

RESPECT

LESSON TEXT

Matthew 7:12; 1 Peter 2:17;
Mark 7:6-7; Hebrews 5:7

LESSON OBJECTIVES

- The students will explain how God expects us to practice respect.
- The students will give three examples of the different forms of disrespect.
- The students will plan a devotional to show their families appreciation and respect.

MATERIALS NEEDED

For each student:

- pen or pencil
- 1 sheet of lined paper

For the teacher:

- 7 index cards, 3" X 5"
- small paper bag
- marker
- extra Bibles
- dictionary
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- flip pad and easel or large piece of paper
- tape
- scissors, 1 pair for every 2-3 students

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student
- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: Respect in Action
Starting Up
Welcome and Singing
Opening Prayer
Victories
Good News from the Kingdom

Getting into God's Word

Story: "A Famous Father"
Scripture Study
Activity: Heart Surgery

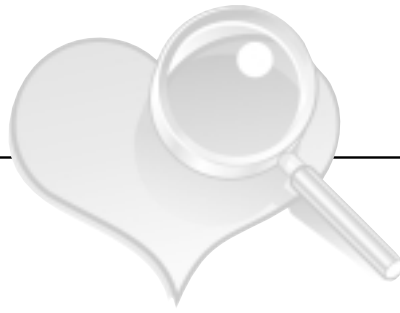
Getting It to Others

Scripture Memory: Matthew 7:12
Weekly Challenge and Snack Time
Conclusion

SCRIPTURE MEMORY VERSE

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Matthew 7:12



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray about the class. Scan the newspaper headlines with an open Bible nearby. Read Matthew 7:12, 1 Peter 2:17, Mark 7:6–7 and Hebrews 5:7. Two thousand years after these scriptures were written, our society still suffers the consequences of disrespect. You must have a burning desire to teach your students to respect God, his word, their parents, their siblings and those around them.

TEACHER TIPS

Our preteens have been bombarded all their lives with messages encouraging them to disrespect everything, particularly anyone in authority. Check your own convictions in this area! What kind of example do you set in giving respect to those around you? If the preteens followed you around each day, what would they see you do or hear you say regarding church leaders, government leaders, law enforcement officers, etc.? Would they see you speeding as you drive or grumbling about being asked to serve? If there is an underlying tone of disrespect in your heart, the preteens will sense it, and your teaching will fall to the ground.

You will also want to be very aware of any disrespect by your students toward their classmates, parents or other disciples, either blatantly or in a “joking” way. Preteens do not always realize that joking and teasing, taken too far, become forms of disrespect. Remind them that we each need to be constantly aware of our words and actions. Be sure to explain and correct any disrespectful behaviors and claim “respect for all” as the standard in your classroom.

PRECLASS ACTIVITY

RESPECT IN ACTION

This crossword puzzle and improvisation will show your students the forms that respect and disrespect can take—in both words and action.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

- 7 index cards, 3" X 5"
- small paper bag
- marker
- extra Bibles

Reproducible Pages:

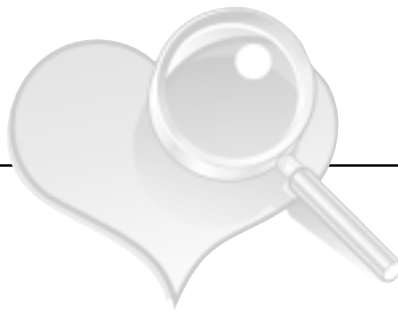
- Page A, 1 copy for each student

PREPARATION

Prior to class, write each of the following body parts on a separate index card: head/mind, ears, eyes, mouth, hands, feet, heart. Fold each index card in half and put all the cards into a small paper bag.

INSTRUCTIONS

1. As the students arrive, divide them into groups of two or three. Give each student a pen or pencil and a copy of Reproducible Page A (crossword puzzle). Provide extra Bibles for students who may have forgotten their own.
2. Each student should work with others in the group to complete the crossword puzzle.



3. When they complete the puzzle, the group should draw one of the index cards from the bag you prepared earlier.
4. Each group must plan to act out (mime or with words) a way that someone can show both respect and disrespect with that body part.
Example: Feet—(disrespect) tapping feet impatiently while listening to someone
(respect) standing to let an elderly person sit
5. Have each group act out their presentation for the others in the class.

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together. Pray that the students and teachers will have an attitude of great respect and honor for all the people that God has placed in their lives.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide, and the victories of our brothers and sisters on other continents should inspire us and spur us on.





GETTING INTO GOD'S WORD

STORY

"A FAMOUS FATHER"

In this short tribute, the author shows great love and admiration for his father, and expresses regret for not consistently showing him respect.

MATERIALS USED

Reproducible Pages:

- Page B, 1 copy for each student

INSTRUCTIONS

1. Distribute a copy of Reproducible Page B (the story) to each student.
2. Read the story aloud to the students.
3. Discuss the story concept:
 - *What has happened in this story?*
 - *What is the author's only regret about his relationship with his father? Can anyone relate to this feeling?*
 - *Why don't we always respect our parents and others the way that we should?*

The author obviously loved his father a great deal. He knows and admires the great way his father lived and led his family. Yet, it hurts him that he did not always show his father the respect that was due him.



SCRIPTURE STUDY

Romans 13:1-7 makes it clear that God has instituted "chains of command" in every area of life: government, workplace, schools, family and church. We are confronted daily with examples of people showing blatant disrespect for any kind of authority. In the world, preteens see so much disrespect for authority that unless they develop a strong personal conviction regarding their need to respect everyone, they will grow up respecting no one. Respect is a character trait that preteens must learn early. Today's lesson is designed to help your students learn to respect others.

MATERIALS USED

For the teacher:

- extra Bibles
- dictionary
- flip pad and easel or large piece of paper
- tape
- marker

The students have seen in their preclass activity that many types of "body language" can signal disrespect, and that they need to be watchful for these behaviors. They have also begun to understand the type of respect that God requires. Begin by asking your students to explain the meaning of "respect." Have a dictionary ready to read the definition. You will also want to read the definitions of "deference," "esteem" and "submit" to help them in their understanding of this concept.

- *Why do you think respect is so important to God?* (shows love, honor and humility)

Have the students turn to 1 Peter 2:17 in their Bibles, and select a volunteer to read the passage to the class. *Who do we need to respect?* (everyone) *God is very serious about respect, and he tells us this in many passages in the Bible. The following passages are just some of the verses that will help you to understand who "everyone" is.* Select a number of students to read the following verses, one after the other. As each verse is read, write on your flip chart the person/group that is to be respected.

- Leviticus 19:3, 19:30, 19:32
- Romans 13:1-2
- Ephesians 6:1-3,5
- Hebrews 13:17
- James 4:7
- 1 Peter 2:13,18



GETTING INTO GOD'S WORD

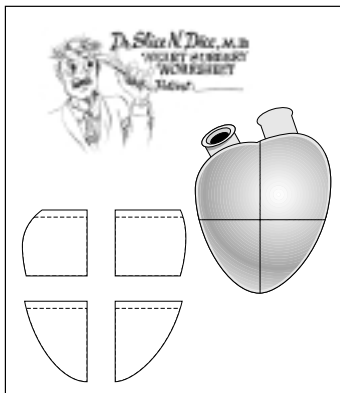
ACTIVITY

Once all the passages have been read, review with the students (1) who would be included in each category and (2) the ways they would show respect to these individuals—e.g.—We show respect to God by praying, obeying his word, loving his people, keeping his name holy (not using it as a curse), and being thankful for all he has given to us.

- *Can we do all the "right things" and still be disrespectful? (yes) How?* (grumbling, bad attitudes in our hearts, complaining)
- *Is this kind of respect good enough for God? (no)*

Select a student to read Mark 7:6-7. Explain that in this passage, Jesus is talking about "lip service" and hypocrisy—doing the right things on the outside, but not having the right heart. Explain that respect must come from our hearts and that we need to respect others (1) because God commands it and (2) because others deserve our love and honor since they were made by God.

- *Can we fool God and others if we do the right things without true respect in our hearts?* (God knows our hearts; so we cannot ever fool him. We may fool others for a while, but eventually our disrespect will show.)
- *Who is our greatest example of respect?* (Jesus) Select a student to read Hebrews 5:7. Explain that Jesus was a true example of respect and submission. Even though he was God's Son and totally filled with God himself, he always respected and obeyed God in everything. Whenever we have a hard time being respectful and submissive, we need to look at the example of Jesus.



HEART SURGERY

This activity is designed to help your students assess how respectful they are and determine ways they can grow in this area.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

- scissors, 1 pair for every 2-3 students
- tape

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. This activity can be done in small groups or with the entire class.
2. Give each student a copy of Reproducible Page C (*Dr. Slice N. Dice*) and a pen or pencil.
3. Have them write their names in the space labeled "patient." Then ask:
 - *What are the things that keep you from being respectful?* Have only one or two students give ideas. The students need to come up with things that are pertinent to their own lives.
 - *How can you replace these thoughts and attitudes with the correct ones?*
4. Using the heart diagram, have each student write four attitudes or behaviors with regard to respect that they would like to change. One attitude/behavior should be written in each of the four sections. Underneath each attitude or action, have the students write an example sentence for each.

e.g. Pride—"I am right, and everyone else is wrong."
5. In the second heart diagram, the students should write their "replacement" attitudes/actions and an example of each in the corresponding sections.

e.g. Humility—"I will consider the feelings of others."
6. When all the sections of both hearts have been completed, the students should cut out the sections of the "new heart" and tape them over the sections of the "old heart."



SCRIPTURE MEMORY

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Matthew 7:12

MATERIALS USED

Reproducible Pages:

- Page D, one copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (memory verse).
2. Have the students say the memory verse aloud together several times.
3. Talk about what the verse means in terms of respecting one another.

WEEKLY CHALLENGE

Plan and give a short family devotional this week. The goal of your devotional should be letting each of your family members know just how much you love and appreciate them. Ask your parents for help planning which night would be best, but tell them that you would like the subject to be a surprise. You may want to plan a special dessert or family time for after the devotional or make cards or special awards for family members. Be creative, and make this a very special time for you and your family.

WEEKLY CHALLENGE AND SNACK TIME

MATERIALS USED

For each student:

- pen or pencil
- 1 sheet of lined paper

INSTRUCTIONS

If your students bring a snack, allow them to eat it while you explain to them the challenge for the week.

While the students are eating, ask them how they know when they are not being respected. *What does it feel like to not be respected? Is it encouraging or discouraging? What if this happened to you every day? This is how parents and other family members may feel. How often do you show your love, respect and admiration for your parents?*

This week, the challenge is for each student to plan and deliver a short family devotional, sharing how much they love and appreciate each member of their family. They should let their parents know that they would like to give a special devotional for the family, but not tell what it is about. Parents can help to determine the best night for the devotional. The students should try to make it as special as possible by giving cards or planning a special dessert or family time for afterward.

Give the students the following suggestions of one or two scriptures to use in their devotionals: John 13:34-45, Ephesians 6:1-3, 1 John 2:10, Joshua 24:15b. Have the students write these down to take with them. The students may also use any of their own favorite scriptures.

NOTE: Tell the students not to let their parents see their memory verse sheet until they have the devotional since the Weekly Challenge is on the sheet also (and the surprise would be given away).

CONCLUSION

End the class with a prayer.

RESPECT

LESSON TEXT

2 Kings 2:23-24; 1 Samuel 24:1-13; Romans 13:1-7; Psalm 75:6-7

LESSON OBJECTIVES

- The students will understand that God establishes all authority.
- The students will use the story of David and Saul to explain God's expectations for us to respect authority.
- The students will plan a devotional to show their families appreciation and respect.

MATERIALS NEEDED

For each student:

- pen or pencil
- 1 sheet of blank paper

For the teacher:

- extra Bibles
- dictionary
- 5 index cards, 3" X 5"
- pen
- hat or container

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Chains of Command
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Group Role-Plays

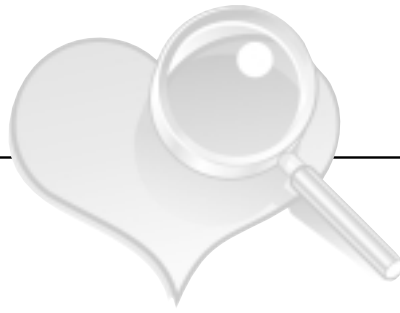
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SCRIPTURE MEMORY VERSE

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Matthew 7:12



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray about the class. Scan the newspaper headlines with an open Bible nearby. Read Matthew 7:12, 2 Kings 2:23-24, 1 Samuel 24:1-13, Romans 13:1-7 and Psalm 75:6-7. Two thousand years after these scriptures were written, our society still suffers the consequences of disrespect. You must have a deep conviction to teach your students to respect God, his word, their parents, their siblings, and all those whom God has placed in their lives.

TEACHER TIPS

Our preteens have been bombarded all their lives with messages encouraging them to disrespect everything, particularly anyone in authority. Check your own heart! What kind of example do you set in giving respect to whom respect is due? If the preteens followed you around each day without your knowing they were there, what would they see you do or what would they hear you say regarding church leaders, government leaders, law enforcement officers, etc.? If there is an underlying tone of disrespect in your heart, the preteens will sense it and your teaching will fall to the ground. Check your own convictions as you prepare this lesson.

You will also want to be very aware of any disrespect by your students toward their classmates, parents or other disciples, either blatantly or in a “joking” way. Preteens do not always realize that joking and teasing, taken too far, become forms of disrespect. Remind them that we each need to be constantly aware of our words and our actions. Be sure to explain and correct any disrespectful behaviors, and claim “respect for all” as the standard for your classroom.

As part of this lesson, you will need to script a short conversation between two teachers (to be used during the Preclass Activity). The conversation should have one teacher making fun of something about the other teacher (e.g. a new haircut, outfit, actions, etc.). The conversation should be realistic and delivered just loudly enough for the students to overhear. Take note of any responses from the students to what they are overhearing. You can refer to these comments later in class.

PRECLASS ACTIVITY

CHAINS OF COMMAND

By developing “chain of command” lists, the students will understand that we are all under authority in one way or another, no matter what age we are.

MATERIALS USED

For each student:

- pen or pencil
- 1 sheet of blank paper

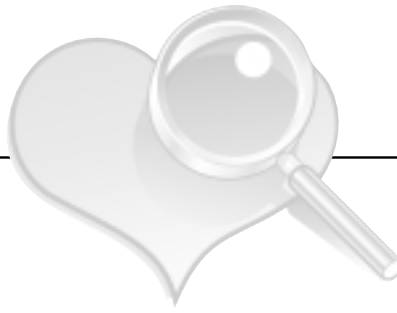
PREPARATION

Prior to class, arrange with two other teachers to have a conversation while the students are working on their pre-class activity. One should make fun of the other’s clothes, actions or something they said, etc. Plan to make the conversation as realistic as possible and just loud enough for the students to overhear.

NOTE: If there are only two teachers in the class, have someone else “drop by” for the beginning of class and have the conversation with one of the teachers. (You need to be available to notice the students’ responses.)

INSTRUCTIONS

1. As the students arrive, assign them to small groups of two to four. Give each student a pen or pencil and a piece of blank paper.



2. Have the students list as many “chains of command” as they can under the headings of (1) government (2) education (3) family (4) justice system. Define “chain of command” as someone reporting to or obeying someone else.
3. Have the students write these headings on their papers, and then begin to list all the chains of command they can think of under each category. As this activity is in process, have the prearranged conversation going on between the two teachers.
4. Take note of anything that is said by the students in response to what they are overhearing.
5. So as not to leave the students hanging or unsettled after hearing the conversation, tell them that you will be discussing the conversation as part of the class later.

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with a student praying for the students to be showing respect and honor to all those around them.
- Have one student recite the memory verse for the week: Matthew 7:12.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief, so that as many as possible can share.



SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles
- dictionary

Have the students turn in their Bibles to 2 Kings 2:23-24. Ask for a volunteer to read the passage aloud to the group.

Ask the students to define "jeering." After several responses from students, read the definition from the dictionary.

- *What was in the hearts of the "youths" that caused them to jeer?* (anger, disrespect, rudeness)
- *How do you think Elisha felt?* (embarrassed, angry, disrespected, dishonored)

Bring up the incident between the two teachers that occurred during the preclass activity. *Was this the same kind of thing that the youths did to Elisha?*

Ask some volunteers to give examples of

- *people disrespecting other people* (They can draw from TV, newspaper, school or family situations, etc.)
- *a time when they have been disrespected.*
- *a time when they have disrespected someone*

Ask:

- *How does it feel to be disrespected?*
- *Why do you think 2 Kings 2:23-24 make such a strong point about the fact that it was "youths" who were being disrespectful?* (possibly because God knows that preteens and teens struggle with respect issues / He knows that, sooner or later, being disrespectful to authority and to others will have serious consequences for young people. God wants preteens and teens to develop a strong personal conviction now because one way or another they will have to respect authority for the rest of their lives.)

Look at Romans 13:1-7 and point out the "chains of command." Refer to the preclass activity and the lists they made. Have several of the groups share some of the chains of command they wrote down.

Bottom line: Who has "established" authority? (God) Therefore, who "expects" us to respect authority? (God)

Have the students turn to 1 Samuel 24:1-13. Select a volunteer to read the passage aloud, then ask the following:

- *Doesn't it seem silly for David to feel guilty for cutting off a corner of Saul's robe?* (yes)
- *What would most people have done if they were in a similar situation?* (killed Saul)
- *What would you have done?* (kill Saul, stay quiet hoping he wouldn't find me, etc.)
- *What do you think was in David's heart that kept him from hurting Saul?* (love for Saul / respect and honor / knew what God wanted / knew that God made Saul king)
- *What would you do if you had a chance to speak to Saul the way David did in this situation?*

Read 1 Samuel 24:6 again and also Psalm 75:6-7.

Who puts people in places of authority? Who decides to remove them?

Bottom line: David was respectful to those in authority even when they hated him. He had within his heart the attitude of respect and honor that God expects.

Does anyone know what finally happened to Saul? (killed in battle) What ended up happening to David? (became king) God rewards those who treat others with respect!





ACTIVITY

GROUP ROLE-PLAYS

The students will role-play different situations which daily challenge their level of respect for those around them.

MATERIALS USED

For the teacher:

- 5 index cards, 3" X 5"
- pen
- hat or container

PREPARATION

1. Prior to class, write each of the following scenarios on a separate index card:
 - An overweight, unpopular student gets on the bus. No one will let him sit beside them, even though many seats are available.
 - There is one student in gym class who is uncoordinated, and does not do well in sports. The rest of the class makes fun of him, and he is the last chosen for a team.
 - Students walk behind a teacher in the hallway, making fun of her teaching style.
 - A player has a "better idea" than the coach and rebels by getting others to follow his or her plays.
 - A group tells their parents they are going to the theater to see a particular movie. After a parent drops them off, they get in line for an "R" rated movie.
2. When the cards are complete, fold each in half and put into a hat or container.

INSTRUCTIONS

1. Divide up the class into small groups, five if possible, to role-play current situations with which pre-teens are often confronted on a daily basis. Choose a leader for each group.
2. Pass around a hat or container with the five folded index cards that you prepared earlier.
3. One person from each group will draw out a card.
4. Tell the groups they are to portray the situation on their card, with one of the group members responding respectfully and the others responding disrespectfully.
5. Each group will have five to eight minutes to work together to role-play the situation they have chosen.
6. When the groups are ready, bring them together to perform their skits for each other. Ask the students what they learned about respect by doing the skits.
 - *Is it easy to show respect, especially when others around you are showing disrespect?*
 - *What does Jesus say is the antidote to the poison of disrespect? (Read Matthew 7:12 for the answer.)*
 - *Would you want to be "jeered at," teased, or respected? REMEMBER YOUR ANSWER THE NEXT TIME YOU HAVE AN OPPORTUNITY TO SHOW RESPECT!*





SCRIPTURE MEMORY

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Matthew 7:12

INSTRUCTIONS

Practice the verse together with the class, encouraging the students to have the verse completely memorized by the next class time.

WEEKLY CHALLENGE AND SNACK TIME

INSTRUCTIONS

If your students bring a snack, allow them to eat it while you remind them of the challenge for the week.

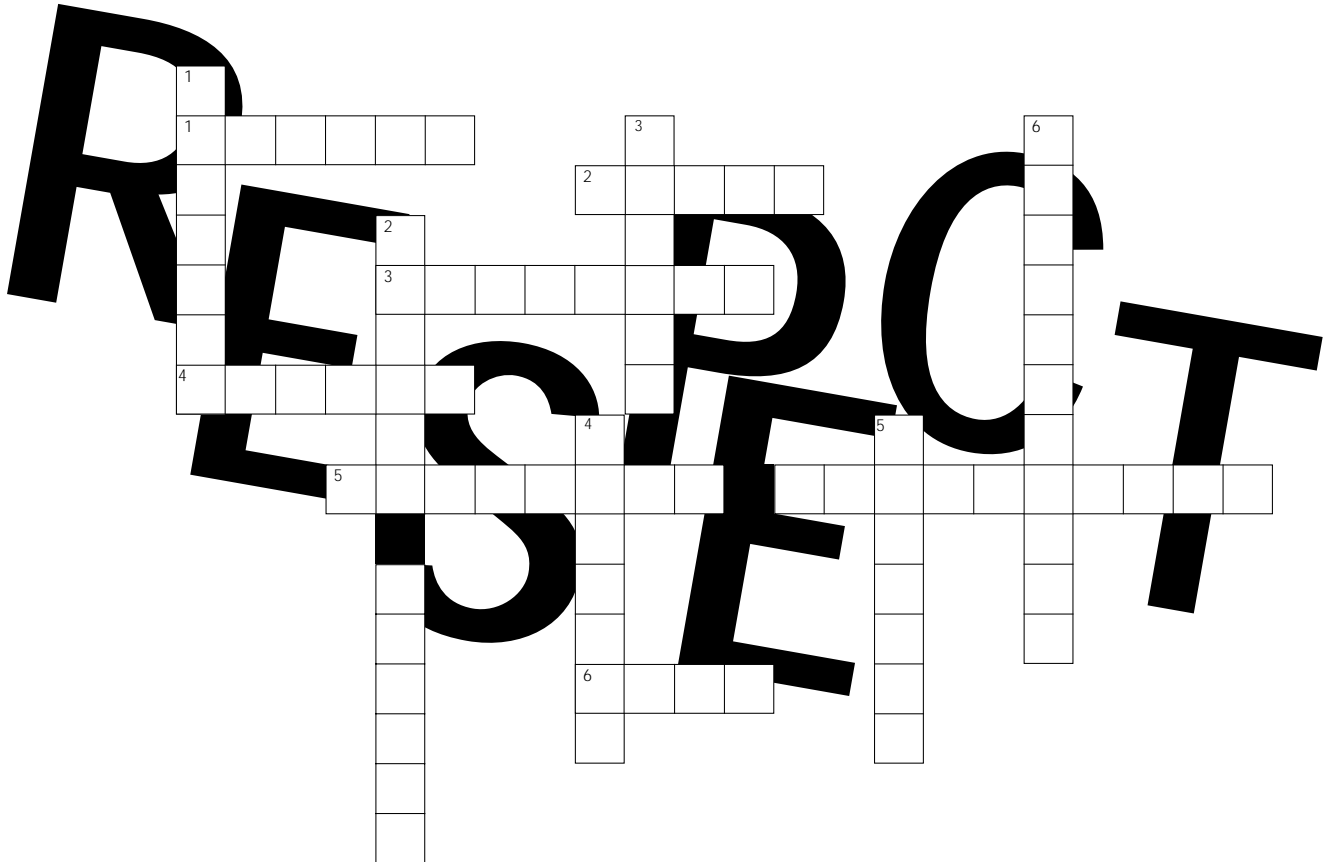
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CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Plan and give a short family devotional this week. The goal of your devotional should be letting each of your family members know just how much you love and appreciate them. Ask your parents for help planning which night would be best, but tell them that you would like the subject to be a surprise. You may want to plan a special dessert or family time for after the devotional or make cards or special awards for family members. Be creative, and make this a very special time for you and your family.



ACROSS (RESPECT)

1. James 1:19-20 "quick to _____"
2. Colossians 3:23 "work with all your _____"
3. Luke 2:51 "he...was _____ to them"
4. 1 Thessalonians 5:12-13 "hold them in highest _____"
5. Hebrews 5:7 "he was heard because of his _____"
6. Hebrews 10:24 "_____ one another on to love and good deeds"

DOWN (DISRESPECT)

1. Mark 7:21-22 "from within...comes _____"
2. Ephesians 5:4 "_____ which (are) out of place"
3. Philippians 2:3 "_____ against authority"
4. Philippians 2:3 "_____ ambition"
5. 2 Timothy 3:2 "proud, _____"
6. Ephesians 4:29 "_____ talk"

A FAMOUS FATHER

Author Unknown

A great man died today. He wasn't a world leader or a famous doctor or a war hero or a sports figure. He was no business tycoon, and you will never see his name in the financial pages. But he was one of the greatest men who ever lived. He was my father.

I guess you might say he was a person who was never interested in getting credit or receiving honors. He did corny things like paying his bills on time, always attending church and serving as an officer in the PTA. He helped his kids with their homework and drove his wife to the grocery store. He got a real kick out of hauling teenagers and their friends to and from football games.

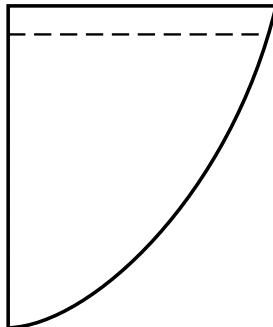
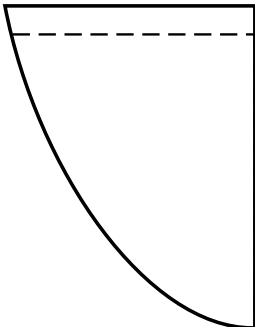
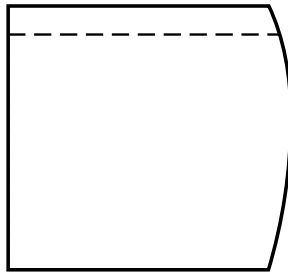
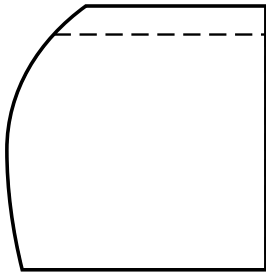
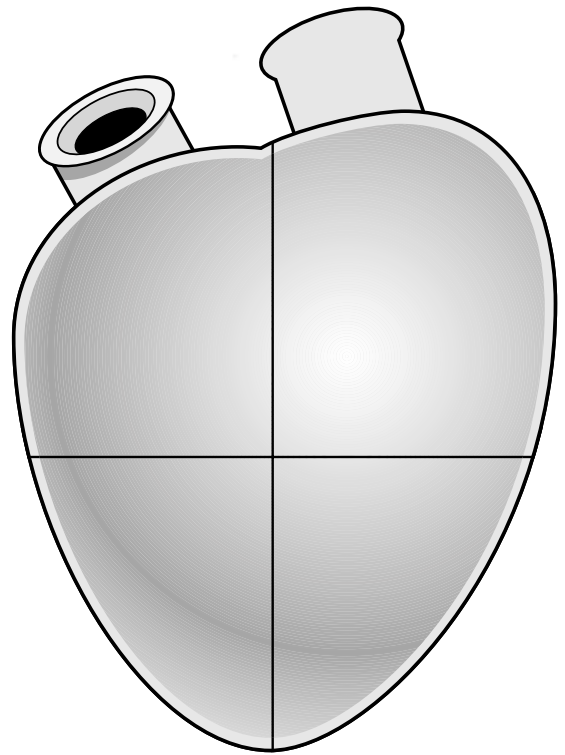
Tonight is the first night without him. I don't know what to do with myself. I am very sorry for the times I didn't show him the proper respect. But I am grateful for a lot of other things.

I am thankful that God let me have my father for fifteen years. And I am happy that I was able to let him know how much I loved him. That wonderful man died with a smile on his face and fulfillment in his heart. He knew that he was a great success as a husband and a father, a brother, a son and a friend. I wonder how many millionaires can say that.

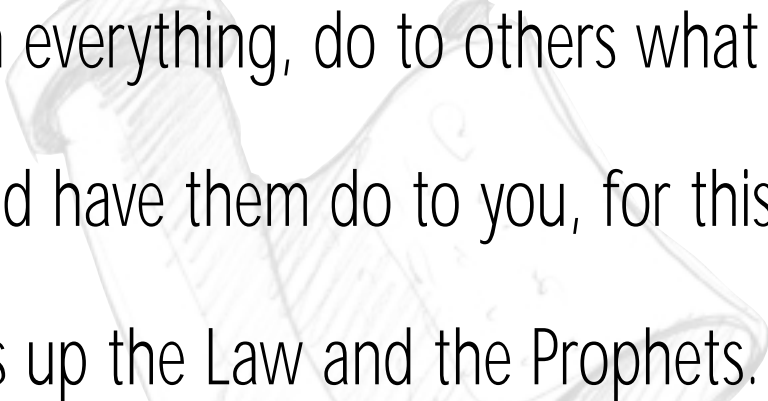
Unknown Author, "A Famous Father," *Chicken Soup for the Teenage Soul*, eds. Jack Canfield, Mark Victor Hansen and Kimberly Kirberger (Deerfield Beach, Florida: Health Communications, Inc., 1997).



Dr. Slice N. Dice, M.D.
**HEART SURGERY
WORKSHEET**
Patient: _____



SCRIPTURE MEMORY VERSE



So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

MATTHEW 7:12

WEEKLY CHALLENGE

Plan and give a short family devotional this week. The goal of your devotional should be letting each of your family members know just how much you love and appreciate them. Ask your parents for help planning which night would be best, but tell them that you would like the subject to be a surprise. You may want to plan a special dessert or family time for after the devotional or make cards or special awards for family members. Be creative, and make this a very special time for you and your family.