

# CHARACTER NOT COSTUME

SERMON  
on the Mount  
LESSON 2

## LESSON TEXT

Matthew 5:13-16, 21-22, 27-30, 33-37, 38-42, 43-48

## LESSON OBJECTIVES

- The students will contrast Jesus' emphasis on the heart with the Jews' emphasis on the letter of the law.
- The students will decide how they can be salt and light to the world around them.
- The students will apply one of the "But I tell you..." passages in their lives this week.

## MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 1 sheet of paper for every assistant teacher
- 1 pen or pencil for every assistant teacher
- extra Bibles
- unsalted pretzels
- salted pretzels
- 2 bowls
- upbeat music

*Reproducible Pages:*

- Page A, 1 copy for each student
- Page B, 1 copy for the teacher
- Page C, 1 copy for each student

## LESSON PLAN

### *Getting Ready*

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

### *Getting into God's Word*

Activity: Following the Rules  
 Scripture Study  
 Activity: Talk Show—  
 Talking About the Heart

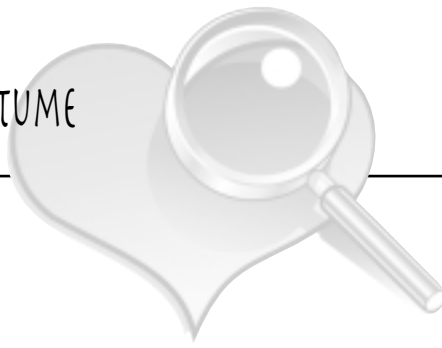
### *Getting It to Others*

Scripture Memory: Matthew 5:16  
 Weekly Challenge and Snack Time  
 Conclusion

## SCRIPTURE MEMORY VERSE

"In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Matthew 5:16



## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Matthew 5:13-48. Do you live your Christian life out of duty or out of a grateful heart that loves God? Are you thankful that Jesus cares about our hearts and not just our actions or appearance? Do you understand the danger of just being good on the outside?

As a disciple and a teacher, you must shine like a light to the world and especially to your preteens. They should see your life and desire to be like you as you are like Jesus. Pray that you are able to die to yourself daily in order to allow God to mold and shape you into the person you need to be for him and for your students.

### TEACHER TIPS

There are many activities for this class. Read and study this lesson plan and the objectives. Keep things moving quickly, but be thorough in your explanations.

During the activity in which you put down black marks for the team members, they may complain, but do not compromise. Let them know you saw them doing whatever it was that deserved a note. Keep it moving. Have fun with it at the end. The point will be well taken.

Be sure to make the talk show work. Make sure the students answer the life application questions honestly. Be encouraging, but keep your expectations high. Your class will respect this attitude and respond accordingly. Be out of yourself as you "host" the show.

## PRECLASS ACTIVITY

### INSIDE AND OUTSIDE

The students will consider several situations in which someone says one thing (outside) but thinks something very different (inside).

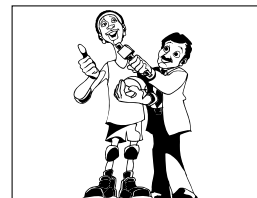
#### MATERIALS USED

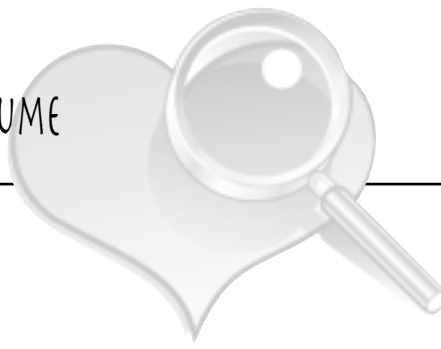
*Reproducible Pages;*

- Page A, 1 copy for each student

#### INSTRUCTIONS

1. Give each student a copy of Reproducible Page A (Inside and Outside).
2. Tell the students they can work alone or in pairs.
3. When the students have finished filling in their answers, ask for volunteers to share what they wrote on each of the cartoons. Take several possible answers for each cartoon.
4. If you would like (and have time) for the students to act out their responses to the cartoon, you could have them say, "I said.... But I thought...."
5. Talk about how our real thoughts and feelings are sometimes easy to hide, yet God does care about how we feel and about what is going on inside of us. He wants us to be the same on the inside as we are on the outside.





## 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 pray for several minutes. Include special prayer requests for the preteens, the church and the kingdom.

### VICTORIES

Take the time to have the students share about the challenge 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? Who would like to share something they learned this week?*

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 can inspire us and spur us on.





## ACTIVITY

### FOLLOWING THE RULES

The students will form teams and compete to do exactly as the teacher says. They will feel what it is like to go by the letter of the law and, thereby, learn to value Jesus' teaching on the heart, challenging though it is.

#### MATERIALS USED

*For the teacher:*

- 1 sheet of paper for every assistant teacher
- 1 pen or pencil for every assistant teacher

*Reproducible Pages:*

- Page B, 1 copy for the teacher

#### INSTRUCTIONS

The entirety of this activity is found on Reproducible Page B. Be sure to keep it moving quickly.

## SCRIPTURE STUDY

We will look at the concept of being the salt and the light of the earth. The activity that follows will discuss the rest of the selected passages from Matthew 5.

#### MATERIALS USED

*For the teacher:*

- extra Bibles
- unsalted pretzels
- salted pretzels
- 2 bowls

#### PREPARATION

Place the two kinds of pretzels in two separate bowls.

#### INSTRUCTIONS

1. *You worked hard on obeying those rules, so why don't you help yourself to some pretzels that we brought for today?* Pass the bowl of unsalted pretzels. More than likely they will not be too excited about these. *What's the problem?* They will mention the lack of salt. Talk about what salt does to things: enhances the taste, preserves food.
2. *What does this say about the pretzel on its own?* (It's not very good unless it has salt.) *Did you know Jesus talked about salt?*

3. Have everyone turn to Matthew 5:13-16. Have someone read it. *What do you think Jesus means here? How can you be salt? What does it say about the world?* (needs something to keep it from rotting away / needs some help to taste better.)
4. Pass around the salted pretzels. Talk about how much better they taste. *What does it mean for us to be "salty"?* (having the heart and character that Jesus talked about in the Beatitudes) *That is what will help the world be better, not better laws, less guns, etc. but each person deciding to live like Jesus. Otherwise, what will happen?* (The world will continue to grow harder and further from God.) *Do you agree? Or, do you think it's not too bad? Is the world rotting (getting worse)? How do you see that today?*
5. *In verse 14 Jesus talks about being a light. What does that mean? Is most of the world in the light or in the dark? Why do you think so? If most of the world is in the dark, how important is it that we give it some light?*
6. *In the rest of the chapter, Jesus talked about the type of heart that we need to have in order to be light and salt to the earth. Remember that our lives need to reflect our hearts. If we do these things out of obligation or legalism, we do not fulfill the request that Jesus made of us. We just go through the motions, and we will have no impact on the world.*



## ACTIVITY

### TALK SHOW—TALKING ABOUT THE HEART

The students, in pairs, will explain the verses in Matthew 5 through a talk show medium.

#### MATERIALS USED

*For the teacher:*

- upbeat music

#### INSTRUCTIONS

1. In this part of the class, the students will prepare to be guests on a popular television talk show. You will set the stage by informing the students that they have been invited to appear as guests on a talk show as New Testament "scholars." Pretend to be a talk show host and use your own name as the show's title. The students will be the guests, and you or one of the other teachers will be the host.
2. Inform the students that in order to be effective interviewees, they will need to do a little research in preparation for their appearance. The students will be paired up for both the research and for the interviews. The extra students will read all the passages so they can be prepared to respond as they need to in the audience.
3. Choose five pairs of students, giving each pair one section of scripture:
  - Matthew 5:21-22
  - Matthew 5:27-30
  - Matthew 5:33-37
  - Matthew 5:38-42
  - Matthew 5:43-48
4. Ask the pairs to read their passages and to be prepared to answer the following questions:
  - A. What command from the law did Jesus address?
  - B. What was the new teaching?
  - C. What is one way that you can apply the teaching?
5. Have the students practice interviewing each other in their pairs. Let them know that both students should be prepared to speak.
6. While they are preparing, have one of the teachers and some of the other students set up the room in a "talk show" furniture arrangement (i.e., two chairs for the "guests," a desk and chair for the host, etc.).
7. Call them back from their groups. Tell them in advance that they'll know it's time to start when they hear the show's "theme song." You could pick any upbeat song as a theme song. When they hear the music, let them know it's time to "come on down"!
8. Have the students come up in pairs to be interviewed. The other students are the "audience."
9. It will be important for the interaction between host and interviewees to be fast-paced so that the "audience" will remain attentive. Base your interview on the three questions the students prepared answers to, being sure to probe for a life application that is real and genuine. If you feel the students are giving superficial answers (which may cause your audience to tune out), ask the audience what they think of a particular guest's response. That will keep everybody on their toes! Do your best to get into your role as host. Ham it up! Your enthusiasm will make all the difference.





## SCRIPTURE MEMORY

"In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Matthew 5:16

### MATERIALS USED

For each student:

- pen or pencil

Reproducible Pages:

- Page C, 1 copy for each student

### INSTRUCTIONS

1. Distribute the copies of Reproducible Page C (Memory Verse) to the students.
2. Ask a student to read aloud the memory verse.
3. Explain to the students that a rebus is a puzzle consisting of pictures that represent words and that each picture on Page C represents one of the words in their memory verse for this week. The pictures have been scrambled so that the words of the verse are incorrectly ordered. Have the students determine the word each picture represents and unscramble the puzzle, using the verse at the bottom as a guide. (They may wish to mark through each word as they discover it in the puzzle, but should keep the verse legible so that they can use the page as a study sheet throughout the week.)
4. See answer key to the right:

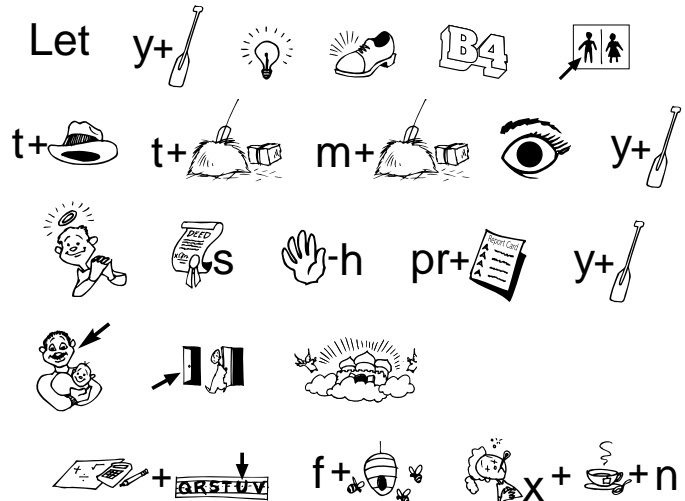
## WEEKLY CHALLENGE AND SNACK TIME

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

*The challenge for this week is to take and apply one of the "But I tell you..." passages to your lives. These include not being angry with your brother; not being impure in your thoughts; not swearing, but saying what you mean; giving to anyone who asks you; loving your enemies; etc. (Matthew 5). Think about and write down how you are going to apply the passage this week in your family and at school among your friends.*

## CONCLUSION

End the class with a prayer.



## WEEKLY CHALLENGE

Choose your favorite "But I tell you..." passage (Matthew 5). Think about how you could apply this in your own life and practice doing it this week. Share your victory with the class next week.

# CHARACTER NOT COSTUME

## LESSON TEXT

Ephesians 4:26-30; Matthew 18:15-17

## LESSON OBJECTIVES

- The students will explain God's perspective on anger as a positive and a negative emotion.
- The students will learn how to handle anger in a righteous way.
- The students will apply one of the "But I tell you..." passages in their lives this week.

## MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- extra Bibles

*Reproducible Pages:*

- Page D, 1 copy for each student
- Page E, 1 copy for the teacher

## LESSON PLAN

### *Getting Ready*

Faithful Instruction  
Teacher Focus  
Teacher Tips  
Preclass Activity: Anger in the Bible  
Starting Up  
Welcome and Singing  
Opening Prayer and Review  
Great News Sharing

### *Getting into God's Word*

Scripture Study  
Story: "Anger: Sinful Response or Not?"  
Activity: Dealing with Anger

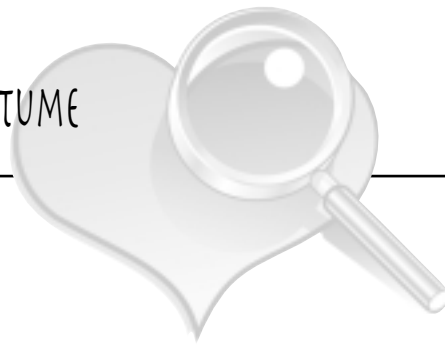
### *Getting It to Others*

Scripture Memory: Matthew 5:16  
Weekly Challenge and Snack Time  
Conclusion

## SCRIPTURE MEMORY VERSE

"In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Matthew 5:16



## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on Ephesians 4:26-30 and Matthew 18:15-17. How do you deal with your anger? What is your example to your class when you are angry? Seek input from your fellow teachers and others in your life to be sure that you handle your anger in a righteous way. Decide to be Biblical in your relationships and to surrender to God.

### TEACHER TIPS

This is a very full class. Read and study this lesson plan and objectives. Keep things moving, but not at the expense of meeting your objectives. Decide ahead of time which activities can be either shortened or dropped if time is an issue for your class.

## PRECLASS ACTIVITY

### ANGER IN THE BIBLE

The students will practice Bible skills by looking up passages which describe people getting angry. This will prepare them for the study of anger that will follow.

#### MATERIALS USED

For each student:

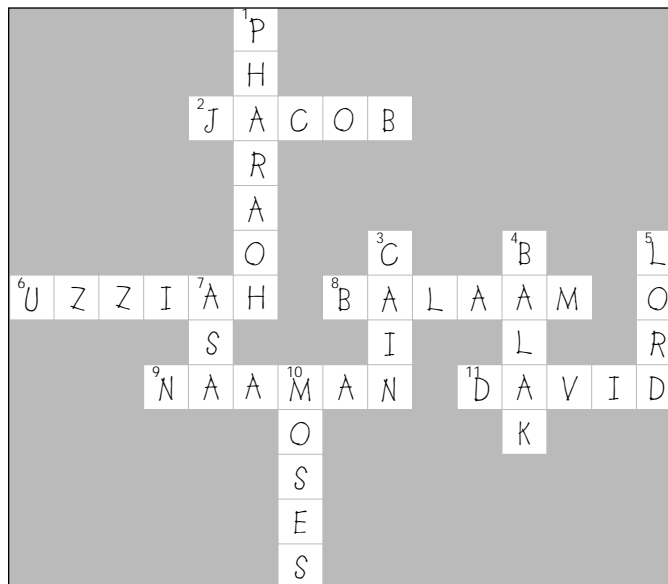
- pen or pencil

Reproducible Pages:

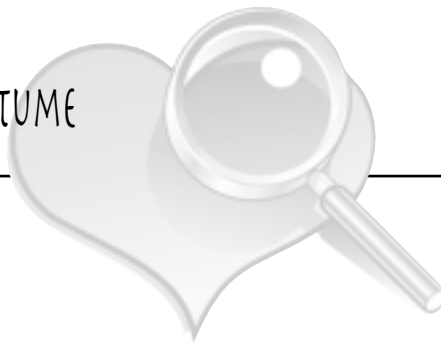
- Page D, 1 copy for each student

#### INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (Anger in the Bible).
2. Allow them to work alone or in pairs.
3. Reinforce the point that some people respond in a right way to anger they feel, and others respond in a wrong way.
4. See the answer key below:







## STARTING UP

### WELCOME AND SINGING

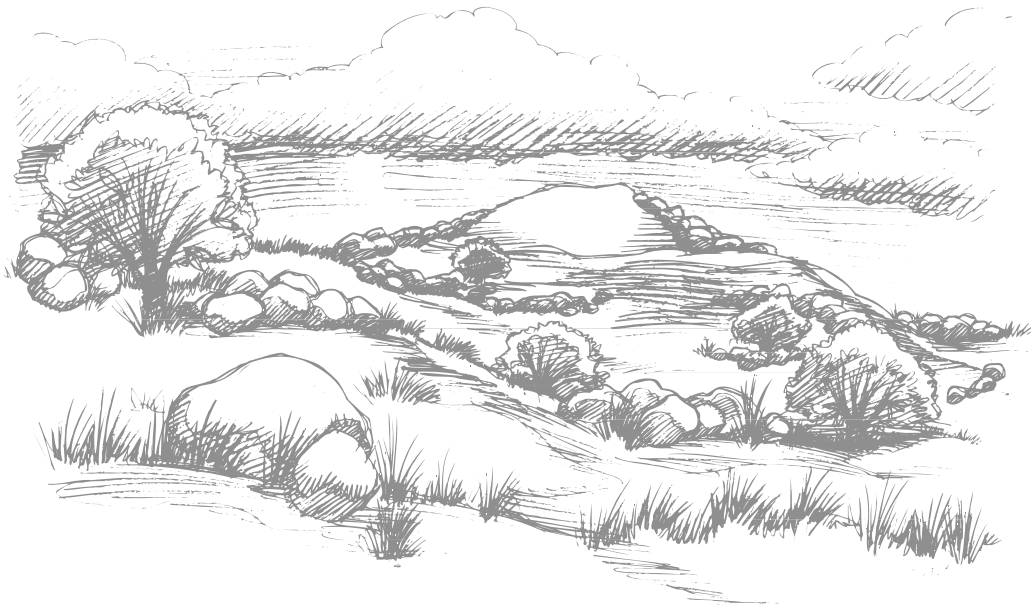
Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

### OPENING PRAYER AND REVIEW

- Open with one of the students praying for each student to deal with anger in a right way.
- Have one student recite the memory verse for this lesson: Matthew 5:16.
- 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

Call on one student to read Matthew 18:15-17. Then call on another student to read Ephesians 4:26-30.

Ask:

- *What does God tell us we should do when we're angry with someone? (We should go to that person.) When? How soon? (as quickly as possible)*
- *Who should we take with us? (no one at first)*
- *What should we say? (We should tell that person exactly how we feel.)*
- *How should we talk to them? (kindly, faithfully, without using "unwholesome" talk and work to straighten out the situation)*

*I know it's harder than it sounds, especially when we're angry. But we have God's word on it that this is the best way to deal with our anger.*



## STORY

### "ANGER: SINFUL RESPONSE OR NOT?"

You will read a story to the students and then have them answer some questions. Using the Bible, they will come to understand more about righteous and unrighteous ways to respond when we are angry.

### MATERIALS USED

Reproducible Pages:

- Page E, 1 copy for the teacher

### INSTRUCTIONS

1. Give each student a copy of Reproducible Page E ("Anger: Sinful Response or Not?")
2. Read the story about Jerry and Peter to the students. This is a type of situation they run into all the time in the emotional and sometimes cruel world of school.
3. Ask the following questions and encourage discussion:
  - *How would you have felt if you were Jerry?*
  - *Have you had something like this happen to you?*
  - *Why do you think Peter lied about Jerry?*
  - *As I read some possible responses from Jerry, think about which is right and which is wrong. After I read each response, nod your head if you think the response is right, shake your head if you think it is wrong, and hold your head still if you don't know.*

1. Grab Peter as he walks home from school and punch him in the face.
2. Start a lie about him.
3. Make fun of his basketball try-out.
4. Talk to Jerry and tell him you are hurt and angry.
5. Make a decision never to speak to him again.
6. Try to understand how hurt he is, and give him a chance to repent.
7. Talk to all your friends and let them know how bad he has treated you. Try to get them not to like him any more.

4. Ask the following questions:
  - *What are some ways that you have responded to others when they made you angry?*
  - *How did it work out?*
  - *What would God have wanted you to do?*
5. Be ready to share a good example from your life to "prime the pump" of their thinking.



## ACTIVITY

### DEALING WITH ANGER

The students will act out different ways of dealing with anger.

#### INSTRUCTIONS

1. Assign a student to each of the following roles:
  - Vickie Volcano—erupts and explodes all over everyone when angry
  - Horace Hold-it-in—doesn't say anything, but feels bitter on the inside
  - William Whiner—whines to the person and to others about what has happened
  - Carla Cool—acts like it doesn't bother her at all, a "whatever" attitude
  - Debbie Disciple—responds by being honest, yet fair
2. Instruct each fictitious person above to act out a response to the situation you will describe to them. Make sure they understand to act in a way consistent with the type of person they are portraying. (See situation below.)
3. Mention how difficult it is to respond in a right way when we are angry. That is why we need Jesus: we need his help and his power to live the way he calls us to live.



You are walking down the hall at school, carrying all your books because you have just cleaned out your locker. A kid comes running by, isn't looking ahead of himself, and runs right in to you. You fall on the floor; your books scatter all over the hall. He just stands there and looks at you...

## SCRIPTURE MEMORY

"In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

Matthew 5:16

### INSTRUCTIONS

1. Ask for several volunteers to say the memory verse aloud.
2. Ask someone to explain how we allow our lights to shine.
3. Be sure to emphasize that God looks at our hearts and wants us to do things from the heart.

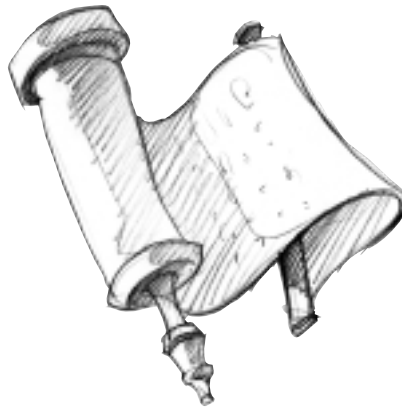
## WEEKLY CHALLENGE AND SNACK TIME

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

*The challenge for this week is to take and apply one of the "But I tell you..." passages to your lives. These include not being angry with your brother; not being impure in your thoughts; not swearing, but saying what you mean; giving to anyone who asks you; loving your enemies; etc. (Matthew 5). Think about and write down how you are going to apply the passage this week in your family and at school among your friends.*

## CONCLUSION

Close the session in prayer, asking God to help you and your students to resolve your anger in ways that are pleasing to him.



## WEEKLY CHALLENGE

Choose your favorite "But I tell you..." passage (Matthew 5). Think about how you could apply this in your own life and practice doing it this week. Share your victory with the class next week.

## INSIDE AND OUTSIDE

Sometimes we think one thing on the inside, but we say another thing on the outside. Look at the following example and see that Johnny says one thing but thinks another thing.

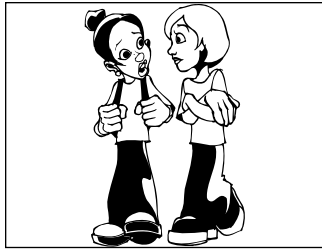


Johnny, can you baby-sit your little sister while I run to the store?

SAYS: "Sure, Mom. No problem."

THINKS: "Why do I always have to baby-sit for my sister? She is such a bother!"

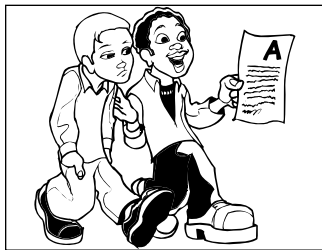
In the following three cartoons, write what the person might be thinking that is different from what the person actually says:



I'm sorry I called you that name. Will you forgive me?

SAYS: "Yes. I forgive you."

THINKS: \_\_\_\_\_  
\_\_\_\_\_



I got an A on this test. I can't believe it!

SAYS: "That's great!"

THINKS: \_\_\_\_\_  
\_\_\_\_\_



Peter, how does it feel to be voted the MVP of the game tonight?

SAYS: "I couldn't have done it without the other members of the team."

THINKS: \_\_\_\_\_  
\_\_\_\_\_

Now, you draw a cartoon in which someone says one thing but thinks another. Write the caption to the cartoon and what the person says along with what they think (just like the examples above).



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SAYS: " \_\_\_\_\_  
\_\_\_\_\_

THINKS: \_\_\_\_\_  
\_\_\_\_\_

## FOLLOWING THE RULES

*Today I am going to divide you into several teams. We are going to do an activity together in which you must pay very close attention to the rules I give you. If you break any one of the rules or do not follow them exactly, your team will be given a black mark. Please notice that I said you must obey all the rules exactly. Oh, and one more thing, you will have to remember the rules after I say them. I will not write them down for you to refer to.*

Have the students number off into teams of no more than six per team. Have the assistant teachers watch carefully, making sure the students obey the rules exactly. Anytime they see anyone not obeying exactly, they will point at them and say "Black Mark!" They do not have to really keep up with which team is getting the black mark, but just mark it down somewhere on the paper. (This is just for effect. There will be no accounting at the end of the activity.) The students will probably get frustrated when the teacher keeps pointing at them and giving them marks. The rules will get so confusing and difficult that no one will be able to do them. Everyone will get black marks.

Read the following quickly:

1. *Okay. Ready to go? Everybody is to hold onto their nose with their left hand and say "I will never break a rule!" five times.*
2. *Jump forward once and backward twice.*
3. *Raise your right hand and put it on the shoulder of a person who has on a blue shirt or blouse. (Move on to the next rule quickly, not giving them time to find such a person.)*
4. *Take 2 steps to the right, 1 step to the front, 5 steps to the back and 4 steps to the left. (Say all this very quickly and do not repeat it. Everyone will get black marks this time.) You can add more directions if you like.*

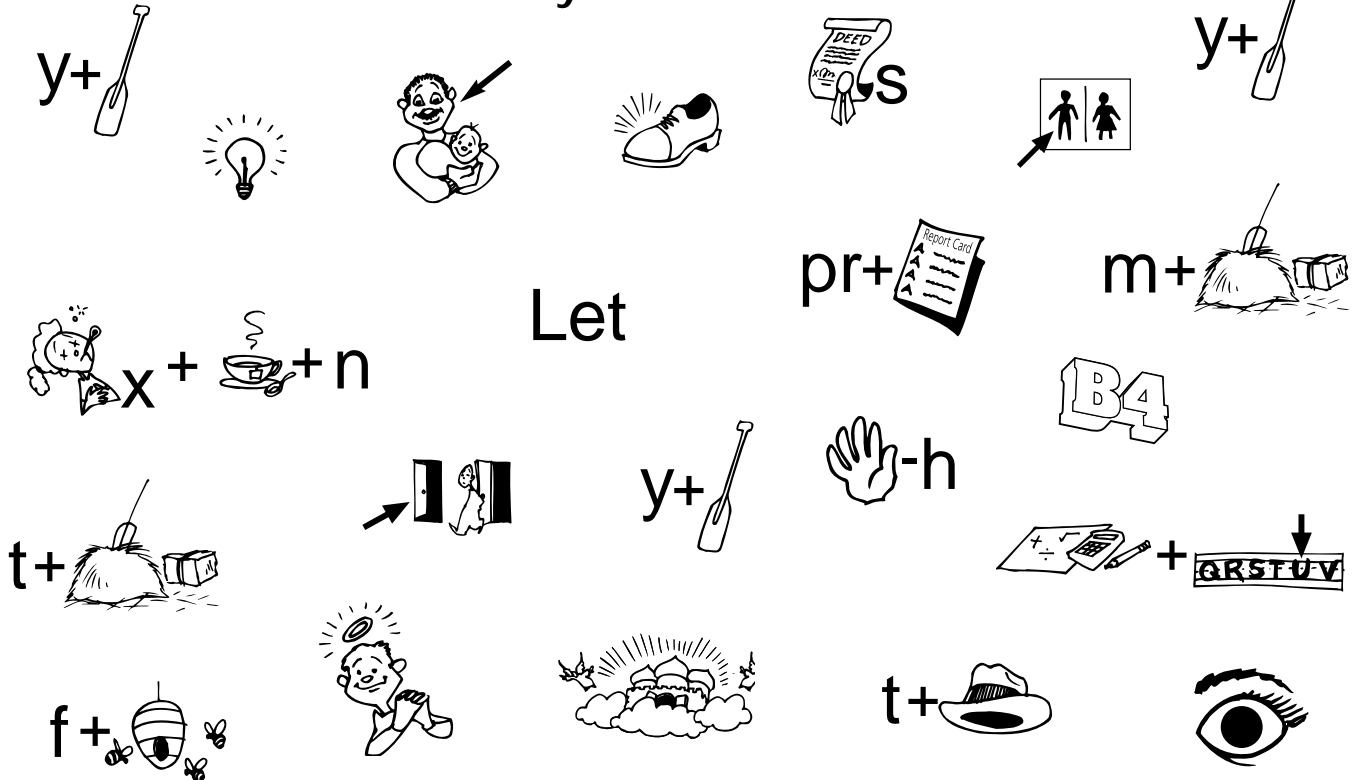
Stop the activity. Calm down the students. And then ask the following questions:

- *What were some of your thoughts as this activity was going on? (not fair / How can we do this? / Why do I have to do it right? / Nobody could ever please you.)*
- *Did you realize that the people in Jesus' times had to memorize the rules? They were not able to go down to the local bookstore and buy a copy of them. God gave them some very specific laws, but the Pharisees came up with many rules to explain God's laws. They felt these rules were as important as God's rules. There were so many of them that the people could never learn them. Do you think they might have gotten a little frustrated at times when they were trying to follow the rules? Why?*
- *The Pharisees got all caught up in whether people were following all the rules perfectly, and they forgot to see what was going on in people's hearts. How was Jesus different? (He wanted people to know God and to know that he loved them. He wanted them to have a relationship with God and not just to obey a bunch of rules. Of course, he wanted the people to obey God.)*
- *What if God asked things of us like I asked of you? That is, he asked us to do things we couldn't do and then punished us for not doing them? (We would always be frustrated.)*
- *How does he help us obey him? (If in our hearts we love God and want to obey him, he gives us his power so we can obey him.)*
- *What about if we love God, try hard to obey him, but we make a mistake? (God sent Jesus so we could be forgiven.)*

SCRIPTURE MEMORY WORD PICTURES

A rebus is a puzzle consisting of pictures that represent words. Each picture on this page represents one of the words in your memory verse for this week. The pictures have been scrambled so that the words of the verse are out of order. Decide which word each picture represents and unscramble the puzzle, using the verse at the bottom as a guide.

In the same way...



Let

SCRIPTURE MEMORY VERSE

"In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

MATTHEW 5:16

WEEKLY CHALLENGE

Choose your favorite "But I tell you..." passage (Matthew 5). Think about how you could apply this in your own life and practice doing it this week. Share your victory with the class next week.

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## ANGER IN THE BIBLE

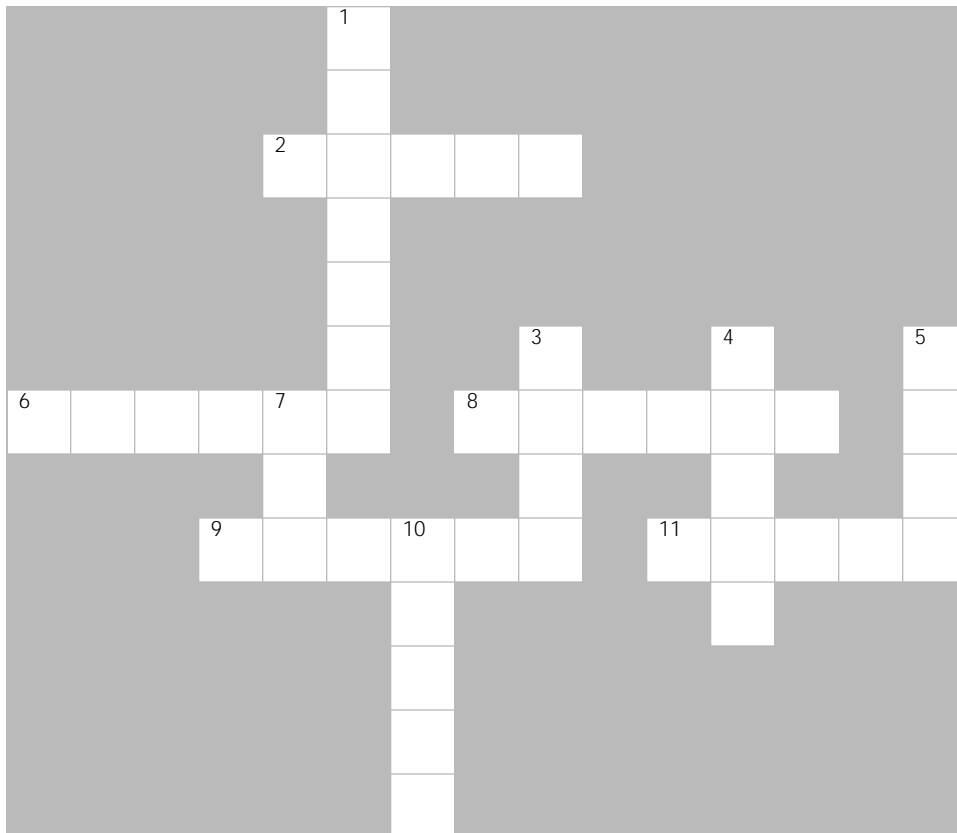
The Bible gives many examples of people getting angry. Some handle their anger in righteous ways and others do not. Look up each scripture and find out who got angry in each. Place the name of the person in the crossword puzzle below.

### ACROSS

- 2. Genesis 30:2
- 6. 2 Chronicles 26:19
- 8. Numbers 22:27
- 9. 2 Kings 5:11
- 11. 2 Samuel 12:5

### DOWN

- 1. Genesis 40:2
- 3. Genesis 4:5
- 4. Numbers 24:10
- 5. Exodus 4:14
- 7. 2 Chronicles 16:10
- 10. Exodus 11:8



## ANGER: SINFUL RESPONSE OR NOT?

Jerry and Peter were determined to make the middle-school basketball team this year. They had been practicing together all summer, several hours a day in the hot sun. They both had a few butterflies in their stomachs on try-out day, but they were also pretty confident in their skills.

The coach ran some drills and watched each boy closely, making notations on his clipboard. Then he had the boys go one-on-one with each other. He called Jerry and Peter on to the court. Jerry was playing great that day, but Peter lost his confidence as he saw the coach writing down things on his clipboard. He thought, "Is he writing bad stuff about me?" The more he worried, the worse he played.

"That's enough," said the coach. "Next!"

Jerry and Peter walked off the court and to the locker room, both lost in their own thoughts. Would they make the team?

The next day Coach posted the roster. Jerry looked eagerly over the list and found his name: fifth from the top. Peter looked over his shoulder and frantically kept going over and over the list looking for his name. But it was not there. Peter had not made the team.

Jerry looked at his friend and said sincerely, "Pete, I'm really sorry. Maybe next year..."

"Yeah, sure," Peter snarled.

Later in the day Jerry was talking to Marty, another friend of theirs. For some reason Marty seemed sort of cold and unfriendly.

"What's the matter with you," Jerry asked.

"I'm just wondering if you are really my friend or not after I heard what you did to Peter."

"What are you talking about?" Jerry demanded.

"I heard about how you laughed at him and made fun of him because he didn't make the team."

Jerry couldn't believe his ears. He had not even come close to making fun of Peter. He was very sorry that he didn't make the team.

"Who told you I made fun of Peter?"

"Well, Peter himself. He was really upset and hurt. If you are that kind of friend, I don't know if I want to be friends with you any more."

Jerry felt the anger rising in him...

