



SECONDARY SCHOOL LESSON PLANS

GOOD NEWS. GREAT JOY.

Operation Christmas Child is a unique project of Samaritan's Purse that brings joy and hope to children in need around the world through gift-filled shoeboxes.

It provides an opportunity for people of all ages to be involved in a simple but hands-on project that has the power to transform children's lives.

In 2017 alone, teams in Canada sent 615,120 gift-filled shoeboxes to be delivered by local church partners in Central America, South America, West Africa, Haiti, and Ukraine. Globally, Samaritan's Purse collected gift-filled shoeboxes for more than 11 million children in over 100 countries.

As each shoebox gift is delivered, it is treasured by the child that receives it, and is a lasting reminder that he or she is precious to God.



Unpacking the purpose of shoeboxes

The following lessons will enable teachers to explore Biblical concepts that are foundational to the Operation Christmas Child project.

The three lessons unpack the areas of gift giving, what it means to be a Good Samaritan, and bringing hope to the world through being involved in the Operation Christmas Child project.

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LESSON 1

THE GOOD SAMARITAN



LEARNING OBJECTIVES

- Suggest the possible meanings or purpose behind the story of the Good Samaritan. Compare the experiences of characters in the stories with their own experience of life.
- Describe the story of the Good Samaritan told by Jesus and have students discuss why this passage is important to Christians.
- Describe some of the Bible verses that teach us how to treat others.

“While they were there, the time came for the baby to be born, and she gave birth to her firstborn, a son. She wrapped him in cloths and placed him in a manger, because there was no guest room available for them.”

Luke 2:6-7 (NIV)

OVERVIEW

Often in our society, people feel so far removed from global problems that there is a sense that any help or charity given will make very little difference to someone's life. The concept of being a global citizen, where we all have a responsibility to help others, is important for students to process. We are all 'connected' to other communities around the world, and there are ways we can help those in need without feeling that our actions are meaningless.

CURRICULUM LINKS & VALUES EDUCATION

The following lesson provides the opportunity for an educational and values-rich experience in the following areas:

- Physical, Personal and Social Learning.
- Students are provided the opportunity to understand and be able to apply values such as care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding, tolerance and inclusion.

INTRODUCTION

Warm-up Activity: What's the connection?

1. Play 'Connections' with a partner. Think of an object, then think of a string of objects it could be connected to and see where you end up in 10 moves. E.g. Table – Fish 'Tables need chairs, chairs have legs, so do dogs, dogs chase cats, cats eat birds, birds can fly, so do planes, planes take you on holiday, on holiday you go swimming in the sea - so do fish'.
2. Can they connect the word 'Me' with 'El Salvador'?

me

El Salvador

CROSS-CURRICULAR OPPORTUNITIES

GEOGRAPHY: Contrast the countries of El Salvador and Canada.

ENGLISH: Convey feelings, reflections or moods in a poem.

ACTIVITY

What does it mean to be a ‘Good Samaritan’?

1. Look at the photos at the end of this lesson plan. Ask the students to describe the photos and what stands out to them.
2. Discuss how for Christians, the story of The Good Samaritan compels them to help children like this who need help. Read the story of The Good Samaritan from the Bible (Luke 10:25-37). Christians believe that they should not ignore them but do everything they can to help them even if they are strangers.
3. Complete The Good Samaritan worksheet at the end of this lesson plan, which puts the children in the shoes of the man who was attacked.
4. Explain that this is what the charity ‘Samaritan’s Purse’ is trying to do. Can the students work out where the charity got its name?

REFLECTION

Ask students to spend 10 minutes writing a personal reflection on the following questions:

1. When was the last time you were a ‘Good Samaritan’ to someone you didn’t know? Explain.
2. When was the last time someone you didn’t know helped you? Explain.
3. List some reasons why you think people do not help others in need.
4. What is something you could do to be a ‘Good Samaritan’?

WRAP-UP

What did Jesus say to his followers about helping people?

Why do you think the stranger helped when no one else did? Maybe he knew how he would feel if he was the injured person. This is a good picture of a rule that Jesus gave to his followers which is sometimes called ‘The Golden Rule’ and is found in Matthew 7:12, *“Do for others what you want them to do for you”* (Good News Bible).

FURTHER RESOURCES



Visit SamaritansPurse.ca/project-leader-resources to order more resources.



For more inspirational videos that show the impact of Operation Christmas Child visit YouTube.

LESSON 1

THE GOOD SAMARITAN





The Good Samaritan

Imagine you are the man who got attacked in the story of The Good Samaritan.

1 The robbers have just gone. You're lying on the dusty road. How do you feel? **What do you shout?**

2 Two people have just gone past. They didn't help you. How do you feel now? **Send a text to a friend.**

3 A Samaritan is approaching. You're sure he won't help. How do you feel now? **Write your thoughts.**

4 You're recovering at the inn. The Samaritan brought you here and paid the bill out of his own wallet. How do you feel now? **Send an email to the Samaritan to thank him.**

LESSON 2

A MATTER OF RIGHTS



"Then little children were brought to Jesus for him to place his hands on them and pray for them. But the disciples rebuked those who brought them. Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." When he had placed his hands on them, he went on from there."

Matthew 19:13-15 (NIV)

LEARNING OBJECTIVES

- Discuss the difference between 'needs' and 'wants'.
- Describe some basic human needs among people and families in different cultures and suggest ways these needs can be met.
- Discuss and understand the rights of children to education, health services and a safe environment to live in.

OVERVIEW

We often confuse the things we 'want' in life, with those things we 'need' – to have a healthy, safe and loving environment to grow up in. In fact, we sometimes forget that everyone, most importantly children, have the right to basic needs such as food, clean water, health services and education. The Bible is full of instruction on helping people in need and protecting the innocence and wellbeing of children. In this lesson, students will explore the rights of children and the Biblical principles that are foundational to these rights.

CURRICULUM LINKS & VALUES EDUCATION

The following lesson provides the opportunity for an educational and values-rich experience in the following areas:

- Physical, Personal and Social Learning, specifically character and citizenship class.
- Students are provided the opportunity to understand and be able to apply values such as care and compassion; doing your best; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding, tolerance and inclusion.

INTRODUCTION

When might you need someone to help you?

1. Ask students what they want for Christmas this year. After 5 or 6 students have volunteered this information, ask the same students whether they really 'need' these items. Discuss their responses with the class.
2. Challenge students with the idea that we often want far more than we need.

CROSS-CURRICULAR OPPORTUNITIES

SOCIAL STUDIES: Research and prepare a poster that raises awareness for Children's Rights.

SCIENCE: Research some of the scientific and/or technological developments helping to improve the lives of children, for example vaccinations, water filtration devices etc.

ACTIVITY

'Needs' versus 'Wants' Journal

What are the 'needs' of the El Salvador children and their families shown in the photos? Reflect on the needs in your own life that are necessary for healthy living. Discuss the difference between a 'need' and a 'want'.

1. Spend 10 minutes writing a journal on the things you did yesterday. This might include: brushed your teeth, ate an apple, washed your hands etc. Ask students to underline items in their list that are 'needs' and circle those that are 'wants'. Engage students in a group discussion on the items students placed in each list.
2. Discuss as a class the common items in the 'needs' list. Are they similar to the needs of El Salvador children? Compare these items of 'needs' to the 6 categories used to fill Operation Christmas Child shoeboxes. (See the shoebox packing instruction sheet on page 9). Comment on the fact that some needs are not physical if this is not raised.

Children's Rights

Children everywhere in the world have 'rights'. Discuss with the students the meaning of 'rights'. The United Nations Convention on the Rights of the Child states that children have the right to:

- Good quality health care, clean water, nutritious food and a clean environment (Article 24)
- A standard of living that meets their physical and mental needs (Article 27)
- Relax and play (Article 31)
- Education (Article 28), among many others.

How does sending shoeboxes filled with gifts help to meet some of these needs for children? Discuss which categories of gifts match the UN Convention on the Rights of the Children Articles listed above.

WRAP-UP

What can we do to meet these needs?

Have a few quiet moments for everyone to think about why they want to help Operation Christmas Child. Will the contents of their boxes meet the needs of the children that receive them? Discuss with students whether the contents of their shoebox will also meet any 'non-physical' needs.

FURTHER RESOURCES

United Nations Convention on the Rights of the Child. <http://www2.ohchr.org/english/law/crc.htm>

LESSON 3

UNPACKING THE SHOEBOX



Arun is 5 years old. He lives with his mother and two younger sisters. Arun helps collect water for his family every day by walking 5km to the nearest well. Arun attends school when he is feeling well enough, but lately he has been having trouble with his sore teeth. Arun's mother does not work and can not afford to buy new clothes for Arun. He sleeps in his only set of clothes. Arun's father died as a result of diarrhoea from drinking dirty water when Arun was only 2 years old.

LEARNING OBJECTIVES

- Students will gain a greater understanding of the needs of children in developing communities.
- Development of a sense of responsibility to care for the global community.
- Understand the implications of the needs of children in developing communities not being met.

OVERVIEW

The contents of Operation Christmas Child shoeboxes are specifically chosen to help children in need. In fact, the categories that gifts are chosen from are traditionally areas in the lives of the children and their families that are in great need of assistance. For us in our society, the thought of no soap for washing, no pencils for writing and no shoes to walk in is challenging enough. This is the reality of the lives of million of children in countries like Cambodia. When faced with the opportunity to help, what would you choose to include in a shoebox?

CURRICULUM LINKS & VALUES EDUCATION

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- Students are provided the opportunity to understand and be able to apply values such as care and compassion; doing your best; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding, tolerance and inclusion.

INTRODUCTION

Allow students 5-10 minutes to discuss giving and receiving their last gift. Encourage students to discuss within groups of 3 or 4 the following questions:

1. What was the last gift you gave? Who was it given to?
2. What was the last gift you received? Who did you receive this gift from?
3. Classify the gifts given and received as a 'need' or 'want'.
4. What was the last gift you gave that was a need?

Initiate a class discussion on what proportion of gifts given and received were meeting genuine needs, or 'wants'. How do you think this is a reflection of our society?

CROSS-CURRICULAR OPPORTUNITIES

DEVELOPMENT: Research the primary health risks for children in El Salvador.

ACTIVITY

What gifts would you choose to put in your shoebox?

This is a 'mock' shoebox filling activity. Students are to work in groups of 3 or 4. Each group is given six (6) gift cards - one card for each category used to fill shoeboxes for Operation Christmas Child. These gift cards can be found at the end of the lesson. Each group needs to choose only four (4) of the six gifts to place in a 'shoebox' for Arun.

In groups students will:

1. Decide which two gifts are not to be included in the shoebox.
2. Discuss the negative impact of Arun not receiving gifts in these categories.
3. Justify their final decision.
4. Each group is given the opportunity to present their argument to the rest of the class. One by one the groups will hold up the cards of the gifts that were chosen and explain their reasoning.

WRAP-UP

Difficult Decisions?

It is important that students understand there are no right or wrong answers for the activity above. They have been involved in making difficult decisions about caring for children like Arun in El Salvador. Ask students to reflect on their decisions and discuss as a class how this will impact their approach to packing shoeboxes for Operation Christmas Child. Students should be encouraged to be thoughtful when packing their shoeboxes, knowing that any help for children like Arun is a blessing.

FURTHER RESOURCES

Further information about Operation Christmas Child and how to pack shoeboxes can be found at: SamaritansPurse.ca/occ

A 'How to pack your shoebox' guide is included at the end of this resource.



Gift Categories

GIFT CARD



something
SPECIAL

GIFT CARD



something to
PLAY WITH

GIFT CARD

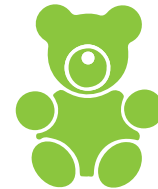


something
to WEAR

GIFT CARD



something
to LOVE



GIFT CARD

something for
PERSONAL
HYGIENE



GIFT CARD

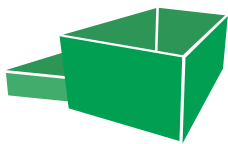


something
for SCHOOL

How to Pack Your Shoebox



1



START WITH A SHOEBOX

Fill average-sized cardboard or plastic shoeboxes (no large ones) with small gifts, and affix a completed Boy or Girl label to each box.

REMEMBER TO REMOVE & RECYCLE GIFT PACKAGING.



Help save the environment!

2

PACK YOUR SHOEBOX

CHOOSE GIRL OR BOY & AGE

2-4
5-9
10-14

PACK GIFTS



SOMETHING TO WEAR



SOMETHING SPECIAL



SOMETHING TO PLAY WITH



SOMETHING TO LOVE



SOMETHING FOR SCHOOL



SOMETHING FOR PERSONAL HYGIENE

3

ESSENTIAL!

DONATE \$10 PER SHOEBOX



ONLINE DONATIONS: (PREFERRED)

Go to SamaritansPurse.ca/occ

CASH, CREDIT CARD OR CHEQUE DONATIONS:

If not donating online, complete the form in the "How to Pack Your Shoebox" brochure and place with your cash or cheque in an envelope inside your box.

4

LABEL YOUR SHOEBOXES

PRINT AND ATTACH LABELS:

Every shoebox must be labeled.



5

FIND YOUR NEAREST DROP OFF LOCATION

In **NOVEMBER**, find your nearest Drop Off Location: SamaritansPurse.ca/occ

GIFT SUGGESTIONS

- ✓ **SOMETHING TO WEAR:** t-shirt, polo shirt, shorts, skirt, cap, toque, sandals, etc.
- ✓ **SOMETHING TO LOVE:** teddy bear, doll, soft toy, etc.
- ✓ **SOMETHING SPECIAL:** carry bag, sunglasses, bangles, stickers, necklaces, craft kits, wind-up flashlight, a personal note, a photo of yourself, etc.
- ✓ **SOMETHING FOR SCHOOL:** exercise book, pencil case, pens, pencils, coloring pencils, sharpener, eraser, chalk, etc.
- ✓ **SOMETHING TO PLAY WITH:** tennis ball, cars, skipping rope, marbles, musical instrument, yo-yo, slinky, finger puppets, etc.
- ✓ **SOMETHING FOR PERSONAL HYGIENE:** soap and face cloth, toothbrush, hairbrush, comb, scrunchies, hair-clips, etc.

INAPPROPRIATE ITEMS

- ✗ **ITEMS THAT LEAK OR MELT:** (these can spoil boxes) including toothpaste, shampoo, bubbles
- ✗ **FOOD OR CANDIES OF ANY KIND:** (due to customs regulations) including medicines and vitamins
- ✗ **USED OR DAMAGED ITEMS:** (due to customs regulations) including worn clothing and old toys
- ✗ **BREAKABLE ITEMS:** including glass, porcelain and mirrors
- ✗ **ITEMS THAT CAN SCARE OR HARM A CHILD:** including War items such as toy guns, knives, and military figures
- ✗ **GAMBLING-RELATED ITEMS:** including play money, and playing cards.



Declare HIS Glory

AMONG THE Nations

PSALM 96:3

Send gift-filled shoeboxes
TO THE ENDS OF THE EARTH



Visit SamaritansPurse.ca/occ and learn how to bless a child overseas through a gift-filled shoebox, given in Jesus' Name. Operation Christmas Child® is a project of Samaritan's Purse®, Franklin Graham, International President. 1-800-303-1269




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