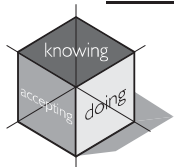


## Class Plan

### 1 Knowing



#### Motivation

Ask students to brainstorm for a few minutes about things they would like to own. After the excitement dies down, tell them that owning something means you have some responsibility to take care of it and use it well, as well as to require others to treat it responsibly too.

#### Story context:

Alice wants to make friends by sharing something with the class, so she decides to share her precious art supplies. However, the other students become careless with her things and she must deal with this difficult group situation. With Mrs. Patterson's help, everything turns out all right. In the end, Alice is pleased to have shared.

#### Introduction

Ownership is a right that implies some responsibility on the part of the owner and those who share the owner's things.

#### Presentation

##### Key Ideas

- ▶ Ownership is natural and joyful—even babies claim things, saying, “Mine!”
- ▶ Sharing is joyful too
- ▶ Sharing something of one's own does not mean that others have the right to abuse it

#### Topic Development

##### A Sharing is joyful

Sharing is a wonderful part of human life. Things are always more fun if you share them! For instance, who enjoys going to a movie alone? You might really want to see a movie, but it is much more fun to go with others than to sit in the cinema alone. It's more fun to eat with someone too—who enjoys sitting alone in a cafeteria or restaurant? When you have good news, the first thing you want to do is to share it with someone. When you have troubles, you also want to share those with someone you trust. Sharing is natural and makes us feel good.

Alice wants to share with the class in order to make friends and experience joy. She shares something that is precious to her— her clay box with expensive clay, special cutting tools and moulds. At first, things go well:

*Everyone was very excited! Alice could make such artful shapes! She made wonderful animals and flowers. She made mini footballs out of white and black clay and mini netballs out of brown and black. Soon they were all wanting to try.*

Even though Alice goes through some trauma seeing her things treated badly in the excitement, in the end she is glad she shared. *Her damaged clay kit seemed more valuable than ever as it had brought her closer to her new friends.*

## B Respecting property

However, her classmates take advantage of what Alice is sharing and they do not take care of her things: *She saw her classmates mixing the clays carelessly, creating big, greyish, purplish lumps. They smeared clay on the desks, wasting it, and someone snapped one of her cutting tools by pressing it too hard. Tear stung her eyes.*

Fortunately for Alice, Mrs. Patterson intervenes:

*“Now, stop!” Mrs. Patterson rebuked them. “Alice was kind enough to bring in this beautiful hobby, and you are all being very careless with it!”*

*“She said she wanted to share,” pouted one little girl.*

*“Sharing it doesn’t mean you can ruin it!” said Mrs. Patterson.*

Students have probably all heard the phrase 'Respect one another's property'. This may even be a school rule. Write 'Respect one another's property' on the board. Tell students that the definition of 'respect' means to treat something as if it has value. When we ask people to respect our property, we are asking them to treat it as if it is valuable: that means not breaking it, damaging it, misusing it, losing it, or treating it in a harmful way.

To do otherwise is to show a lack of respect for the property.

Alice gets tears in her eyes because people sometimes feel personally hurt or offended if their property is misused or mistreated. It is as if their property is a part of themselves. They have a right to expect others to respect their property, and if others don't, it is a violation of the owner as well as the property.

A good way to learn to respect other people's property is to remember the golden rule, 'Do as you would be done by'. If everyone obeys this rule, it sets up a situation where everyone and everything is respected.

## C Sharing too much

After the teacher scolded the other students, *Alice was afraid they wouldn't like her now*. Ask the students if they have ever shared something in the hope of making friends and then had the people they shared it with ruin it. Maybe they invited friends over, and the children broke some of their toys or made their mother angry by climbing on the furniture with muddy shoes. Maybe one of them offered to share some cake with someone and the other person took almost the whole thing. Maybe one of them shared some money with a classmate who never paid it back. Were they afraid to speak up in case the people would no longer like them?

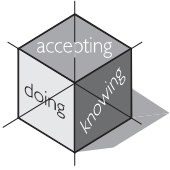
People can abuse sharing in many different ways. Sometimes people tell secrets a friend shared with them to others. Sometimes people share too much about themselves—someone you just met tells you their whole life story!

It is important for students to know that they should not share their things, their secrets (or, most importantly, themselves) with someone who is not a responsible person. They should not do this, even if they must risk the person not liking them any more. Although sharing is good, they also have a right not to share things if they cannot trust the other person. Note that older girls and boys sometimes give themselves to one another in many ways, especially romantically, in order to be liked. Then they are very hurt when the other person treats them the way the students are treating Alice's clay box, not respecting them or treating them as if they are precious.

Emphasise that you must never share your things or yourself with someone who is not trustworthy. Trustworthiness is shown through commitment and consistency over a long period of time. It is not worth having your things or your heart ruined by someone untrustworthy in order to be liked.

This is to lay the groundwork for the idea that they should not share intimacy with people who are not going to make the serious, lifelong commitment of marriage to them.

## 2 Accepting



### Guided Work

#### Activity 3A

Have the students look at Activity 3A in their Student Books (p.140) and discuss with them the suggested questions.

#### Activity 3A

1. How did Alice feel when the children started ruining her clay?
2. Have you ever lent someone something and found the person damaged it somehow? How did that feel?
3. Have you ever damaged someone else's property? Did you do anything to make up for it?
4. Did you know a baby's first word is often "mine"? Do you think that having things is important to people? How important?
5. Do you think owning things is important? Why?
6. Do you think owning things can be too important? Why?
7. When you own something, do you have an obligation to care for it? Why?

#### Activity 3B 'A piece of advice for Alice'

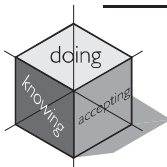
Have the students read Support Activity 3B (p.140) and motivate them to write some advice for Alice.

#### Activity 3B

Fortunately for Alice, the students are sorry for having been careless with her things. What if they had not been? What should Alice have done then?

Ask the students to list and share what they think Alice should have done.

## 3 Doing



### Evaluation

Students should have a new appreciation of respect for one another's property, their own property, and themselves.

## **Activity 3A**

Once students have shared their answers, lead them to a conclusion, helping them to understand the value of property and a correct use of belongings.

## **Activity 3B**

Choose some students and ask them to read their advice for Alice. Lead the activity to a positive conclusion, emphasising both respect for others' belongings and the right to have our property respected, too.

## **Specific Resolutions**

Help them to appreciate and respect the things they own specifically; they can start by cleaning their own rooms or areas at home this week.

Suggest to them to return anything a friend has shared with them that they have not yet returned; to check due dates on library books and return them promptly.