</b>, are also <b>leadership</b> shown By Samuel. Though gentle and honest Samuel became both a great leader to the Israelites and a prophet of God. Through this Bible story, the children learn that they are not too young to be used by God and that they must listen carefully when God speaks, because he communicates in many ways..</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 <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> </ul>



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			<ul style="list-style-type: none"> <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 – gentleness</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>GENTLENESS AND SAMUEL</b> <u>or</u> <b>TITLE B</b> <b>GENTLENESS AND THE GENTLE MAN</b>
	<p><b><u>PART A</u></b></p> <p><b>Jesus’s story, either told by the teacher itself following the Books of Samuel I and II of the Scripture:</b></p> <p><b><u>The book of 1 Samuel</u></b>  Chapters 1–3 describe that the Lord cursed and punished Eli’s family and called Samuel as high priest and judge. Chapters 4–6 tell how the ark of the covenant fell into the hands of the Philistines. Chapters 7–8 record Samuel’s warnings about having false gods and a wicked king. Chapters 9–15 describe the crowning of Saul and his reign as king. Chapters 16–31 tell the history of David and his gaining of power—Samuel anointed David who had slain Goliath. Saul hated David, but David refused to kill Saul though he had opportunity to do so.</p> <p><b><u>The book of 2 Samuel</u></b>  The book contains the details of the reign of David as king of Judah and finally of all Israel. Chapters 1–4 show a long struggle between the followers of David, after he was crowned by Judah, and the followers of Saul. Chapters 5–10 show David becoming powerful throughout many lands. Chapters 11–21 show the decline of David’s spiritual strength because</p>		

	<p>of his sins and the rebellion within his own family. Chapters 22–24 describe David’s attempts to make reconciliation with the Lord.</p> <p>Or displayed in a Superbook episode 6 of season 3 <a href="#">HERE (episode 306)</a> once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes. Free online registration to watch Superbook episodes throughout all seasons <a href="#">HERE</a>.</p>
<p><b>GROUP PRACTICE PART A</b></p>	<p><b>10 minutes</b></p>
	<p><b>At first, the teacher asks if there are any questions related to the story of Samuel. 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 / some act of gentleness simultaneously being a leader? Can they link the Samuel’s actions to any known occasion – somebody known, their parents, friends, relatives, etc., having shown such gentleness of an action?</b></p> <p><b>If no one can mention anything, the teacher reminds about those people who help 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.</b></p> <p><b>Questions to be discussed:</b></p> <ol style="list-style-type: none"> <li><b>1. Who were Samuel's parents?</b></li> </ol>



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- A. Hannah and Elkanah**  
B. Peninnah and Elkanah
- 2. What special thing did the Lord do for Samuel as he grew up?**  
A. Gave him long, thick, beautiful hair  
**B. Let none of his words fall to the ground (everything he said happened)**
- 3. How many times did God call Samuel before Samuel realized that he wasn't being called by Eli?**  
A. None  
B. 1  
C. 2  
**D. 3**
- 4. How did Samuel stop the Philistines from invading Israel?**  
A. Cursed them  
B. Sleighed them  
**C. Placed a stone on the ground**  
D. Fought them
- 5. Where did Samuel build an altar?**  
**A. In Ramah**  
B. In Israel  
C. In Syria  
D. In Jerusalem
- 6. How many times did the Lord call Samuel while he was a child?**  
A. 1  
B. 2  
C. 3  
**D. 4**

SITUATION

**Part B**

	<p><b>Once upon a time, there was a man who was very helpful, kind-hearted, and generous. He was a man who will help someone without asking anything to pay him back. He will help someone because he wants to and he loves to. One day while walking into a dusty road, this man saw a purse, so he picked it up and noticed that the purse was empty. Suddenly a woman with a policeman shows up and gets him arrested.</b></p> <p><b>The woman kept on asking where did he hide her money but the man replied, “It was empty when I found it, Mam.” The woman yelled at him, “Please give it back, It’s for my son’s school fees.” The man noticed that the woman really felt sad, so he handed all his money. He could say that the woman was a single mother. The man said, “Take these, sorry for the inconvenience.” The woman left and a policeman held the man for further questioning.</b></p> <p><b>The woman was very happy but when she counted her money, later on, it was doubled, she was shocked. One day while the woman was going to pay her son’s school fees towards the school, she noticed that some skinny man was walking behind her. She thought that he may rob her, so she approached a policeman standing nearby. He was the same policeman, who she took along to inquire about her purse. The woman told him about the man following her, but suddenly they saw that man collapsing. They ran at him and saw that he was the same man whom they arrested a few days back for stealing a purse.</b></p> <p><b>He looked very weak and the woman was confused. The policeman said to the woman, “He didn’t return your money, he gave you his money that day. He wasn’t the thief but hearing about you son’s school fees, he felt sad and gave you his money.” Later, they helped the man stand up, and the man told the woman, “Please go ahead and pay your son’s school fees, I saw you and followed you to be sure that no one steals your son’s school fees.” The woman was speechless (<i>Moral Stories</i>).</b></p>
<p><b>MORAL</b></p>	<p><i>Life gives you strange experiences, sometime it shocks you and sometimes it may surprise you. We end up making wrong judgments or mistakes in our anger, desperation and frustration. However, when you get a second chance, correct your mistakes and return the favor. Be Gentle, Kind and Generous. Learn to Appreciate what you are given.</i></p>
<p><b>GROUP PRACTICE</b></p>	<p><b>10 minutes</b></p>

<p><b>PART B</b></p>	<p><b>Questions to be discussed:</b></p> <ol style="list-style-type: none"> <li>1. <i>Does impulsive actions pay off?</i></li> <li>2. <i>In what way – positive or negative?</i></li> <li>3. <i>Have you ever judged somebody without finding out the core of the situation?</i></li> <li>4. <i>Perhaps you yourself have been treated in the same manner as the old honest, generous man?</i></li> </ol>	
<p><u><b>FINAL PART</b></u></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. 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>American Psychological Association (APA)</b>. 2013. <i>What makes kids care?</i> Teaching gentleness in a violent world. Accessed: 11.07.2022. <a href="https://www.apa.org/topics/parenting/teaching-kids-gentleness">https://www.apa.org/topics/parenting/teaching-kids-gentleness</a>.</li> <li>2. <b>English standard Version Bible</b>. <i>Bible</i>. Accessed: 11.07.2022. <a href="https://www.biblestudytools.com/esv/">https://www.biblestudytools.com/esv/</a>.</li> <li>3. <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>4. <b>Got Questions</b>. 2022. <i>The Fruit of the Holy Spirit – What is gentleness?</i> Accessed: 11.07.2022. <a href="https://www.gotquestions.org/fruit-Holy-Spirit-gentleness.html">https://www.gotquestions.org/fruit-Holy-Spirit-gentleness.html</a>.</li> <li>5. <b>Moral Stories</b>. <i>Learn to Appreciate</i>. Accessed: 11.07.2022. <a href="https://www.moralstories.org/learn-appreciate/">https://www.moralstories.org/learn-appreciate/</a>.</li> <li>6. <b>Oxford Learner’s Dictionaries</b>. <i>Gentleness</i>. Accessed: 11.07.2022. <a href="https://www.oxfordlearnersdictionaries.com/us/definition/english/gentleness">https://www.oxfordlearnersdictionaries.com/us/definition/english/gentleness</a>.</li> <li>7. <b>Resilience for Advocates through Foundational Training (RAFT)</b>. 2019. <i>How to Be Strong While Still Being Gentle</i>. RAFT Team. Accessed: 11.07.2022. <a href="https://www.raftcares.org/resources/community-blog/how-to-be-strong-while-still-being-gentle/">https://www.raftcares.org/resources/community-blog/how-to-be-strong-while-still-being-gentle/</a>.</li> <li>8. <b>Superbook</b>. Episode 306: <i>Samuel and the Call of God</i>. Accessed: 11.07.2022. <a href="https://us-en.superbook.cbn.com/episode_player?v=5255723500001">https://us-en.superbook.cbn.com/episode_player?v=5255723500001</a>.</li> <li>9. <b>The Church of Jesus Christ</b>. <i>Samuel, Old Testament Prophet</i>. Accessed: 11.07.2022. <a href="https://www.churchofjesuschrist.org/study/scriptures/gs/samuel-old-testament-prophet?lang=eng">https://www.churchofjesuschrist.org/study/scriptures/gs/samuel-old-testament-prophet?lang=eng</a>.</li> </ol>	