

A One-Year Plan to Teach Toward Character Development

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### **Introduction**

U.S. President Theodore Roosevelt said, “To educate a person in mind and not in morals is to educate a menace to society.” The challenge for the educator is to maintain a strong emphasis on developing their students’ cognitive and social skills while also instilling in them a sense of morality. Through the knowledge and comprehension of certain specified virtues, and through activities which encourage the application of these virtues, students are expected to become morally healthy members of their society. By knowing the good, desiring the good, and doing the good, it is argued that students become enabled to develop a character which is good.

Character development can be taught in a formal education setting through modeling and classroom instruction. This one-year plan incorporates elements which, if implemented, will show students how to behave virtuously and provide them some of the tools necessary to practice virtuous behavior. This one-year plan outlines some of those steps.

A central element in this plan has been called “God’s ‘one anothers’” — biblical mandates which deal with interpersonal behavior. By working with one another, practicing these mandates during planned and unplanned teachable moments, students will come to a comprehension and application of certain virtuous characteristics. It is hoped that this plan be continued throughout the life of the school, and throughout the life of each student.

### The word “character” biblically defined

(Adopted from “Character” by Raquel Brown  
in J.W. Komarnicki’s 1993-’94 Resource Notebook.)

#### **Character**

Any distinctive mark or trait; a modification of bodily structure or habit which is impressed on the organism in the course of individual life (*World Scope Family Library*, 1957).

#### **Mark**

To pay particular attention to; heed; regard.

- Mark the perfect man, and behold the upright; for the end of that man is peace (Ps. 37:37).
- From henceforth let no man trouble me [Paul]; for I bear in my body the marks of the Lord Jesus (Gal. 6:17).

#### **Trait**

A distinguishing feature or quality of mind or character.

- For to be carnally minded is death; but to be spiritually minded is life and peace (Rom. 8:6).
- And be renewed in the spirit of your mind (Eph. 4:23).

#### **Modification**

The act of change in one or a few particulars.

- A new heart also will I give you, and a new spirit will I put within you; and I will take away the stony heart out of your flesh, and I will give you a heart of flesh (Ez. 36:36).
- And that you put on the new man, which after God is created in righteousness and true holiness (Eph. 4:24).

#### **Bodily Structure**

Pertaining to the body; that which is constructed; a combination of related parts.

- It is sown a natural body; it is raised a spiritual body. There is a natural body, and there is a spiritual body (1 Cor. 15:44).

### **Operational Definition**

Character is a distinguishing trait or quality that marks people in a positive or negative manner. People's character dwells within their inner soul and is revealed through their works.

### **Biblical Insights**

- Let your light shine before men that they may see your good works, and glorify your Father which is in heaven (Mt. 5:16).
- ...who shall change our vile body that it may be fashioned like unto His glorious body, according to the working whereby He is able even to subdue all things unto Himself (Php. 3:21).
- And have put on the new man, which is renewed in knowledge after the image of Him that created Him (Col. 3:10).
- And beside this, giving all diligence, add to your faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity. For if these things be in you, and abound, they make you that ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ (2 Pet. 1:5-8).

**Classroom Integration:** These activities are in lieu of classroom instruction.

1. Discuss: "And beside this, giving all diligence, add to your faith virtue; and to virtue knowledge; and to knowledge temperance..." (2 Pet. 1:5-8). The students will then search within themselves for traits they currently possess and those which they can add to their faith. Give each child a picture showing the frame of a body. The students will then write traits that they possess on the body. The students will illustrate the traits by writing ways these traits may be revealed.
2. Discuss negative character traits. List these traits. Have the students think about how these negative traits may be changed in some manner. Ask the children to verbalize them. The students will then pair up and form their own list with a partner. The partners suggest changes for each other. Then have closing prayer using the Scripture "Create in me a clean heart, O God; and renew a right spirit within me" (Ps. 51:10).

3. After a story, put pieces of paper with the character traits written on them into a bowl. Each child is to pick a slip of paper and write down the character trait revealed in the story. Make sure that the characters are well defined within the story.

### Goals of the Plan

1. The school curricula will emphasize “teaching toward character development.” Certain characteristics (ten “one anothers”) are to be integrated into selected curricula within the school, and taught and modeled by various teachers and administrators.
2. The students will demonstrate a knowledge and comprehension of the definitions of the selected virtuous characteristics.
3. The students will demonstrate that they are able to apply these characteristics in classroom interaction, during activities pertaining to these characteristics and at other times as well.
4. Parents will come to understand that they are partners in the education of their children. Through the teaching of character development at school, their children might become more able to exhibit virtuous characteristics. Parents are expected to reinforce the teaching and modeling of these characteristics.

### What resources will be used

Resources used in this one year plan for teaching toward character development include the following:

1. Ten “one anothers” — biblical commands which contain the phrase “one another.” They include the following:
  - September: Accept one another.
  - October: Bear with one another.
  - November: Do not complain against one another.
  - December: Forgive one another.
  - January: Greet one another.
  - February: Humble yourself to one another.
  - March: Live in peace with one another.
  - April: Provoke one another.

- May: Tell the truth to one another

See Appendix A for definitions and Scriptures associated with these nine suggested “one anothers,” and Appendix B for a more exhaustive list of “one anothers.”

2. Certain texts, including Antoine de Saint-Exupéry’s *The Little Prince*, Aesop’s *Fables*, William Bennett’s *Book of Virtues*, and certain of Shakespeare’s works.
3. *Webster’s 1828 Dictionary*.

### Implementation of the plan

This plan is to be implemented in a small private secondary school in Bogotá, Colombia, South America. The school is not specifically Christian, but reference to religious belief is not discouraged. Most of the children and staff are Roman Catholic. The children come from upper middle class and above families; the staff are well educated, and many of them are from the United States.

This plan will be implemented during the nine months of the 1995-'96 school year. The “one anothers” will be taught formally in context of an English as a Foreign Language (EFL) class during the beginning of each month. References to the month’s characteristic will be made in planned and unplanned teachable moments throughout the month.

Ted Slater will facilitate this plan by incorporating it into his own class and by supplying other teachers with appropriate materials and lesson planning suggestions at a short staff meeting at the end of the month and at other times, if necessary. Short mid-month staff meetings will provide teachers an opportunity to report on their students’ progress or bring up any questions or concerns that they might have. In time it is expected that this plan will become thoroughly integrated into the school curricula, and continue after Ted Slater’s leaving the school.

### **Procedure**

The “one another” characteristic will be introduced during a short staff meeting during the final week of the month. At that time, each teacher in the school will be given a packet containing the “one another,” its definition and Bible verse, and a sample lesson plan. It is the teachers’ understanding that the “one another” will be formally introduced in an EFL class taught by Ted Slater. It is their responsibility to reinforce the characteristic in their classes throughout the month as they deem appropriate during planned and spontaneous teachable moments. During a staff meeting in the middle of the month, teachers can discuss their progress.

During the first week of each month, the “one another” will be presented to the EFL class through dedicated class instruction and activities (see Appendix C for two sample lesson plans).

### **The “Planned Teachable Moment”**

While preparing for each lesson, the teacher identifies sections of the material which may facilitate a discussion on the month’s “one another.” Prior to the class period, then, the teacher should develop a way to illuminate these sections so that students might be able to think about these virtuous characteristics. The moments should be relatively short — perhaps a minute or less — and meaningful for the students. The teacher should not “stretch the point,” but be certain that there is a meaningful “teachable moment” within the content of the lesson.

Materials which are likely to provide opportunities for planned teachable moments include literature (e.g., character development, vocabulary which refer to character development), multimedia presentations, textbooks, journal writing, and current news. Instructors are expected to interject a planned teachable moment which deals with the month’s “one another” at least once per week.

### **The “Spontaneous Teachable Moment”**

During a lesson, there are unplanned times when it is appropriate to make reference to the current month’s “one another.” These include when a student displays it in his or her behavior, when he or she should have displayed it, and when some element of the instruction ties in well to the month’s “one another.” Teachers should also consider making reference to previous months’ “one anothers,” and encourage their students to make such connections as well.

### **Knowledge, comprehension, and application of “one another”**

The first three domains of Bloom’s cognitive taxonomy include knowledge, comprehension, and application. Students will be assisted in attaining knowledge of each “one another” through formal presentation of its definition and Scripture verse. They will be able to answer questions about the “one another” which begin with who, what, when, where, why, how, and how much. Basically, the students will be encouraged to recount information about the month’s “one another.”

Comprehension will be facilitated through class discussion of each characteristic. The teacher will ask the students to retell the “one another” in their own words, explain the main idea behind the “one another,” and draw pictures of the “one another” put into practice. Basically, the students will be encouraged to work with the information they have acquired regarding the month’s “one another.”

Application of each characteristic will be reinforced through classroom activities and exercises, and through comments provided by the instructor during the month. The students will be asked how a certain action is an example of the application of the month’s “one another.” They will be asked how certain behaviors are related to the “one another.” The teacher will also ask the students why the month’s “one another” is significant. Basically, the students will be encouraged to use the month’s “one another” within the context of the class and beyond the walls of the school building.

### **Parent Involvement**

At the beginning of the year, each teacher will make it clear to the parents that he or she does not intend to force the parents' to abdicate their right over their children's education. Instead, the teacher acknowledges his or her submission to the parents' authority over their children, and that he or she accepts the role of teacher of their children as a great responsibility. The teacher is to encourage the parents to become involved in their children's education as partners, and not as spectators. Parent-teacher conferences will be scheduled throughout the year, and occasionally encouraging letters will be sent out to the parents.

### **Bulletin boards, assembly programs, other ideas**

Bulletin boards in the EFL class and throughout the school will focus on the current month's "one another." Elements on the board could include appropriate quotes, student drawings, photographs of student skits, and students' writings. A valuable activity might be to have the students design and construct the bulletin board. Photographs of previous months' bulletin boards will be posted in an agreed-upon place in the educational facility.

A short monthly assembly program will contain elements which focus on the "one another" of the month. The purpose of the assembly program is to inform the students and staff of school policy and upcoming events, and to facilitate a sense of community. In context of community, practice of the month's "one another" takes on a deeper sense of practicality.

Field trips will be conducted to reinforce each month's "one another." During September, for example, students might visit a homeless shelter to reinforce "acceptance of one another." During December, the students might visit a prison to reinforce "forgiveness of one another." During January, the students might visit an airport, bus

terminal, or church to practice and reinforce “greeting one another.” The teacher should encourage the students to research and suggest possible field trip destinations.

#### **How will progress toward goals of the plan be assessed**

The students’ progress will be assessed through observation, and formal and informal tests. The teacher is to check the students’ work in the classroom to verify that they are keeping up with the assignments. Their work could consist of worksheets, small group activities, learning center projects and general assignments given to them during class time.

The teacher is to assess their students’ progress by observing their behavior toward him or her and toward other students. If the class activities appear to be having no effect, the teacher might consider meeting with the student one-on-one to determine what factors inhibit that student’s progress.

The teacher is to maintain contact with the students’ parents in order to verify that the students are completing their assignments at home, and to see whether or not their children are exhibiting behavior which correlates to the “one another” of the month. Teachers should stress to the parents that they are not intending to supplant the parents’ authority over their children’s moral upbringing, but they are working *with* them to see that their children become moral members of society.

In order to demonstrate that they have gained a knowledge of a virtue, students will be able to quote, state, and write information about the month’s “one another.” In order to demonstrate that they have comprehended a virtue, students will be able to discuss, explain, and paraphrase information about the month’s “one another.” In order to demonstrate that they are able to apply a virtuous characteristic, students will be able to demonstrate, prepare, and use knowledge that they have gained which relate to the month’s “one another.”

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Appendix A: Nine “one anothers” to be used in the one year plan

**September: Accept one another.**

Definition: “To take or receive what is offered, with a consenting mind; to receive with approbation or favor. To regard with partiality; to value or esteem.”

Scripture: Wherefore, accept one another, just as Christ also accepted us to the glory of God (Rom. 15:7).

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**October: Bear with one another.**

Definition: “To endure what is unpleasing; to be indulgent; to forbear to resent, oppose, or punish.”

Scripture: ...bearing with one another, and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you (Col. 3:13).

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**November: Do not complain against one another.**

Definition: “To utter expressions of censure or resentment; to murmur; to find fault. To charge; to accuse of an offense; to present an accusation against a person to a proper officer.”

Scripture: Do not complain, brethren, against one another, that you yourselves may not be judged; behold, the Judge is standing right at the door (James 5:9).

**December: Forgive one another.**

Definition: “To pardon; to remit, as an offense or debt; to overlook an offense, and treat the offender as not guilty.”

Scripture: ...bearing with one another, and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you (Col. 3:13).

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**January: Greet one another.**

Definition: “To address with expressions of kind wishes; to salute in kindness and respect. To meet and address with kindness; or to express kind wishes accompanied with an embrace.”

Scripture: Greet one another with a holy kiss. All the churches of Christ greet you (Rom. 16:16). See also 1 Cor. 16:20; 2 Cor. 13:12; 1 Pet. 5:14.

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**February: Humble yourself to one another.**

Definition: “To make humble or lowly in mind; to abase the pride of; to reduce arrogance and self-dependence; to give a low opinion of one’s moral worth; to make meek and submissive to the divine will.”

Scripture: Do nothing from selfishness or empty conceit, but with humility of mind let each of you regard one another as more important than himself (Phil. 2:3).

**March: Live in peace with one another.**

Definition: “A state of quiet or tranquillity; freedom from disturbance or agitation. Freedom from internal commotion or civil war. Freedom from private quarrels, suits or disturbance. Freedom from agitation or disturbance by the passions, as from fear, terror, anger, anxiety or the like. Harmony; concord; a state of reconciliation between parties at variance.”

Scripture: ...and that you esteem them very highly in love because of their work. Live in peace with one another (1 Thess. 5:13).

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**April: Provoke one another.**

Definition: “To excite; to stimulate; to increase. To move; to incite; to stir up; to induce by motives. To call into action.

Scripture: ...and let us consider how to stimulate one another to love and good deeds, not forsaking our own assembling together, as is the habit of some, but encouraging one another; and all the more, as you see the day drawing near. (Heb. 10:24f).

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**May: Tell the truth to one another**

Definition: *Truth* is “conformity to fact or reality; exact accordance with that which is, or has been, or shall be. Veracity; purity from falsehood.” *Lies* are “a falsehood uttered for the purpose of deception; an intentional violation of truth. Fiction, or a false statement or representation, not intended to deceive, mislead or injure, as in fables, parables and the like, is not a lie. That which deceives and disappoints confidence.”

Scripture: Do not lie to one another, since you laid aside the old self with its evil practices (Col. 3:9).

Appendix B: 37 Scriptural “One Anothers”

The following are selected verses which contain the phrase “one another.” It is intended that the teacher who intends to model character building traits consider the following 37 Scriptural commands.

1. **Accept one another.** Wherefore, accept one another, just as Christ also accepted us to the glory of God (Rom. 15:7).
2. **Admonish (counsel, instruct) one another.** And concerning you, my brethren, I myself also am convinced that you yourselves are full of goodness, filled with all knowledge, and able also to admonish one another (Rom. 15:14).
3. **Be devoted to one another.** Be devoted to one another in brotherly love; give preference to one another in honor (Rom. 12:10).
4. **Be hospitable to one another.** Be hospitable to one another without complaint (1 Pet. 4:9).
5. **Be humble toward one another.** You younger men, likewise, be subject to your elders; and all of you, clothe yourselves with humility toward one another, for God is opposed to the proud, but gives grace to the humble (1 Pet. 5:5).
6. **Be kind to one another.** And be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you (Eph. 4:32).
7. **Be of the same mind toward one another;** do not be haughty in mind, but associate with the lowly. Do not be wise in your own estimation (Rom. 12:16). See also Rom. 15:5.
8. **Be tenderhearted to one another.** And be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you (Eph. 4:32).
9. **Bear with one another.** ...bearing with one another, and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you (Col. 3:13).
10. **Build up one another.** So then let us pursue the things which make for peace and the building up of one another (Rom. 14:19).

11. **Care for one another.** ...that there should be no division in the body, but that the members should have the same care for one another (1 Cor. 12:25).
12. **Comfort one another.** Therefore comfort one another with these words (1 Thess. 4:18).
13. **Confess your sins to one another.** Therefore, confess your sins to one another, and pray for one another, so that you may be healed. The effective prayer of a righteous man can accomplish much (James 5:16).
14. **Depend on one another.** ...so we, who are many, are one body in Christ, and individually members one of another (Rom. 12:5).
15. **Desire the best for one another.** See that no one repays another with evil for evil, but always seek after that which is good for one another and for all men (1 Thess. 5:15).
16. **Do not complain against one another.** Do not complain, brethren, against one another, that you yourselves may not be judged; behold, the Judge is standing right at the door (James 5:9).
17. **Do not speak evil against one another.** Do not speak against one another, brethren. He who speaks against a brother, or judges his brother, speaks against the law, and judges the law; but if you judge the law, you are not a doer of the law, but a judge of it (James 4:11).
18. **Encourage (edify) one another.** Therefore encourage one another, and build up one another, just as you also are doing (1 Thess. 5:11). See also Heb. 3:13; 10:25.
19. **Fellowship with one another.** ...but if we walk in the light as He Himself is in the light, we have fellowship with one another, and the blood of Jesus His Son cleanses us from all sin (1 John 1:7).
20. **Forbear (uphold) one another.** ...with all humility and gentleness, with patience, showing forbearance to one another in love (Eph. 4:2).
21. **Forgive one another.** ...bearing with one another, and forgiving each other, whoever has a complaint against anyone; just as the Lord forgave you, so also should you (Col. 3:13).

22. **Greet one another.** Greet one another with a holy kiss. All the churches of Christ greet you (Rom. 16:16). See also 1 Cor. 16:20; 2 Cor. 13:12; 1 Pet. 5:14.
23. **Honor one another.** Be devoted to one another in brotherly love; give preference to one another in honor (Rom. 12:10).
24. **Humble yourself to one another.** Do nothing from selfishness or empty conceit, but with humility of mind let each of you regard one another as more important than himself (Phil. 2:3).
25. **Live in peace with one another.** ...and that you esteem them very highly in love because of their work. Live in peace with one another (1 Thess. 5:13).
26. **Love one another.** A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another (John 13:34f). See also John 15:12, 17; Rom. 13:8
27. **Minister gifts to one another.** As each one has received a special gift, employ it in serving one another, as good stewards of the manifold grace of God (1 Pet. 4:10).
28. **Pray for one another.** Therefore, confess your sins to one another, and pray for one another, so that you may be healed. The effective prayer of a righteous man can accomplish much (James 5:16).
29. **Provoke one another.** ...and let us consider how to stimulate one another to love and good deeds, not forsaking our own assembling together, as is the habit of some, but encouraging {one another}; and all the more, as you see the day drawing near. (Heb. 10:24f).
30. **Rejoice with one another.** Rejoice with those who rejoice, and weep with those who weep (Rom. 12:15).
31. **Serve one another.** For you were called to freedom, brethren; only do not turn your freedom into an opportunity for the flesh, but through love serve one another (Gal. 5:13).
32. **Sing to one another.** ...speaking to one another in psalms and hymns and spiritual songs, singing and making melody with your heart to the Lord (Eph. 5:19).

33. **Submit to one another.** ...and be subject to one another in the fear of Christ (Eph. 5:21).
34. **Teach one another.** Let the word of Christ richly dwell within you, with all wisdom teaching and admonishing one another with psalms and hymns and spiritual songs, singing with thankfulness in your hearts to God (Col. 3:16).
35. **Tell the truth to one another.** Do not lie to one another, since you laid aside the old self with its evil practices (Col. 3:9).
36. **Wait for one another.** So then, my brethren, when you come together to eat, wait for one another (1 Cor. 11:33).
37. **Weep with one another.** Rejoice with those who rejoice, and weep with those who weep (Rom. 12:15).

Appendix C: One sample unit plan and two sample lesson plans

**Unit Plan**

*Curriculum title:* Antoine de Saint-Exupéry's *The Little Prince*

*Unit title:* In search of meaningful relationships

*Unit goals*

1. The students will be able to identify and tell something about the Little Prince, the flower, the baobabs, the sheep, the Turkish astronomer, the king, the conceited man, the drunk, the businessman, the lamplighter, the geographer, the snake, and the fox.
2. The students will be able to evaluate the behavior of these characters in reference to standards of virtue as defined by Scripture.
3. The students will gain an understanding of relationships.
4. The students will better understand the virtue of the month, forgiveness.

*Selected vocabulary words for this unit*

|             |           |
|-------------|-----------|
| baobab      | ermine    |
| authority   | tippler   |
| voluminous  | ephemeral |
| tame        | rite      |
| forbearance |           |

*Main ideas of this unit*

1. The students will understand more about how healthy relationships are formed and how meaningful relationships are valuable.
2. The students will understand this month's "one another" — forgive one another.

*Peak experiences for this unit*

1. Perform brief skits of portions of the text.
2. Make drawings of snakes eating elephants, sheep, sheep houses, etc.
3. Show a video of the book and have the students compare it with the text.

*Selected character development principles for this unit*

1. love

2. listen
3. don't judge
4. accept responsibility
5. invest time and resources
6. matters of consequence vs. trivialities
7. forgive
8. show forbearance toward others

*Special notes to the teacher*

1. Send a letter home to the students' parents making them aware of the selected book and the purposes for using it as a text.
2. Incorporate virtuous principles into the lessons. Since the school is somewhat religious, but not openly evangelical, biblical references should be kept to a minimum.
3. Encourage the students to think of the various characters in *The Little Prince* as though they were real individuals. Try to encourage within them a sense of empathy for the characters and their predicaments.

Lesson Plan 1 of 9

*Curriculum title:* Antoine de Saint-Exupéry's *The Little Prince*

*Unit title:* In search of meaningful relationships

*Unit goals that this lesson addresses*

1. The students will know this month's virtue — “forgive one another.”
2. The students will understand the definition of “forgive.”
3. The students will become aware of how they should “forgive one another” in the classroom and outside of class.
4. The students will act out this character trait in school and away from school.
5. The students will evaluate themselves as to whether they forgive others and whether they need to be forgiven by others.

*Main ideas of this lesson*

1. Ask students what they think “forgive” means; have them write their answers on the chalk board. Have them recount times when they felt forgiven, or when they had forgiven others.
2. Introduce the text, *The Little Prince*, and note that the protagonist often forgives others, and in various ways. Provide an overview of the story line, so that students might become interested in the text, and so that reading it is made less of a chore.
3. Provide the *Webster's 1828 Dictionary* definition for forgive: “To pardon; to remit, as an offense or debt; to overlook an offense, and treat the offender as not guilty.”
4. Offer the Scripture urging people to forgive each other: “Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you also must forgive” (Col. 3:13).
5. Discuss the term “forgive” once again, and let the students know that it is the virtue of the month at the school.

*Peak experiences of lesson*

1. Have students come to the chalk board and write their thoughts about the term “forgive,” and then as a group critique the proposed definitions.
2. Show the first few minutes of the video *The Little Prince* in order to whet the students' appetites for the text.

*Character development principles for this lesson*

1. Forgive one another (Col. 3:13).

*Special notes to the teacher*

1. Assign chapters 1 through 4 of *The Little Prince*, including the dedication, for the next class period.
2. Send a copy of the virtue of the month, along with its definition, to the parents of each student. Enclose a note making note that *The Little Prince* is the text to be read during the next two weeks. Ask the parents to encourage their children's reading of the book.
3. Remind school staff and faculty that this month's virtue is forgiveness, and encourage them to continue making references to it during their classes.
4. Make note of those students who might need assistance in grasping the virtue of the month. Consider meeting with them one-on-one outside of class.
5. The teacher must consider ways in which he or she might model forgiveness, during the coming month, in particular.
6. Contact the four friends who will be participating in tomorrow's class activities.
7. Maintain communication with the students' parents.

## Lesson Plan 1 of 9

| .Teaching-Learning Objective                                              | Content                                                               | Behavior Desired | Instructional Technique                                                                       | Assessment               |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------|--------------------------|
| Students will acquire an understanding of the definition of “forgiveness” | Definition and Scripture verse which relate to “forgive one another”  | knowledge        | The teacher will lead discussion and ask for input                                            | observation & discussion |
| Students will understand the basic plot of <i>The Little Prince</i>       | A prince from a small planet travels to earth in search of friendship | knowledge        | The teacher will lecture, providing input from those students who are familiar with the story | observation              |

**Lesson Plan 2 of 9**

*Curriculum title:* Antoine de Saint-Exupéry's *The Little Prince*

*Unit title:* In search of meaningful relationships

*Unit goals that this lesson addresses*

1. The students will be able to identify and tell something about the Little Prince, the “grown-ups,” the sheep, and the Turkish astronomer.
2. The students will be able to evaluate the behavior of these characters in reference to the virtue of the month, forgiveness.
3. The students will gain some understanding of relationships.
4. The students will continue to gain an understanding of the virtue of the month, forgiveness.

*Vocabulary words for this lesson*

|                 |                                                             |
|-----------------|-------------------------------------------------------------|
| boa constrictor | Sahara                                                      |
| primeval        | consequence                                                 |
| reverie         | Turkish                                                     |
| astronomer      | forbearance (insert planned teachable moment “forgiveness”) |

*Main ideas of this lesson*

1. Have the students describe the following characters: the Little Prince, the grown-ups, the sheep, the Turkish astronomer.
2. Have the students describe the plot of the story up to this point. The teacher is to clarify, if necessary.
3. Have the students demonstrate that they understand the definition of forgiveness that was discussed in the previous lesson. Write their responses on the chalk board.
4. Have the students explain the virtuous qualities of each character. Ask them in what ways they exhibit the virtue of forgiveness. Have them write their responses on the chalk board, and discuss them first in small groups, and then as a class.

*Peak experiences of lesson*

1. Have the students draw an elephant on the inside of a boa constrictor.

2. Have some non-faculty friends come to class and give very short presentations dressed in unusual outfits — one as a clown, one as a poor man, one as a traditional Japanese, and one in a suit. It would be best to have the clown say something very profound, and the man in the suit deliver a senseless message. After they have all delivered their messages, have the students explain what their opinions of them were. Note that the students were probably highly influenced by the speakers' clothing, rather than by the content of what they said.
3. Ask students to list some specific ways they can show forbearance toward adults.

*Character development principles for this lesson*

1. Forgive one another (Col. 3:13)
2. Forbearance

*Special notes to the teacher*

1. Assign chapters 5 through 8 for the next class period.

## Lesson Plan 2 of 9

| Teaching-Learning Objective                                                                                                                            | Content                                                                                                                                                                                                                                                                               | Behavior Desired | Instructional Technique                                                                       | Assessment                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------|------------------------------------|
| Students will demonstrate an understanding of the first five chapters of <i>The Little Prince</i> .                                                    | The Little Prince meets the narrator at his airplane; the grown-ups tend to value things differently from the way they should be valued (but children should show forbearance; the narrator draws pictures of sheep; the Turkish astronomer is esteemed only when in European costume | knowledge        | The teacher will lead discussion and ask for input                                            | informal question & answer session |
| Students will understand the basic plot of <i>The Little Prince</i>                                                                                    | A prince from a small planet travels to earth in search of friendship                                                                                                                                                                                                                 | knowledge        | The teacher will lecture, providing input from those students who are familiar with the story | observation                        |
| Students will demonstrate an understanding of “forgiveness” and will locate passages in <i>The Little Prince</i> which contain elements of this virtue | Page 18, for example, contains the line, “One must not hold it against them. Children should always show great forbearance toward grown-up people.                                                                                                                                    | application      | class discussion                                                                              | observation                        |