

NATHAN: BEING A REAL FRIEND

LESSON TEXT

2 Samuel 11:1–12:20

LESSON OBJECTIVES

- The students will identify Nathan and David as friends who helped each other be close to God.
- The students will understand that true friends are willing to challenge each other to avoid sin and grow close to God.
- The students will document a time when someone corrected them and make a plan to thank that person.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

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

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
- Page E, 1 copy for each student

LESSON PLAN

Getting Ready

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

Getting into God's Word

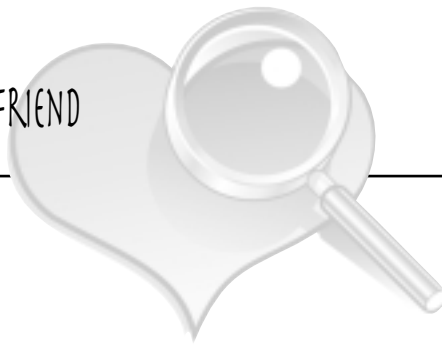
Story: "Being Honest with Sheri"
 Scripture Study
 Activity: A "Nathan" in My Life

Getting It to Others

Scripture Memory: Psalm 139:23-24
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY

Search me, O God, and know my heart;
 test me and know my anxious thoughts.
 See if there is any offensive way in me,
 and lead me in the way everlasting.
 Psalm 139:23-24



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on 2 Samuel 11:1-12:20. Think of a specific situation when you were confronted by one of your friends or when you confronted someone else's sin. Write down your memories about these incidents and what you were feeling when they happened.

TEACHER TIPS

The focus of this lesson is for your students to understand that it takes true friendship and love to challenge someone's sin. In many cases, we prefer to avoid the conflict in order to save the relationship. Help your students to see that we are not wrong when we challenge someone's sin in a loving way. Remind them that we need one another in order to be our best for God and to make it to heaven. Be prepared to share appropriate real-life experiences about some friends who have been a "Nathan" for you, and let the students know how much you want to be a "Nathan" for them.

PRECLASS ACTIVITY

FRIENDSHIP LINKS

The students will use their Bibles to discover several friendship pairs found in the Old Testament.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

- extra Bibles

Reproducible Pages:

- Page A, 1 copy for each student

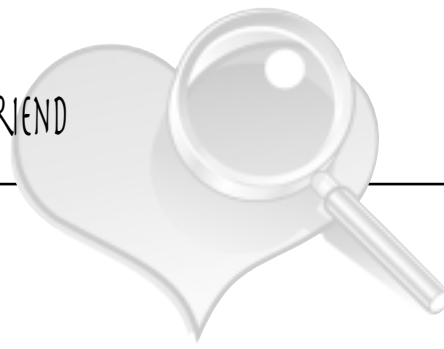
INSTRUCTIONS

1. Have the students read Proverbs 18:24 aloud together.
2. Give each student a copy of Reproducible Page A (Friendship Links) and a pen or pencil. Provide extra Bibles for those who may need them.
3. Tell the students that they are to use their Bibles to look up each of the verses written inside the "friendship links" and decide who the two friends are who are mentioned in the Bible verse. Tell them to keep in mind that one of the friends in each pair may be God or a group of people (such as "the soldiers").
4. Have the students write the two names in the spaces provided with each link.

ANSWER KEY

(the names of the two friends may be listed in either order)

1. David is a friend of Joab.
2. Nathan is a friend of God.
3. Nathan is a friend of David.
4. David is a friend of God.
5. David's servants are friends of David.



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? Select one or two students to 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 each person will be thankful for the great friendships that God gives us in the kingdom.

VICTORIES

Take the time to have 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 that the victories of our brothers and sisters around the world can inspire us and spur us on.





STORY

"BEING HONEST WITH SHERI"

Have the students take out their Preclass Activity sheets (Reproducible Page A). *Did everyone figure out who the sets of friends were?* Use the answer key provided to help the students understand the friendship links.

In today's story, Jeannie had to decide whether or not to confront a friend who was mistreating others. Her decision could make or break the friendship, and would ultimately affect many other people.

MATERIALS USED

For each student:

- pen or pencil

Reproducible Pages:

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

INSTRUCTIONS

1. Copy story on front and back of one sheet.
2. Distribute copies of Reproducible Pages B & C ("Being Honest with Sheri") to the students.
3. Read the story to the students.



4. Discuss the story with the students as follows:
 - *What did Jeannie admire about Sheri?* (she was confident / she was tough / she was loyal)
 - *What did Sheri do that made Jeannie feel uncomfortable?* (took other student's lunches)
 - *Why did that make Jeannie uncomfortable?* (Sheri took what didn't belong to her.)
 - *What kinds of things do you see every day that make you feel that way?* (discussion—the ways your friends treat other people / the ways other students treat the teachers, etc.)
 - *Why did Jeannie finally confront Sheri about her behavior?* (kept feeling guilty / did really love Sheri as a friend)
 - *How did it change their friendship?* (It seemed to make it stronger. They remained friends the rest of their lives.)
 - *When you say nothing about the sin you see in someone's life, nothing can change. It is only when you speak up to help your friends that you can truly deal with the issues that are important. Can you think of times when your friends have helped you? How have you helped your friends?*

SCRIPTURE STUDY

Explain the situation in 2 Samuel 11 for the students as follows:

After David became king, he sent his troops to war, but he stayed in Jerusalem. While he was there, he saw Bathsheba, who was a married woman. He committed adultery with her. When he learned she was pregnant, he tried to cover up his sin by lying to his commander, Joab, and by deceiving Bathsheba's husband, Uriah the Hittite. Uriah did not respond the way David wanted him to, so David arranged to have him killed. Then he married Bathsheba.

Have the students turn to 2 Samuel 12:1-20. Give the students a moment to look over the passage, then select several volunteers to read:

- 2 Samuel 12:1-4
- 2 Samuel 12:5-10
- 2 Samuel 12:11-14
- 2 Samuel 12:15-20

Discuss the passage with the students:

1. *Who was David? What do we know about him?* (king of Israel / powerful military leader / national hero for killing Goliath / God's chosen leader / handsome and strong)



2. *What were David's sins in this situation?* (adultery / deceit / manipulation / murder)
3. *Who was Nathan? What do we know about him?* (prophet of God / one of David's close friends / obeyed God and was very courageous / loved his friend and was willing to help him overcome sin)
4. *Nathan knew about David's sin. What might he have done if he was not a spiritual man?* (ignored the sin and hoped nobody else found out about it / told everyone else except David, i.e. gossiped / not cared about the sin and said nothing / cowered in fear of David and said nothing so that he would not get in trouble)
5. *Because he was a spiritual man, how did Nathan respond?* (recognized that what David had done was a sin against God / denied his own fears of what could happen to him and went to David / was creative in coming up with a story so that it would be easier for David to realize that he had been the one who was in sin / did not let his disappointment or anger at David make him pull away or not care about his friend, but went to him to help him change / knew that many lives in the nation of Israel would be affected if David did not repent and so realized that it was very important to help David repent of his sin)
6. *How do you think David felt after Nathan confronted him?* (probably shocked at first and then humiliated / ashamed of his sin / admitted that he was wrong / truly wanted to change the sin in his life / was very grateful that he had a friend like Nathan who would tell him the truth)

Nathan's prophecy about David did come true. His firstborn son died, and David accepted God's will. But because of David's repentance, God blessed David and Bathsheba with another son, Solomon.



ACTIVITY

A "NATHAN" IN MY LIFE

The students will document a time when they were challenged by someone to do what was right.

MATERIALS USED

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (A "Nathan" in My Life).
2. Divide the class into pairs.
3. Ask the students to look at the sheets and talk about the questions.
4. Have each student decide on an incident from his or her own life that fits the description in the directions. Each student should write the answers to the questions on his or her paper.
5. Circulate to help the students think about meaningful answers.
6. Have the students come back together again when they have finished their sheets to share with the group some of the answers to the questions.
 - *How do you feel about the incident you have described?*
 - *Did you respond correctly or poorly?*
 - *What lessons did you learn from being corrected by someone else?*
 - *Why is it important for you to also help someone else in this way?*



SCRIPTURE MEMORY

Search me, O God, and know my heart;
test me and know my anxious thoughts.
See if there is any offensive way in me,
and lead me in the way everlasting.
Psalm 139:23-24

MATERIALS USED

Reproducible Pages:

- Page E, 1 copy for each student

INSTRUCTIONS

1. Have each student turn to Psalm 139:23-24.
2. Have the students say the memory verse together aloud several times.
3. Discuss what the verse means.
4. Give every student a copy of Reproducible Page E (Scripture Memory).

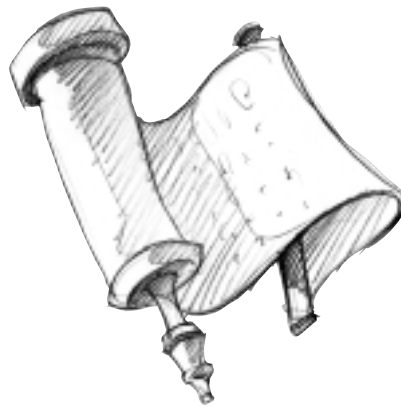
WEEKLY CHALLENGE AND SNACK TIME

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

Have each student take out their copy of Reproducible Page D (A "Nathan" in My Life). The students should decide on a way to thank the people who confronted them in the situations that were shared. Tell the students that they could write cards, call or personally visit the people to thank them. When they do this, each student should make it clear to the person why they are thanking them.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Think of a special way to thank the person in your life who has been a "Nathan" to you—that is, a person who has challenged your sin in order to help you grow.
Be specific about why you are thanking that person.

NATHAN: BEING A REAL FRIEND

LESSON TEXT

2 Samuel 11:1–12:20

LESSON OBJECTIVES

- The students will identify Nathan and David as friends who helped each other be close to God.
- The students will understand that true friends are willing to challenge each other to avoid sin and grow close to God.
- The students will document a time when someone corrected them and make a plan to thank that person.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- extra Bibles
- 2 paper bags

Reproducible Pages:

- Page F, 1 copy for each student
- Page G, 1 copy for every 10 students

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: A Geometric Message
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

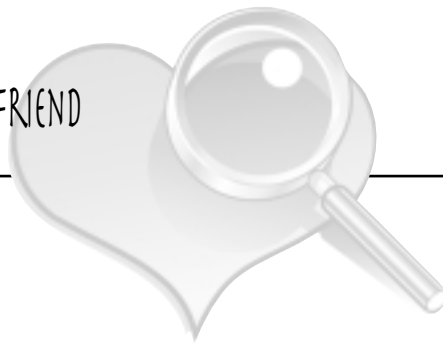
Scripture Study
 Activity: Helping One Another

Getting It to Others

Scripture Memory: Psalm 139:23-24
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY

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 Psalm 139:23-24



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on 2 Samuel 11:1-12:20. Think of a specific situation when you were confronted by one of your friends or when you confronted someone else. Write down the incident and what you were feeling when it happened.

TEACHER TIPS

The focus of this lesson is for your students to understand that it takes true friendship and love to challenge someone's sin. In many cases, we prefer to avoid the conflict in order to save the relationship. Help your students to see that we are never wrong when we challenge someone's sin in a loving way. Remind them that we need one another in order to be our best for God and to make it to heaven. Be prepared to share appropriate real-life experiences about some friends who have been a "Nathan" for you, and let the students know how much you want to be a "Nathan" for them.

The Preclass Activity (Reproducible Page F) may be tricky for your students. Complete a copy of the sheet before class in order to help your students if they become confused.

PRECLASS ACTIVITY

A GEOMETRIC MESSAGE

Using a geometric figure as a code breaker, the students will decipher a message about friendship.

MATERIALS USED

For each student:

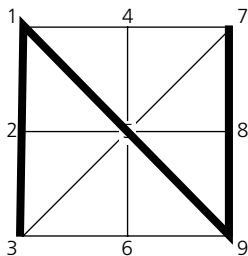
- pen or pencil

Reproducible Pages:

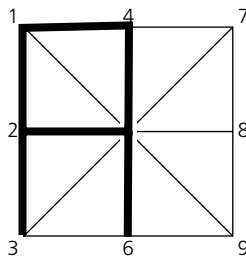
- Page F, 1 copy for each student

INSTRUCTIONS

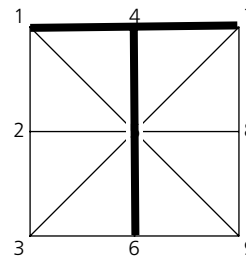
1. Give each student a copy of Reproducible Page F (A Geometric Message) and a pen or pencil.
2. Tell each student to read the directions to this activity very closely before starting. You should review the examples given before the students begin to work.
3. Allow the students to work in pairs if they wish.
4. You and your assistants should circulate, looking over the students' sheets to be sure they are on the right track.
5. The message is NATHAN WAS DAVID'S FRIEND.



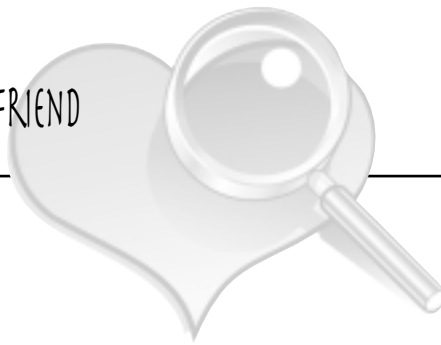
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STARTING UP

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 one of the students praying for each student to be grateful for friends who love and challenge them in order to help them be closer to God.
- Have one student recite the memory verse for this lesson: Psalm 139:23-24.
- 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

Have the students take out their Preclass Activity sheets (Reproducible Page F). Ask a volunteer to share the answer to the geometric message.

Have the students take out their Bibles and turn to 2 Samuel 11:1-12:20. Ask the students to talk about what they learned from this story in their last class. Get as many students as possible to participate and share aspects that were significant to them.

1. What did you learn about true friendship in this lesson?
2. Does real friendship mean ignoring the sin in others?
3. Why should we look to Nathan as a hero?
4. In what ways can you be like Nathan even today?

If you were about to do something that was dangerous or that could hurt you seriously, would you want someone to tell you? It's the same when it comes to sin. If someone is your friend, they want you to be and to stay close to God. They will be willing to tell you something that is hard to hear in order to keep you from wandering into sin. God has given us a great kingdom and great friendships. He wants us to help each other get to heaven.





ACTIVITY

HELPING ONE ANOTHER

The students will act out right and wrong ways to help friends who are in sin.

MATERIALS USED

For the teacher:

- 2 paper bags
- Reproducible Pages:*
- Page G, 1 copy for every 10 students

PREPARATION

After cutting up one copy of Reproducible Page G for every ten students, place the pieces that are labeled "Situation" in one bag and the pieces that are labeled "Response" in the other bag.

NOTE: There will be many different combinations of situations and responses.

INSTRUCTIONS

1. Pair up the students.
2. Show the students the two bags. Explain that the first bag contains a variety of situations in which someone has done something wrong and in which someone confronts that person. The second bag contains a variety of responses to the confrontations.
3. Have one student from each pair choose a slip of paper from the first bag, and have the second student choose a slip from the second bag.
4. Have the pairs discuss and practice a skit depicting both the situation and the response. Give them five to seven minutes.
5. As each pair of students performs the skit, have one of the students first read the situation to the class as an introduction, and then have the two students take it from there. At the end of each short skit, ask the class what kind of response was demonstrated.
 - *Why did that student have that response?*
 - *How will it affect that person's life if that is the response that they continue to have when their friends try to help them?*

HELPING ONE ANOTHER	
<p>SITUATION 1 Bobby had a test at school and didn't show up. Billy calls him, and Bobby says he faked being sick. Billy tells Bobby that he shouldn't have lied in order to skip the test.</p>	<p>RESPONSE BEING ANGRY FOR BEING CONFRONTED</p>
<p>SITUATION 2 While Sally and Julie were baby-sitting, Sally broke one of Mrs. Garcia's expensive perfume bottles. Sally blamed one of the children when the Garcias came home. Julie tells Sally that she should tell the truth.</p>	<p>RESPONSE BEING HUMBLE AND EAGER TO MAKE IT RIGHT</p>
<p>SITUATION 3 Robert heard Jose curse in front of his friends at school. Robert confronts Jose and tells him that it is wrong to curse.</p>	<p>RESPONSE MAKING EXCUSES AND BEING DEFENSIVE</p>
<p>SITUATION 4 Susan took \$2.00 from her dad's dresser and told her brother that it was okay. Susan's brother tells Susan that stealing is wrong.</p>	<p>RESPONSE LYING AND DENYING THAT YOU DID IT</p>
<p>SITUATION 5 Patrick wrote the answers to a test on his arm. Patrick told his friend, Johnny, how he had earned an "A" on the test. Johnny tells Patrick that it is wrong to cheat on tests.</p>	<p>RESPONSE APOLOGIZING AND BEING THANKFUL FOR BEING CORRECTED</p>

SCRIPTURE MEMORY

Search me, O God, and know my heart;
test me and know my anxious thoughts.
See if there is any offensive way in me,
and lead me in the way everlasting.
Psalm 139:23-24

INSTRUCTIONS

1. Review the scripture memory verse that was given during the previous lesson.
2. Practice the verse together with the class, encouraging the students to have the verse completely memorized by next class.

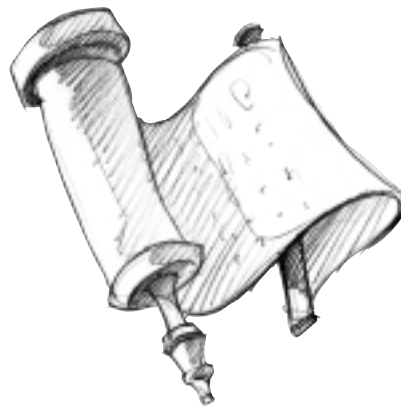
WEEKLY CHALLENGE AND SNACK TIME

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

The challenge for the week was for the students to thank a person who had confronted them at some previous time. *How did that talk go? What did that person say when you thanked them?* Give advice to those students who have not completed the challenge, and who may be anxious about this activity.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Think of a special way to thank the person in your life who has been a "Nathan" to you—that is, a person who has challenged your sin in order to help you grow.

Be specific about why you are thanking that person.

FRIENDSHIP LINKS

"...there is a friend who sticks closer than a brother."
Proverbs 18:24

DIRECTIONS: Look up each of the Bible verses written inside each "friendship link" below.
Decide from the scripture which two friends are being described.
Write the names of the friends in the spaces provided. Keep in mind that one of the friends in each pair may be God or a group of people (such as "the soldiers").

1

2 SAMUEL 11:14,18

2

2 SAMUEL 7:4

3

2 SAMUEL 12:7

4

2 SAMUEL 12:16

2 SAMUEL 7:18

5

2 SAMUEL 12:18

BEING HONEST WITH SHERI

Sheri was only a year older than I was, but she seemed three years older. It wasn't just that I was so skinny; it was the way she carried herself...so confident in everything she did (except schoolwork). She knew how to do most things like an adult.

I reasoned it was because she had so much responsibility in her house. There were nine kids in her family and she had to do the cooking and cleaning. Before she even came to school in the morning, she did as much as most moms.

I remember one morning she got on the school bus with the worst burns on her arms and legs I had ever seen. The blisters were the size of big pears, hanging off her legs, and each blister was filled with water that sloshed when she walked. She had spilled a pot of oatmeal on herself that morning. Sheri was tough, though. Even with these fresh burns on her legs, she came to school. I know she'd been crying because her eyes were red. But she never shed a tear in front of anyone on the bus.

Sheri and I were the best of friends. We sat together on the bus every day and it was good for me because nobody would mess with her, not even the boys.

There was really only one thing about Sheri I didn't like: she was what you might call a lunchroom bully. Sheri was always hungry and even though her family got free lunches because they were poor, she never seemed to be full. When her food was gone, which it quickly was, she just helped herself to whatever she wanted from other people's trays. She especially liked to hit the kids who brought their lunches because they had Twinkies and things like that. Every day I dreaded lunch. I was embarrassed to be with Sheri, but I was too much of a coward to say anything. I tried to give part of my lunch to her, but she said I was already too skinny. This went on day after day and I felt guilty that I never said anything to her.

During spring break I was relieved not to face the lunchroom for a week. On the first day of break, I rode my bike over to Sheri's house. It was a rickety, old, handed-down-several-times kind of bike, but it would make the mile or so to her house with no problem. In order to get to Sheri's house, I had to pass by



BEING HONEST WITH SHERI (CONTINUED)

the Stetsons' farm. The Stetsons had three boys and the oldest was a total bully. Of course, he was right out by the road when I came by and he demanded to take my "new" wheels. He started mocking me and saying he had never ridden such a "fine" bike, to which I responded, "You are more ugly and stupid than our pig!" It was somewhere in the middle of all this that he hit me.

Sheri's house was straight across a big field and I could make it there on foot in five minutes, so I threw the bike down and told that Stetson boy he could ride it off a cliff!

As I ran into her yard, Sheri was outside hanging up clothes. She asked me why I wasn't on my bike. I told her the whole story, and I even added some mean things to make her really mad at that bully. It worked like a charm. She threw down the shirt she was getting ready to hang and said she was going give him the beating of his life. How dare he take my old bike when his daddy bought him a new one every year! How could he be such a selfish brat?

She started toward the field, but I asked her to stop and listen to me. I had to run in front of her, but she finally agreed to listen if I was quick because she was too angry to stand much small talk. I told her quickly that she was no different from that Stetson kid. She was so shocked that she didn't hit me like I had expected. She just cocked her head to one side and looked at me like I had sunstroke. I quickly told her how I felt about her taking food from the kids in the lunchroom and how that was no different, but she never got mad at herself for being a bully. Now...I told you Sheri wasn't real smart in school, but she was not stupid, either. She saw what I was getting at right away. She stopped and looked at me again, then she asked me if I still wanted her to kick the Stetson kid's backside. I have to admit that I said, "Yes."

We went back to the Stetson farm and as soon as that kid saw us coming, he threw down the bike and ran away laughing and accusing me of being a chicken with a big bulldog. Sheri let him go. I think she really didn't feel like fighting much at that point. She also said nothing about me calling her a bully...but she never took food in the lunchroom again!

I was happy about that and sorry that I had been such a coward for so long. Sheri and I remained friends all our lives. I knew what I had done was right and was glad for it.

story written by Jeannie McGee from Miami Lakes, Florida, used by permission

A "NATHAN" IN MY LIFE

DIRECTIONS: Think about a recent time when someone (a friend, a parent, a teacher, a neighbor) corrected you about something you did wrong. Answer the questions listed below:

1. What did I do wrong in this incident?

2. Who confronted and corrected me?

3. What are two reasons this person confronted and corrected me?

a. _____

b. _____

4. How did I respond when he/she corrected me?

5. How would God have wanted me to respond?

After completing this sheet, decide on a way to thank the person who confronted and corrected you. Perhaps write a thank-you card, call or visit this person. Be sure to explain specifically why you are thanking him/her.

#thank you!!

SCRIPTURE MEMORY

Search me, O God, and know my heart;
test me and know my anxious thoughts.
See if there is any offensive way in me,
and lead me in the way everlasting.

PSALM 139:23-24

WEEKLY CHALLENGE

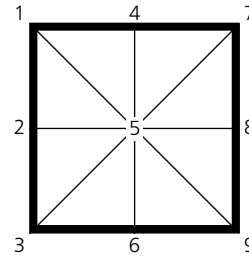
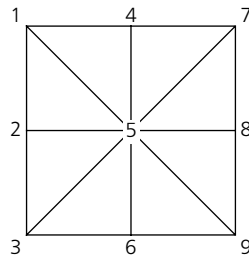
Think of a special way to thank the person in your life who has been a "Nathan" to you—that is, a person who has challenged your sin in order to help you grow.
Be specific about why you are thanking that person.

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A GEOMETRIC MESSAGE

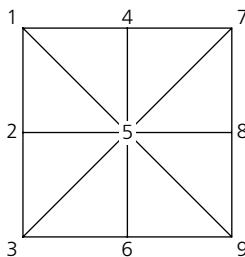
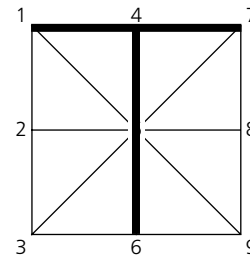
Every disciple needs a friend who can help him overcome sin and turn back to God. Nathan was that kind of friend to David. When Nathan learned what had happened in David's life and the terrible sins he had committed, Nathan knew that he needed to talk to David and confront him about his sin. When David heard Nathan's parable and recognized that he was the one who had sinned, he wept bitterly and repented.

This geometric drawing contains lines that can form the letters of the alphabet:



The letter "O" would be written as 17931. Use a pencil to draw a line from 1 to 7, from 7 to 9, from 9 to 3, and from 3 to 1.

For a letter such as a "T," you need to lift your pencil off the paper. A dash will tell you when this is necessary. To make a "T," draw a line from 1 to 7, lift your pencil off the paper, and draw a line from 4 to 6. The letter "T" would be written as 17-46.



Using this diagram, what is the message that is written below?

_____	_____	_____	_____	_____	_____	was
3197	3146-25	17-46	13-28-79	3146-25	3197	
_____	_____	_____	_____	_____	_____	,
1531	3146-25	157	46	1531	712893	
_____	_____	_____	_____	_____	_____	.
317-25	31782-59	46	7139-28	3197	1531	

HELPING ONE ANOTHER

<p>SITUATION 1 Bobby had a test at school and didn't show up. Billy calls him, and Bobby says he faked being sick. Billy tells Bobby that he shouldn't have lied in order to skip the test.</p>	<p>RESPONSE BEING ANGRY FOR BEING CONFRONTED</p>
<p>SITUATION 2 While Sally and Julie were baby-sitting, Sally broke one of Mrs. Garcia's expensive perfume bottles. Sally blamed one of the children when the Garcias came home. Julie tells Sally that she should tell the truth.</p>	<p>RESPONSE BEING HUMBLE AND EAGER TO MAKE IT RIGHT</p>
<p>SITUATION 3 Robert heard Jose curse in front of his friends at school. Roberts confronts Jose and tells him that it is wrong to curse.</p>	<p>RESPONSE MAKING EXCUSES AND BEING DEFENSIVE</p>
<p>SITUATION 4 Susan took \$2.00 from her dad's dresser and told her brother that it was okay. Susan's brother tells Susan that stealing is wrong.</p>	<p>RESPONSE LYING AND DENYING THAT YOU DID IT</p>
<p>SITUATION 5 Patrick wrote the answers to a test on his arm, and he told his friend, Johnny, how he had earned an "A" on the test. Johnny tells Patrick that it is wrong to cheat on tests.</p>	<p>RESPONSE APOLOGIZING AND BEING THANKFUL FOR BEING CORRECTED</p>