

Lesson 7.17 – Jesus Heals Part II: Problem Solving Steps

Topic: Becoming Peacemakers  
Sub-topics: Problem Solving Steps  
3F. Spritual Gifts: Evangelism and Service  
4C. Problem Solving Process  
Class: Standard VII (7<sup>th</sup> Grade)

Objectives: **Knowledge:** Students will be able to use the five problem solving steps to solve a problem.

**Attitude:** Students will want to follow Jesus' example and find ways to foster peace by helping with community problems.

Materials:  
Chalkboard and chalk  
Journals  
References: Matthew 8; I John 3: 11-18

Memory Verse: I John 3:18

### Teacher Activities

**Introduction:** *Optional: Worship*  
Review the lesson from Matthew 8. Ask students who Jesus ministered to and what lesson we learned from His example.

**Bible Story:**  
Have I John 3:11-18 read and then guide students in discussing it. Emphasize the importance of not just talking about love but showing love to others

**Application:** Discuss the five ABC problem solving steps. Guide the class in picking a community problem to discuss and then work through the five problem solving steps with them.

#### **The ABCs of Problem Solving**

- A- Ask, What is the problem?*
- B- Brainstorm ideas*
- C- Choose what to do*
- D- Do the Plan*
- E- Examine the results*

**Evaluation:** Are you using a thoughtful problem solving process to think through your own problems? Does the class need to review the rules for group work?

### Student Activities

**Introduction:** Students review the importance of caring for those who are marginalized and identify people in their community who need help.

**Bible Story:** Reader reads I John 3:11-18  
Discuss I John 3:11-18.

**Application:** Work through the five problem solving steps together for a community problem.

*Journal.* Copy the five problem solving steps and apply them to a problem or decision.

**Evaluation:** Were the students able to work through a problem using the five steps? Is the class able to follow through with an action plan and examine the results?

**Extension Activities:** *Worship.* If you have time, continue starting lessons with worship. *Service Project.* Participating in a service project can empower your students by helping them see that they can do things that do make a difference. Encourage your class to choose a service project from the ideas they came up with today or from the list below. Actually follow through and do it. You might skip one peace lessons to have time for this or you might do the activity after school. Some possibilities that other students have done:

- Culture day – students or their parents take turns telling about tribal differences (clothing, food, traditions). If most of the students in your class are from one tribe or culture, invite someone from a different cultural background to visit your class and share.
- If there are people who are ignored in your community because they are different, encourage everyone in the class to greet them and smile or stop to visit when they see those people.
- Improve the neighborhood by picking up trash and putting it into waste cans. Discuss how this helps everyone by making the community more pleasant.
- Students could have a “Buddy Day” where they bring or make a story to read to children in a younger class. Having older students partner with younger children and get to know them has sometimes helped with bullying.
- Plan a fundraising event and give the money to help with an important community project. If people give money for a project they want to know it goes where it is supposed to go. Talk with students about the importance of honesty when handling money and have a responsible adult make sure all the money goes to the project.

*Share the Story of Ryan’s Wells.* Ryan Hreljac, a boy from Canada, learned from his first grade teacher that children were dying because they did not have clean water. He did chores to earn money and when he was only seven he had raised enough money to buy a well for Angolo Primary School in northern Uganda. He has now established Ryan’s Wells Foundation where he continues to raise money for clean water. You can learn more about him at [www.ryanswell.ca/](http://www.ryanswell.ca/)

*Memorize the five Problem Solving Steps.* Take five pieces of paper or five index cards. Write one letter on each card: A, B, C, D, E. Hold up one card and call on a student to tell you what that step is. If you hold up D, the student says “Do the plan”. If you hold up B, the student says, Brainstorm. Continue holding up cards and calling on individuals until they know all five steps from memory.

### Notes for Teacher

Today you will encourage students to think seriously about how they can serve and minister to those who are less fortunate than they are. When students realize they have the ability to make a difference they are empowered to seek peaceful solutions.

You will review the ABC problem solving process which students learned in earlier classes (introduced in Standards III and IV). Encourage the class to pick one of the ideas and follow through with a service project (see the Extension Activities.) The problem solving process is very important and you may need TWO DAYS to complete this lesson. *If you need two days for this lesson, you may skip the last lesson in this unit. It is a review lesson.*

Key Concept: Every person is valued and loved by God. As peacemakers, we will value others and seek solutions to community problems.

Introduction: Remind students what the last lesson was about. In the last lesson Jesus healed a leper, a Roman servant, Peter's Mother-in-law and two men possessed by demons. Jesus showed that He cared about everyone by ministering to those who were often ignored by society.

Bible Story: Have Student Readers read *I John 3:11-18*. Use the following questions to briefly discuss the passage.

- Who was Cain and why are we told not to be like him? (Cain killed his brother because his brother was honored by God and he was not. We are not to be violent but peace-loving and kind.)
- Why does Jesus say that the world doesn't like peacemakers? (Some people like to sin and live violent lives; they do not value peace or honor God; peacemakers resist those who use injustice, dishonesty and violence to have their own way)
- What example of love does Jesus give? (He died for us; He healed others, He reached out to those who were ignored, we are to love others enough to suffer for them)
- Read verses 17-18 again. What does this tell us? (It is not enough to talk about love. We must do acts of love and mercy for others.)

Application: Today we will review the five problem solving steps. (Students learned these in earlier classes. Here is a review from Standard IV.) Write the ABCs on the board as you discuss them. Point out that they are in ABC order so they are easy to remember.

### **The ABCs of Problem Solving**

**A- Ask: What is the problem?** [Sometimes we think we know what the problem is but when we talk about it together we find out others see the problem differently than we do. Listening is very important for finding out what the problem.]

**B- Brainstorm ideas** [When brainstorming ideas we think of ideas as quickly as possible. We do not evaluate the ideas or comment on each others' ideas. Even ideas that probably won't work are helpful because they help give someone else an idea. We need to get several good ideas before we choose what to do.]

**C- Choose what to do** [Evaluate the ideas based on what is realistic and what will work the best. Ask questions like: How much will this cost? How practical is this? Will people support this idea? How much time will it take?]

**D- Do the Plan** [Talking about solutions is not enough. We must actually do it. Who will do what? When will you do it?]

**E- Examine the results** [This is something you do when the plan is done. Set a time to do this as part of the planning process]

**Decide on a problem to discuss.** Consider who has needs in your community or school. Think about problems students might be able to help with. Choose one of the problems from the list the students made and work through the five steps. The example is given below to guide you but you substitute a problem the students can relate to.

*Ask, What is the problem.* What was the first step? (Touch your thumb.) Right, *Ask what is the problem?* Sometimes we think one thing is the problem but when we think about it we realize there are other things involved in the problem. *Example:* A group of refugees have moved into the community. Most people are ignoring them. When the young people come to school, they are behind in their school work; everyone avoids them. *Possible problem definitions:* The

refugees and community people are afraid of each other; the refugees are being left out; the students are behind in school; the two groups have different values and goals; Decide on one problem to focus on. *For example:* The two groups need to get to know each other better.

*Brainstorm Ideas* –What is the second step? (Touch pointer finger.) Yes, Brainstorm ideas. Sometimes we just come up with one idea to solve our problem and do it. We will come up with better ideas if we brainstorm. What does it mean to brainstorm ideas? (Make sure they understand that brainstorming means listing lots of ideas without judging them or evaluating them.) Use your example to show how to brainstorm. Write a list of ideas on the board as students come up with ideas. Keep brainstorming until you have 5 or more ideas on the board. *For our Example some possibilities are:* Have a Culture Day for students to share their foods, clothing, traditions and get to know each other's traditions better; Have a guest speaker from a refugee group talk to the class; read a story would help students understand the refugees experiences)

*Choose what to do-* What is the third step? (Touch your middle finger.) Yes, it is Choose what to do. To make the best choice you have to think about what could happen if you did each one of your ideas. [Go through the list of ideas and talk about what could happen with each one. Discuss how hard it would be to do and whether or not it is a good idea. Consider the time it would take, the resources it would require and the expertise needed. Is there a solution your class could do?]

*Do the Plan* –Step four is Do the plan. (Touch your fourth finger.) You now come up with a plan that uses one or two of your best ideas. Ask several different students which ideas would work best for this class. Point out that there may be more than one good solution but if a class is going to work together they must agree on the solution they will do. If you are really going to implement the plan determine when and how you will do it.

*Examine the result.* (Touch your little finger.) The last step is Examine the results. You do not do the last step immediately. You decide when you will examine the results of your plan. You may want to do it after one day, one week or one month. You need to stop and decide if your plan really worked for you. [Go back to your example and decide as a class when you should examine the results. If you used the example above you might want to try your plan for one week and then see if you are getting to school on time.]

*Optional.* If at all possible, choose one of the solutions and actually do it! This will help empower students as they see that they can make a difference. If you are going to do it, decide on a time you will evaluate the results (maybe the week after you do the plan) and follow through with the plan and with the evaluation.