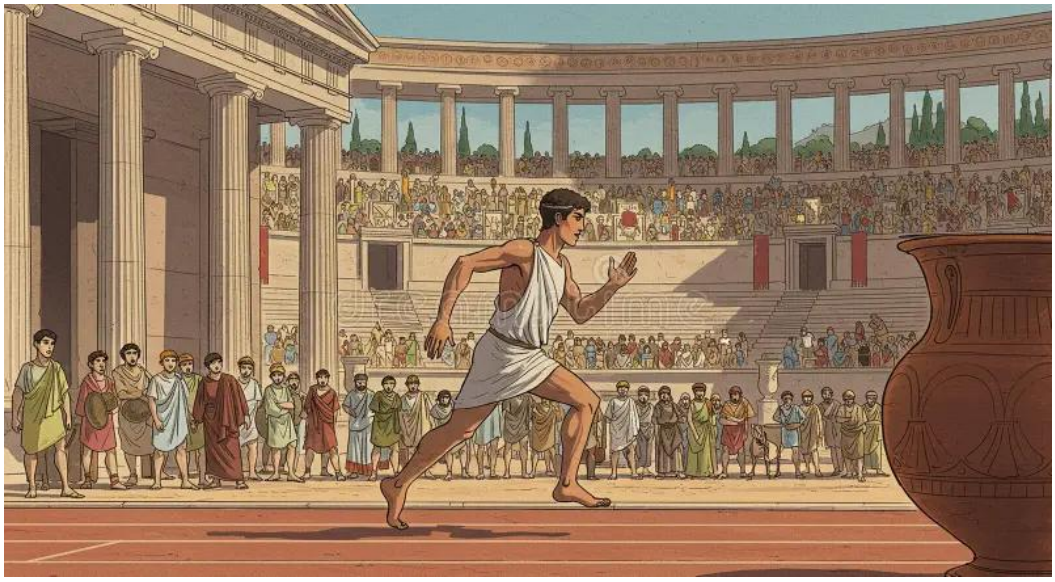
Unit 4

“Ancient Greece

(Courage & Determination)”



Grades

0 - 6

History & Social Studies

History & Social Studies (Prep to Grade 6)

“Ancient Greece (Courage & Determination)”

OVERVIEW:

The course **“Ancient Greece (Courage & Determination)”** is a multi-age (Foundation–Year 6) Christian homeschool HASS program that explores the geography, daily life, culture, leadership, and achievements of Ancient Greece through engaging narrative lessons and hands-on activities. Students encounter key ideas such as city-states, architecture, art, theatre, and influential leaders like Lycurgus, Solon, and Themistocles, examining how individuals and communities responded to challenges with courage and determination. Through storytelling, mapping, creative tasks, and reflection, students investigate how geography shaped Greek life, how different systems of leadership and values influenced society, and how innovation and perseverance led to lasting cultural contributions. Aligned with Australian Curriculum v9 HASS content descriptions, the course develops historical understanding, geographical thinking, and civic awareness while nurturing character formation through the consistent theme of courage, resilience, and purposeful action.

Each lesson contains:

- **Parent Instructions:** What to say and do
- **Interactive Story or Explanation**
- **Activity** to reinforce the lesson
- **Thinking Questions**
- **Bible Connection**

RESOURCES:

All the information you need is included within the informational story in each lesson plan.
The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.
Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions, planning notes for creative projects, and other activities). It is also helpful to have a good **dictionary**.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- To be advised

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Prior to starting each week, review the recommended resources.

Contents

Topic	Description	Page
Topic 1	The Ancient Greeks #1	
Topic 2	The Ancient Greeks #2	
Topic 3	Plutarch's Lives #1	
Topic 4	Plutarch's Lives #2	
Topic 5	The Olympics & Physical Skills	
Topic 6	Handicaps	
Topic 7	Great Feats	
Topic 8	The Ancient Greeks #3	
Topic 9	Assessment:	

TOPIC 1	THE ANCIENT GREEKS #1

Lesson 1: Welcome to Ancient Greece – Geography and Beginnings

Geography Lesson for Christian Homeschoolers (Primary Level)
Theme: Courage, determination, and trusting God's guidance in a rugged land

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Across the Hills of Ancient Greece

More than 2,000 years ago, in a land of blue seas and rocky hills, there lived a young boy named Nikos. He was ten years old and lived with his family in a small village on the edge of a hill, close to the sea. His home was part of a place called Ancient Greece – a land full of islands, mountains, and winding paths.

Every morning, Nikos helped his father in the olive grove. Their trees grew along the hillside, and the steep ground made the work slow and tiring. But Nikos was strong and determined. He carried baskets of olives, climbed over rocks, and never complained – even when the sun was hot or the ground was rough.

Some days, his father would say, "Nikos, we need to take the olives to the market in the next village." That meant a long walk through mountain paths. Nikos tied the baskets onto the donkey and led it through the hills. The path was narrow, the wind was sharp, and they had to be careful not to slip on loose stones. But the view was beautiful – green hills, bright blue sea, and white houses in the distance.

When they finally reached the village, people were friendly and cheerful. They shared stories, traded goods, and gave news from Athens or Sparta. Nikos especially loved hearing tales of brave warriors, clever inventors, and sea captains who sailed through storms.

Nikos didn't go to a school like we do today. Instead, he learned from his family and from older villagers. He learned to farm, to climb, to swim, and to listen carefully to stories. He also learned to pray to God each day and trust Him for safety during their journeys.

Ancient Greece was a land of challenge and beauty. The mountains made travel hard, and farming was not easy, but families like Nikos's worked with courage. They depended on each other – and they depended on God to guide their paths.

One day, as they returned from the market, Nikos asked his father, “How do we know which way to go through the mountains?”

His father smiled. “We follow the paths worn by others before us – and we pray that God shows us the right way.”

Nikos nodded and looked up at the hills. He knew he was growing stronger with every journey, and his heart felt brave.

B) Narration

Parent/Tutor Says:
“Now, I want you to tell me everything you can remember from the story. What was the boy’s name? Where did he live? What kind of things did he do? Try to tell the story in your own words.”

(Give the child space to recall and retell. Encourage details about the geography, daily life, and challenges Nikos faced.)

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What was Nikos doing in the story?
- What kind of land did he live in?
- What helped Nikos be brave when he climbed the hills?
- Who did Nikos trust to help him on his journey?

ii) Middle Primary Students (Ages 8–10)

- How did the mountains and hills affect how people lived in Ancient Greece?
- What kinds of work did Nikos and his family do?
- Why do you think the Greeks needed to be determined in their daily life?
- How do you think praying helped people who lived in hard places?

iii) Upper Primary Students (Ages 11–12)

- Describe how Ancient Greece’s geography shaped the way people travelled, worked, and communicated.
- Why would courage and strength have been important character traits for children like Nikos?
- Nikos’s father said, “We follow the paths worn by others before us.” What does this teach us about learning from those who have gone before?
- How can God guide us through challenges just like He did for families in Ancient Greece?

D) Activity

Create Your Own Map of Ancient Greece

Materials Needed:

- Plain A4 or A3 paper
- Coloured pencils or crayons
- Access to a printed or digital map of Ancient Greece
- Pencil and ruler (optional)

Instructions:

1. Look at a map of **Ancient Greece**. You can find one online or in a book. Focus on the shape of the land and the sea.
2. On your own paper, draw a simple map. Include:
    - The sea (label as "Mediterranean Sea")
    - Mountains (draw in some brown ridges)
    - Major cities: Athens and Sparta (add dots and label them)
    - A few islands
3. Optional: Draw a path from one village to another, like Nikos's journey. Add a tiny drawing of a donkey or baskets of olives.
4. Discuss how the geography made life both beautiful and hard for Ancient Greek families.

Optional Extension: Make a small diorama (shoebox scene) with hills and tiny paths using paper or clay.

E) Biblical Connection

Bible Verse:
Proverbs 3:6 – "In all your ways acknowledge Him, and He shall direct your paths."

Parent/Tutor Says:
"Just like Nikos and his father needed to find their way through the mountains, we sometimes face hard paths too. But God promises to guide us when we trust Him."

Ask Your Child:

- "How can we be like Nikos when things are hard?"
- "What kind of courage does it take to live in a hard place – or to try something new?"
- "How can you ask God to guide your path today?"

Tie-in Character Traits:

- **Courage** – when facing new places or hard tasks
- **Determination** – when the journey is long or difficult
- Remind your child: "God sees your steps, and He walks with you."

Lesson 2: City-States – Athens, Sparta, and Everyday Life

Social Studies Lesson for Christian Homeschoolers (Primary Level)
Theme: Discovering differences in design and purpose, and how we all have a role in God's plan

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Two Children, Two Cities

Long ago in Ancient Greece, there were many cities – but instead of being one big country like today, each city was like its own little kingdom. These were called **city-states**, and two of the most famous were **Athens** and **Sparta**.

www.craiyon.com

In the city of Athens lived a boy named **Niko**. Niko loved books, stories, and music. He often sat under the olive trees with his father, who was a teacher. "Athens is a city of thinking," his father would say. "Here we learn to ask questions, write plays, and design buildings."

One day, Niko's family went to the theatre. It was huge – open to the sky, with rows and rows of stone seats. This kind of open-air theatre was called an amphitheatre. The people watched a play filled with heroes, clever ideas, and laughter. Niko's eyes sparkled. "I want to write plays when I grow up," he said. His parents smiled. In Athens, dreaming and creating were encouraged.

Far away, in the city-state of Sparta, lived a girl named **Myra**. Myra didn't go to plays, but she was just as strong and determined. Every morning she and the other children trained with their teachers. They ran, wrestled, and learned to be brave. "Spartans must be ready to protect our people," said the trainers. "Discipline and courage are our greatest tools."

(www.artofit.org)

www.looper.com

Myra loved the fresh air, the strength in her muscles, and the sound of her feet running across the training fields. "We are small," she once said to her mother, "but we are strong."

Though Athens and Sparta were very different, they both had something important to offer. Athens loved beauty, knowledge, and freedom of thought. Sparta loved discipline, strength, and unity. They each played a role in the story of Ancient Greece.

And even though Niko and Myra never met, they both grew up learning what it meant to serve their people with the gifts they were given.

God designed people differently. Some are like Niko – creative, thoughtful, and full of ideas. Some are like Myra – bold, physical, and ready to lead in action. And just like Athens and Sparta, our differences can work together for something greater.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. What happened first? Who were the two children? What kind of life did each one have? Try to tell it all in your own words."

(Let your child narrate the story. Encourage details about what each city valued and what Niko and Myra were like.)

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Niko like to do in Athens?
- What did Myra do in Sparta?
- Which child do you think you are more like?
- Who made Niko and Myra different from each other?

ii) Middle Primary Students (Ages 8–10)

- What made Athens and Sparta different from each other?
- How did Niko and Myra each help their city in different ways?
- Why do you think God makes people with different strengths?
- How can we use our differences to help others?

iii) Upper Primary Students (Ages 11–12)

- How did the geography and values of Athens and Sparta shape the way people lived?
- Which city would you rather live in, and why?
- What are some examples of how God uses different gifts in the Bible?
- How can understanding your strengths help you serve others with courage and determination?

D) Activity

Compare & Create: Athens vs Sparta Chart

Materials Needed:

- Plain paper or printable template
- Pencil or coloured pens
- Optional: stickers, drawings, or magazine cutouts

Instructions:

1. Draw a large line down the centre of your page.
2. Label the top of one column **Athens** and the other **Sparta**.
3. Under **Athens**, write or draw things like:
    - Theatre
    - Books or scrolls
    - Questions
    - Statues or art
4. Under **Sparta**, write or draw things like:
    - Training field
    - Shield or sword
    - Running or wrestling
    - Discipline
5. Optional: Add a drawing of Niko on the Athens side and Myra on the Sparta side.
6. Talk about the differences and how both were strong in different ways.

Extension (Optional): Act it out! One child (or parent) can pretend to be Niko and talk about Athens, while the other is Myra talking about Sparta.

E) Biblical Connection

Bible Verse:
1 Corinthians 12:20 – *"There are many parts, but one body."*

Parent/Tutor Says:
"In the Bible, God tells us that His people are like one big body. We all have different gifts – some are thinkers, some are helpers, some are leaders. Just like Athens and Sparta were different but important, so are we."

Ask Your Child:

- "How are you different from others in your family or friends?"
- "What is one way you can use your strength – whether it's thinking, creating, or doing – to help someone today?"
- "How can you show courage and determination in using your own gifts – even if they are different from someone else's?"

Lesson 3: Greek Homes and Daily Life

Social Studies Lesson for Christian Homeschoolers (Primary Level)
Theme: Ordinary work done with purpose, care, and God-honouring character

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: A Day in the Courtyard

The morning sun peeked over the tiled roofs of the village as Thalia opened her eyes. She lived in a small Greek home made from sun-dried mud bricks. Her family wasn't rich, but their house was full of laughter, good work, and simple joy.

Their home was built around a **courtyard** – an open space in the middle where the family cooked, worked, and gathered. Thalia's father was already outside, grinding grain to make flat bread. Her mother was warming olive oil in a clay pot and mixing it with herbs. "We'll have lentils, bread, and cheese today," she said.

Thalia helped fetch water from the nearby fountain. It was her job to carry the clay jar carefully so it didn't spill. Her little brother fed the chickens while her older sister swept the courtyard.

After chores, they sat on woven mats in the shade. Thalia's grandfather began to tell a story about the time he saw warriors marching through the hills. His voice was deep, and even the chickens seemed to quiet down to listen. "They had shields as round as the moon," he said, "and their sandals kicked up the dust."

In the afternoon, Thalia helped in the garden. They grew onions, figs, beans, and herbs like thyme and oregano. The soil was rocky, and it took courage and patience to care for the plants. "Even small work matters," her mother reminded her. "It feeds our family and honours the Lord."

At sunset, the family gathered around an **oil lamp** that gave off a warm glow. They ate bread with soft cheese and olives. Thalia's father gave thanks to God for the food and for their day together.

That night, as the stars came out, Thalia lay on her mat and smiled. Her day had been full of ordinary tasks – but her heart felt full. She had worked hard, helped her family, listened to stories, and learned new things. And even though she was just a child, she was living a life of purpose.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. What was the girl's name? What did she do in the morning, in the afternoon, and at night? Try to tell the whole story in your own words."

(Let the child retell freely. If needed, prompt with: "What was their house like?" "What did they eat?" "Who told stories?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What was Thalia's house made of?
- What jobs did she do to help her family?
- What did her family eat for dinner?
- Who helped Thalia learn things in her family?

ii) Middle Primary Students (Ages 8–10)

- Why did Thalia's family gather in the courtyard?
- What are some ways the family worked together during the day?
- Why do you think even small jobs like sweeping or gardening are important?
- How do you think God wants us to work at home?

iii) Upper Primary Students (Ages 11–12)

- Describe how a Greek home was different from a modern home.
- What does this story teach us about responsibility and family roles in Ancient Greece?
- Thalia's mother said, "Even small work matters." What does that mean? Do you agree?
- How can we show God's love through our everyday tasks at home?

D) Activity

Create a "Day in the Life" Chart – Ancient Greek Style

Materials Needed:

- Blank paper
- Ruler (optional)
- Pencils and colouring supplies
- Optional: printable template with three sections labelled Morning, Afternoon, and Evening

Instructions:

1. Divide the page into **three sections**: Morning, Afternoon, and Evening.
2. In each section, **write or draw** what Thalia might have done during that time. For example:
    - Morning: fetch water, grind grain
    - Afternoon: garden work, help cook
    - Evening: listen to stories, eat dinner
3. Add little pictures like a clay pot, courtyard, bread, chickens, or an oil lamp.

4. Title your chart: *"A Day in the Life of a Greek Child"*
5. (Optional) Create a second column next to each one that says: *"How I Help at Home Today"* – and add a matching job!

Discussion Prompt:
"What jobs or tasks do you do that are like Thalia's? Do you think those things matter to God?"

E) Biblical Connection

Bible Verse:
Colossians 3:23 – *"Whatever you do, work at it with all your heart, as working for the Lord."*

Parent/Tutor Says:
"Thalia didn't do anything very fancy – she helped with chores, gathered food, and listened to her grandfather. But she did everything with care, and her family depended on her. God tells us that every job – big or small – is important when we do it for Him."

Ask Your Child:

- "What is something you do every day that you could do with more care or joy?"
- "How can you show courage when something feels boring or hard?"
- "What does it mean to work 'with all your heart'?"

Character Traits Focus:

- **Courage** – to keep going, even when work is tiring or repetitive
- **Determination** – to do your best, even when no one else sees

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TOPIC 2	THE ANCIENT GREEKS #2

Lesson 4: Architecture and Amazing Inventions

A) Lesson Content (Story-Based Learning)

Parent/Tutor Says:

"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story: "The Boy Who Helped Build a Temple"

In ancient Athens, the sun rose over white stone buildings and the sounds of hammering echoed through the air. Twelve-year-old Nikos was already awake, his eyes wide with excitement. Today was his first day helping on the building site of a new temple.

His father was a stonemason, carving great blocks of marble. Nikos didn't have muscles like the men, but he had something important – he was curious and eager to learn. As he followed his father to the site, he asked, "How do you lift such heavy stones, Father?"

His father smiled. "With wisdom and teamwork. We use tools like pulleys and levers – machines that help us do hard work."

When they arrived, Nikos watched in amazement as huge marble blocks were lifted high using ropes and wheels. A pulley! It was just a wheel with a rope running over it, but it made lifting so much easier. Then he saw a long beam placed under a stone and balanced on a small round rock. With one push on the long end, the stone moved. "That's a lever!" said his father.

Nikos spent the morning mixing clay and sand to help make bricks. He helped stack wood for scaffolding and brought water to the workers. He was tired, but he kept going – determined to be helpful.

Later, he walked around the nearly finished temple. Tall columns reached into the sky. His father explained, "These are called Doric columns. They hold up the roof and make the building strong and beautiful."

As the sun began to set, Nikos stood quietly, watching the shadows fall over the great structure. He felt proud. "It's amazing what we can build when we work together and use our minds," he said.

His father nodded. "And when we build with wisdom, what we build can last for generations."

Nikos thought of how he might one day design buildings of his own. Buildings where people could gather, learn, and worship. That night, he thanked God for the chance to learn something new, and he dreamed of strong columns and clever machines.

B) Narration (Student Retelling)

Parent/Tutor Instructions:

"Now that you've heard the story, I want you to tell me everything you can remember. Don't worry about getting it perfect – just explain it in your own words. What happened in the story? Who was in it? What did they do and learn?"

Give each student a chance to retell. Encourage full sentences and guide them with prompts if needed.

C) Thinking Questions (Comprehension & Christian Worldview)

i) Youngest Students (Ages 5–7)

1. Who was the boy in the story?
2. What kind of building was he helping with?
3. What machines did they use to help lift heavy things?
4. Do you think Nikos was being helpful? How?
5. Who gives us the strength and wisdom to work hard?

ii) Middle Primary Students (Ages 8–10)

1. Why did Nikos ask his father about lifting stones?
2. What is a pulley, and how does it work?
3. What is a lever, and what does it help people do?
4. What does it mean to build something with wisdom?
5. How can we use our own abilities to help others, like Nikos did?

iii) Upper Primary Students (Ages 11–12)

1. Why do you think ancient Greek buildings are still studied today?
2. How did tools like pulleys and levers show clever design?
3. What role did determination play in Nikos's day?
4. In what ways does this story show how humans reflect God's creativity?
5. How can using our skills and effort for good be a way to glorify God?

D) Activity (Hands-On Learning)

Activity Title: "Build Like the Greeks!"

Materials:

- Paper towel tubes or cardboard rolls (for columns)
- Small boxes, hardcover books, or blocks (for building)
- String and a spool or round stick (for pulley model)
- A small rock and ruler or wooden stick (for lever demonstration)
- Tape and glue

Instructions:

1. **Build a Mini Temple:**
   - Use boxes or books as the base.
   - Use cardboard rolls as columns. Stack a book across them to form a "roof."
   - Decorate the structure with Greek-style designs using paper or drawings.
2. **Simple Machine Demo:**
   - **Pulley:** Loop string over a spool or stick. Attach a small weight (like a toy or eraser). Let students try lifting it using the pulley.
   - **Lever:** Place a ruler over a small rock, then try lifting a block by pushing down on one end.

Parent/Tutor Says:

"These are the kinds of tools the Greeks used to help them build huge buildings. We're learning by doing – just like Nikos!"

E) Biblical Connection (Faith Integration)

Verse:
Proverbs 24:3 – "By wisdom a house is built, and through understanding it is established."

Parent/Tutor Says:

"Let's think about what this verse means. It tells us that it takes wisdom and understanding to build something strong and lasting – not just buildings, but also families, friendships, and our character."

Ask:

- How did Nikos show wisdom and understanding?
- Can you think of a time you showed determination to learn something new?
- How can we build our lives with courage and wisdom, just like building a strong house?

Lesson 5: Greek Art and Pottery

Theme: Created to Create – Beauty, Storytelling, and God's shaping hand

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Potter's Apprentice

In a small town near the sea in Ancient Greece, a young girl named Eleni worked with her uncle in his pottery workshop. The air always smelled like clay and paint, and her fingers were nearly always dusty from kneading and shaping.

Every day after her chores, Eleni walked to the workshop, where her uncle made pots, bowls, and vases from the soft earth beneath their feet. These weren't just any pots – they were special. Once they were shaped and dried, Eleni helped paint them with tiny brushes and dark, rich paint. She painted animals, patterns, and people with long robes and strong spears. Her uncle would say, "Our pots tell stories. They hold food, but they also hold meaning."

Eleni's favourite pot was one they had made for the town festival. It was tall and narrow with handles on each side. On one side, she painted a chariot race. On the other, she painted her family gathering olives from the grove. "This pot," she said proudly, "shows what we value – strength and family."

One day, Eleni got frustrated. She was trying to shape a new bowl, but the clay kept flopping to one side. "It's ruined!" she cried.

Her uncle knelt beside her. "Not ruined – just not finished yet. Clay needs time. It needs strong hands. The potter shapes it again and again until it becomes something beautiful."

Eleni looked at the messy lump on the table. It didn't look like much, but she trusted her uncle. He helped her start again.

Later, while painting her next pot, Eleni thought about how the potter takes something soft and shapeless and turns it into something useful and lovely. "It's just like how God works in us," she thought. "We don't always see the full picture, but He's shaping us with care."

By the time the festival came, Eleni's finished bowl sat proudly beside her uncle's vases. Visitors stopped to look at the pictures she had painted. One woman smiled and said, "This little one knows how to tell a story."

Eleni beamed. She had learned more than just how to paint pottery – she had learned how to work with patience, how to begin again, and how to see beauty even in broken beginnings.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. What did Eleni do in the story? What was her favourite pot? What did she learn from her uncle? Try to retell the whole story in your own words."

(Allow time for free narration. Prompt gently if needed: "What happened when Eleni's clay flopped over?" or "What did she learn about being shaped like clay?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Eleni and her uncle make?
- What did they paint on the pots?
- What happened when Eleni's bowl didn't work the first time?
- Who shapes us like a potter shapes clay?

ii) Middle Primary Students (Ages 8–10)

- Why were Greek pots important in everyday life?
- What kind of pictures did Eleni paint? Why?
- How did Eleni learn patience from her uncle?
- What does it mean that God is like a potter?

iii) Upper Primary Students (Ages 11–12)

- How did Greek pottery show what the people valued?
- What can we learn from the process of shaping clay about how God works in our lives?
- Why is it important to try again when something doesn't go right the first time?
- How can creativity and beauty reflect God's character?

D) Activity

Make Your Own "Greek Pot" Artwork

Option 1: Paper Pot Drawing
Materials Needed:

- Paper plate (cut in half) OR brown construction paper cut into a vase shape
- Black marker or paint
- Pencil and eraser
- Optional: Greek pattern samples for reference

Instructions:

1. Cut out a vase or pot shape from brown construction paper, or use the curved edge of a paper plate.
2. With a pencil, lightly sketch a simple scene from your own life – like playing with family, reading, or farming/gardening.
3. Around the edges, add **Greek-style patterns**: zigzags, waves, dots, or meanders.
4. Go over your design in black marker or paint.

5. Display your “Greek pot” with pride!

Option 2: Clay or Playdough Pot
Materials Needed:

- Air-dry clay or playdough
- Toothpick or wooden skewer for carving patterns
- Optional: paint

Instructions:

1. Mold the clay into a small bowl or vase shape.
2. Use a toothpick to etch simple patterns or pictures into the sides.
3. Let dry and (if clay) paint if desired.
4. Reflect on how shaping something with your hands takes time and care – just like God shaping us.

E) Biblical Connection

Bible Verse:
Isaiah 64:8 – *“We are the clay, you are the potter; we are all the work of your hand.”*

Parent/Tutor Says:
“Eleni’s uncle reminded her that clay isn’t ruined when it flops – it’s just not finished yet. God says the same about us. We are like clay in His hands. He’s shaping us into something useful and beautiful.”

Ask Your Child:

- “What does it feel like when you make a mistake or something doesn’t go right?”
- “How can we trust that God is still working in us, even when we can’t see it yet?”
- “What kind of courage does it take to start again and keep growing?”

Character Traits Focus:

- **Courage** – to keep going when things are difficult
- **Determination** – to keep learning, trying, and trusting the process

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Lesson 6: Greek Theatre and Storytelling

Theme: Learning through stories – truth, character, and courage from the stage to the heart

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Mask and the Mountain

In the city of Athens, long ago, a boy named Dorian couldn't wait for one special day each year – the day of the **great theatre festival**. All of Athens gathered at the open-air theatre carved into the hillside, where the stage looked out over the city and sea beyond.

This year, Dorian wasn't just going to watch – he had been chosen to **help backstage**. The actors were performing a famous story about a brave shepherd who saved his village from a band of thieves hiding in the mountains. Dorian's job was to help carry the masks and props.

Before the play began, Dorian walked out and looked at the audience. Thousands of people were seated on the stone steps. Families, soldiers, teachers, and farmers had come to watch. The crowd was buzzing with excitement.

Backstage, the actors put on their robes and large painted masks. The masks had big expressions – smiling, frowning, shouting. "The masks help everyone in the theatre see how the characters feel," one actor explained.

The music began. The story unfolded on stage. There was suspense, laughter, danger, and finally, victory. The shepherd used his courage, kindness, and clever thinking to rescue the village – not with weapons, but with wisdom and love.

Dorian watched in awe. When the play ended, the crowd clapped and cheered. Some even cried. One old man nearby whispered, "I want to be like that shepherd – brave and good."

Later that night, Dorian asked his mother, "Why do people cry at a play?"

She smiled. "Because stories help us feel. They help us see what's true and right – and they remind us of who we can be."

"Like the shepherd," Dorian said, "I want to be someone who helps others too."

Greek theatre wasn't just for fun – it was a way for people to think, learn, and grow. Through costumes, music, and acting, stories were told that shaped hearts and minds.

And just like Dorian, we can still learn from stories today – stories of courage, kindness, and determination that lead us to truth.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. What was the boy's name? What was happening in the city? What story did the play tell? What did Dorian learn?"

(Encourage your child to retell with detail. Prompt gently if needed: "What did the masks look like?" "Why did the people cry?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What was Dorian's job at the theatre?
- What did the actors wear on their faces?
- What was the play about?
- How did the story make Dorian feel?

ii) Middle Primary Students (Ages 8–10)

- Why did the Greeks gather at the theatre?
- What do you think the masks helped people understand?
- What did Dorian learn from watching the play?
- How can stories help us know how to live?

iii) Upper Primary Students (Ages 11–12)

- How did theatre help people in Ancient Greece learn about character and values?
- Why was the shepherd in the play considered a hero?
- Why are good stories important in helping us grow in our thinking and faith?
- How can you use creativity (like stories or plays) to teach truth or encourage others?

D) Activity

Create and Act Out Your Own Mini-Play

Option A: Puppet or Toy Play
Materials:

- Stuffed animals, puppets, or simple stick figures drawn on paper
- A box or tabletop stage (optional)
- Simple props: fabric scraps, small items for scenery

Instructions:

1. Help your child come up with a short story (3–5 minutes) about **a character who shows courage and determination**.
    - Example: A puppy rescues a friend stuck in a fence
    - A child who stands up for someone being left out
2. Choose characters (toys, puppets, drawings).
3. Act out the story together with voice acting and sound effects!

4. At the end, ask: “What lesson did our story teach?”

Option B: Greek Mask Craft & Performance
Materials:

- Paper plates or cardstock
- Markers, paint, or crayons
- String or popsicle sticks (to wear or hold the mask)
- Scissors

Instructions:

1. Design a Greek-style theatre mask with a big expression (happy, sad, angry, surprised).
2. Cut out eye holes. Add string to tie or a stick to hold.
3. Create a simple skit with the mask character acting out a moment of courage or kindness.
4. Perform for family members!

E) Biblical Connection

Bible Verse:
Philippians 4:8 – *“Whatever is true, whatever is noble, whatever is right, whatever is pure… think about such things.”*

Parent/Tutor Says:
“The Greeks told stories to help people think about what was right and good. God tells us to do the same – fill our minds with what is true and noble. That’s why good stories matter.”

Ask Your Child:

- “How do good stories help us become better people?”
- “What kind of stories should we tell or watch?”
- “How can your creativity – your imagination – be used to show others what is good and true?”

Character Focus:

- **Courage** – to stand up for what’s right (like the shepherd)
- **Determination** – to learn from stories and live out the truth you’ve heard

---

Here are **three mini-script templates** designed for young students to act out short plays that teach **courage, kindness, and determination** – just like the Greek theatre stories! These can be used with puppets, toys, or masks.

Each script is **very simple**, with **3–4 characters**, easy dialogue, and a **clear moral lesson**. Feel free to adapt the names or settings!

Mini-Script 1: *"The Brave Friend"*

Theme: *Courage – standing up for others*

Characters:

- *Lena* (kind and brave friend)
- *Theo* (shy classmate)
- *Niko* (the one being mean)
- *Teacher*

Scene: A classroom at break time

Niko: (teasing) "Theo, why are you sitting all alone? You never play with anyone!"

Theo: (quietly) "I just like to read…"

Lena: (stepping in) "That's not kind, Niko. We all enjoy different things."

Niko: "I was just joking!"

Lena: "Jokes shouldn't hurt someone. Let's be better friends."

Teacher: "Lena, thank you for speaking up kindly. That takes courage."

Theo: (smiling) "Thanks, Lena. Do you want to read together?"

Moral: *Courage means doing the right thing, even when others don't.*

Mini-Script 2: *"The Lost Goat"*

Theme: *Determination – never giving up*

Characters:

- *Dorian* (young shepherd)
- *Mother*
- *Goat* (can be acted out with a puppet or sound effects)
- *Neighbour*

Scene: A Greek hillside

Mother: "Dorian, we're missing one goat! Can you find it before sunset?"

Dorian: "I'll try! I think I saw it near the olive grove."

(He searches. Makes animal sounds. Pretend to climb a hill.)

Dorian: “Goat? Are you there? Don’t be scared!”

(He finds the goat stuck in a bush.)

Dorian: “There you are! Let’s get you out. It’s okay.”

Neighbor: “That took effort, Dorian! Well done.”

Mother: “I’m proud of you. You didn’t give up.”

Moral: *Determination means finishing the task, even when it’s hard.*

Mini-Script 3: *"The Kind Storyteller"*

Theme: *Kindness – sharing gifts to help others*

Characters:

- *Myra* (a storyteller)
- *Old Woman*
- *Child*
- *Town Leader*

Scene: A village square

Town Leader: “Myra, would you tell a story to cheer up the children?”

Myra: “Of course. Gather round, everyone.”

Old Woman: “I’m tired and sad today.”

Myra: (smiling) “Then I’ll tell you a story of hope.”

(She acts out a story about a tiny bird that finds its way home.)

Child: “That was amazing! I feel better already.”

Old Woman: “You have a gift, Myra. Thank you for sharing it.”

Moral: *Kindness means using your talents to help others.*

TOPIC 3	PLUTARCH'S LIVES #1

Lesson 7: Lycurgus of Sparta – Building a Strong People

Theme: Strength through unity, courage, and wise leadership

A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Lycurgus and the Spartan Way

A long time ago, in the land of Sparta, people were strong – but they were not always united. They fought among themselves and didn't know how to live with order and peace. Then came a wise leader named **Lycurgus**.

Lycurgus wasn't a king who wanted power for himself. He wanted to help his people live better lives – stronger, kinder, and more disciplined. He believed that the Spartans could become a great people if they worked together.

He gathered the leaders and made new laws. "We will be brave," he said. "We will live simply. We will train our bodies, and we will care more about others than ourselves."

One of his first rules was about **training**. From a young age, boys in Sparta would learn to run, climb, wrestle, and obey. They were taught not to be lazy, but to be strong and smart. But it wasn't only about fighting. They learned to live with **discipline** and **respect**. They wore simple clothes and ate simple meals.

He also made rules about **sharing**. Instead of families eating alone at home, everyone ate together in large public halls. Rich or poor, all were equal. They ate plain food and shared stories. "This makes us one family," Lycurgus said.

Even adults followed strict routines. No gold or silver money – just heavy iron coins. That meant no one could become too rich or greedy. Everyone worked for the good of the city, not just for themselves.

At first, not everyone liked these changes. But as time passed, Sparta became famous for its strength, order, and teamwork. Visitors from other lands were amazed at how loyal and brave the Spartans were.

Lycurgus knew he had done his part. Before he left Sparta forever, he told the leaders: "Keep these laws. Follow them not for me, but for each other. Don't change them unless all of you agree."

Then, Lycurgus disappeared from history – but his legacy lived on.

To this day, people remember Lycurgus not as a king with a crown, but as a servant-leader who helped his people become strong, united, and full of courage.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who was Lycurgus? What did he teach the people to do? What rules did he make? How did the Spartans become strong?"

(Encourage full retelling. Prompt gently with questions like: "What were mealtimes like in Sparta?" "What kind of money did they use?" "How did they train?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- Who was Lycurgus?
- What kind of rules did he make?
- Did the Spartans live in big houses or simple ones?
- Why did they eat together?

ii) Middle Primary Students (Ages 8–10)

- What made Lycurgus a wise leader?
- How did living simply help the Spartans?
- Why do you think Lycurgus didn't want people to become greedy?
- What happens when people work together instead of for themselves?

iii) Upper Primary Students (Ages 11–12)

- How did Lycurgus use rules to help people live with purpose?
- Why do you think discipline and courage were important in Sparta?
- What kind of leader was Lycurgus compared to leaders today?
- How can we build strong communities by listening to wise advice?

D) Activity

Create a Family Motto or Rule Chart – Spartan Style!

Materials Needed:

- A blank piece of paper or small poster board
- Markers or crayons
- Ruler (optional)
- Optional: glue, decorative borders, or stickers

Instructions:

1. Title your chart: **"Our Family Motto"** or **"Strong Family Rules"**
2. Draw or write 3–5 simple rules that your family values. (You can brainstorm together.)
    - Examples: "Help each other," "Speak with kindness," "Be brave," "Work hard," "Tell the truth."
3. Add drawings, symbols, or simple Greek-inspired borders around the edges.
4. Optional: Choose a family **motto or phrase**, such as "Strong Together" or "Faithful and Brave."
5. Hang it in your homeschool area or kitchen!

Discussion Prompt:
"How do these rules help us live like the Spartans – with teamwork, courage, and simplicity?"

E) Biblical Connection

Bible Verse:
Proverbs 15:22 – *"Plans fail for lack of counsel, but with many advisers they succeed."*

Parent/Tutor Says:
"Lycurgus didn't try to lead all by himself – he worked with others to make wise plans for his people. He also taught them to follow rules that helped the whole community. The Bible reminds us that we need advice, wisdom, and teamwork too."

Ask Your Child:

- "Why is it important to listen to good leaders, like parents, pastors, or teachers?"
- "How can you show courage and determination in your daily life?"
- "What is one rule or motto you want to live by this week?"

Character Traits Focus:

- **Courage** – to do hard things and live by values, not feelings
- **Determination** – to follow through with what's right, even when it's not easy
- **Teamwork** – to serve others, not just self

Family Motto & Rule Chart Template

Title: "Our Family Motto"

Instructions:

1. Write your family motto at the top. This should be a short phrase that shows your family's heart and values (e.g., "Strong Together," "Serve with Joy," or "Brave and Kind").
2. Below the motto, list 3–5 simple rules that help your family grow in courage, teamwork, and determination.

Our Family Motto:

Our Rules for a Strong and Loving Family:

1. _____
2. _____
3. _____
4. _____
5. _____

Decorate this page!

- Add your name or your family members' names around the edges.
- Draw Greek-style borders or patterns.
- Add pictures that show your family helping, working, or being brave.

Optional Add-On: *Memory Verse*: "Plans fail for lack of counsel, but with many advisers they succeed." – Proverbs 15:22

……

Family Motto & Rule Chart Template

Title: "Our Family Motto"

Instructions:

1. Write your family motto at the top. This should be a short phrase that shows your family's heart and values (e.g., "Strong Together," "Serve with Joy," or "Brave and Kind").
2. Below the motto, list 3–5 simple rules that help your family grow in courage, teamwork, and determination.

Our Family Motto:

Our Rules for a Strong and Loving Family:

1. _____
2. _____
3. _____
4. _____
5. _____

Decorate this page!

- Add your name or your family members' names around the edges.
- Draw Greek-style borders or patterns like meanders (key shapes), olive branches, or waves.
- Add pictures that show your family helping, working, or being brave.

Optional Add-On: *Memory Verse*: "Plans fail for lack of counsel, but with many advisers they succeed." – Proverbs 15:22

Printable Art Bonus:

-

Colouring Page Suggestion: Print and colour a picture of:

- Lycurgus teaching the Spartan elders
- A Spartan public dining hall
- A child helping in the garden or training with others

You can draw these yourself or find printable Ancient Greece colouring pages to pair with your chart!

Lesson 8: Solon of Athens – Wise Reformer

Theme: Justice, fairness, and wise leadership guided by mercy and humility

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Solon Listens to the People

In the busy, sunlit city of **Athens**, not everyone was happy. Some people were rich and powerful, while others – especially farmers and workers – had lost their land or were trapped in debts they could never repay. Families struggled to feed their children. Many felt that the **laws were unfair**.

Then came a wise man named **Solon**. He was chosen to help fix the problems. Solon didn't arrive with swords or soldiers. He came with ears to listen and a heart for justice.

He walked through the markets and fields, speaking with people from every walk of life – merchants, farmers, servants, elders, and children. He asked them, "What is troubling you? What would a fair city look like?"

One day, he visited a small village outside Athens. A boy named **Petros** saw Solon arriving and ran to tell his father. "The wise man is here! The one who listens!"

Petros's father bowed his head. "Maybe he can help us. We are about to lose our land because of a debt we cannot repay."

Solon sat with them and many others, listening for hours. Then he stood and said, "This must change."

Soon after, Solon made **new laws** that surprised many people. He **forgave unfair debts**, set enslaved farmers free, and stopped rich people from taking land unfairly. He also gave more people a **voice in decisions** so that everyone – not just the wealthy – could be part of guiding the city.

Some of the rich were angry. But Solon said, "Justice is not about keeping the powerful comfortable. It's about making sure everyone is treated fairly."

Solon didn't try to become king. Once the new laws were in place, he left Athens for a time. He wanted the people to follow the laws not because of him – but because it was the **right thing to do**.

And something amazing happened: **Athens began to change**. Families like Petros's kept their homes. People felt hopeful again. And years later, Athens became known as a city where people could **speak, learn, and lead** – together.

Solon was remembered not as a warrior, but as a **listener, thinker, and builder of peace**. His courage was not in battle, but in speaking truth, showing mercy, and acting with wisdom.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who was Solon? What was the problem in Athens? What did he do to help? Try to retell it all in your own words."

(Allow your child to narrate freely. You can prompt gently if needed: "What happened in the village?" "What laws did Solon change?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Solon do to help the people?
- Who was Petros?
- Why were some people sad in Athens?
- Did Solon use swords or did he listen?

ii) Middle Primary Students (Ages 8–10)

- Why were Solon's changes important for the poor people in Athens?
- What made Solon a good leader?
- How did Solon show courage in a different way than a soldier might?
- How can we make fair choices at home or school?

iii) Upper Primary Students (Ages 11–12)

- How did Solon's reforms affect both rich and poor in Athens?
- Why is listening an important part of being a wise leader?
- What does justice mean in this story, and how do we apply it today?
- How can showing mercy and fairness take courage and determination?

D) Activity

Create a "Fairness Scale" Poster

Materials Needed:

- Sheet of paper or cardstock
- Pencil and colouring materials
- Ruler (optional for neat lines)
- Scissors and glue (optional for cut-out ideas)

Instructions:

1. Draw a large **balance scale** (like the kind used to weigh things) with one plate on each side.
2. Label one side: **Unfair Rules** and the other side: **Fair Changes**.
3. Brainstorm examples with your child.
    - Unfair Rule: "Only rich people get to speak."

    - Fair Change: “Everyone gets a voice.”
    - Unfair Rule: “Poor families lose their land.”
    - Fair Change: “Families can keep their homes.”
4. Write or draw these examples under each side of the scale.
5. Decorate the background with Greek-style patterns or words like “Justice,” “Mercy,” “Wisdom.”

Discussion Prompt:
“What rules or choices can we make in our home or school that show fairness and kindness?”

E) Biblical Connection

Bible Verse:
Micah 6:8 – *“What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”*

Parent/Tutor Says:
“Solon wasn’t perfect, but he tried to act justly and show mercy to the poor. He walked with humility – not trying to take power, but to bring peace. God calls us to live this way too.”

Ask Your Child:

- “What does it mean to ‘act justly’ at home?”
- “How can we show mercy, even when we feel angry or upset?”
- “What is one way you can show fairness today – with a sibling, a friend, or a choice you make?”

Character Traits Focus:

- **Justice** – standing up for what is right
- **Mercy** – treating others with compassion
- **Courage** – speaking truth even when it's hard
- **Humility** – choosing to serve rather than rule

Lesson 9: Themistocles – Clever Naval Commander

Theme: Wisdom and strategy can protect and guide, even in times of danger

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Secret Plan of Themistocles

Long ago, in the shining city of **Athens**, the people heard terrible news: the **Persian army and navy** were coming. Their ships were huge, and there were many of them – more than the Greeks could count. People were afraid. Some wanted to run. Others didn't know what to do.

But one man, **Themistocles**, had an idea.

He was a general, but more than that, he was a **thinker**. "We cannot fight the Persians in the open sea," he said. "Their ships are too many. But if we lead them into a narrow place, where they cannot move well, we might just win."

He made a plan.

Themistocles told the Greek ships to hide behind the small island of **Salamis**. He secretly sent a message to the Persian king, pretending the Greeks were scared and ready to flee. The Persians believed the message and hurried their ships into the **tight straits** near the island – where there wasn't room to move their big vessels.

Suddenly, the Greek ships – small, fast, and easy to steer – **rushed out from hiding**. The Persians were surprised. Their big ships got stuck, bumping into each other. The Greeks struck from the sides, again and again. Even though they had fewer ships, their **plan and wisdom won the battle**.

Themistocles didn't win with brute strength. He used **courage, wisdom, and strategy**.

Back in Athens, the people cheered. Their city had been saved, and they never forgot the man who looked ahead and used his mind to protect them.

Many warriors are strong, but not all are wise. Themistocles showed that **clever thinking and trust in a good plan** can change everything.

And just like Themistocles, we can ask God for wisdom when we face hard problems – because wisdom is one of the strongest tools we can ever have.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. What was Themistocles' plan? What happened in the battle? How did they win? Tell me the story in your own words."

(Give your child time to retell freely. Prompt if needed: "Where did they hide?" "What trick did Themistocles use?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What kind of ships did the Greeks have?
- What trick did Themistocles use?
- Who did the Greeks fight?
- Was Themistocles strong, clever, or both?

ii) Middle Primary Students (Ages 8–10)

- Why couldn't the Persian ships move well in the narrow water?
- What does this story teach us about using our brains as well as our muscles?
- Do you think it was easy or hard to trust a secret plan?
- How can wisdom help us when we're facing a problem?

iii) Upper Primary Students (Ages 11–12)

- Why was Themistocles' victory at Salamis so important for Athens?
- In what ways did he show both courage and careful planning?
- How is this story an example of leadership without pride?
- What does it mean to ask God for wisdom today, like Themistocles needed then?

D) Activity

Build Your Own Naval Battle Simulation

Materials Options:

- LEGO pieces (or small toy boats)
- Blue blanket, towel, or water tray (to act as the sea)
- Construction paper or cardboard boats
- Island cut-out or block (for the island of Salamis)

Instructions:

1. Create 2–3 small Greek boats (label or colour blue) and 5–6 larger Persian boats (label or colour red).
2. Set up the "battlefield" using a blue blanket or a water-safe tray.
3. Place the **island** in the centre (a book, rock, or paper island works).
4. Practice sailing the large ships toward the narrow strait between the island and shore.
5. Act out Themistocles' surprise attack:

    - Hide the Greek ships behind the island.
    - Slowly move Persian ships into the strait.
    - Greek ships rush out and "trap" the enemy.
6. Talk about how using the **right place** and **right timing** made all the difference.

Extension: Create speech bubbles or write a mini play: "Captain! We have a secret plan!"

E) Biblical Connection

Bible Verse:
James 1:5 – *"If any of you lacks wisdom, let him ask God… and it will be given to him."*

Parent/Tutor Says:
"Themistocles didn't try to win with just power – he asked himself, 'What is the wisest thing to do?' And that made all the difference. God invites us to do the same."

Ask Your Child:

- "Why is wisdom just as important as strength?"
- "Can you think of a time when you had to stop and think instead of just acting fast?"
- "What's something today that you could ask God for wisdom about?"

Character Traits Focus:

- **Wisdom** – thinking carefully and asking God before acting
- **Courage** – trusting the plan even when it's risky
- **Leadership** – choosing what's best for others, not just yourself

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TOPIC 4	PLUTARCH'S LIVES #2

Lesson 10: Pericles – Leading with Vision

Theme: Vision, responsibility, and building a strong, caring community

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Pericles and the City on a Hill

In a shining time called the **Golden Age of Athens**, there lived a man named **Pericles**. He wasn't a king or a warrior – but he became one of the most important leaders in Greek history because of his vision and wisdom.

Pericles loved his city. He wanted Athens to be a place of beauty, learning, and justice. "We are like a city on a hill," he once said. "Everyone is watching us. Let's shine with courage, wisdom, and light."

Under his leadership, artists and builders created beautiful temples and statues. One of the greatest was the **Parthenon**, a temple built to honour Athena, the protector of Athens. With its tall marble columns and detailed carvings, it showed the world that Athens cared about both **truth and beauty**.

But Pericles wasn't just interested in buildings – he cared deeply about the **people**. He gave speeches in public spaces, reminding citizens that everyone had a part to play in the health of the city. "Our city is strong when we all work together," he said. "Not just the rich, not just the powerful – everyone must do their part."

He encouraged learning, fairness, and courage. He helped make laws that gave more people a voice in how the city was run. He believed that a good leader should serve, not rule with pride.

One day, a young boy named **Kallias** came with his father to hear Pericles speak. They stood in a large, open meeting place. The sun was shining, and people were gathered from all over the city.

Pericles stood before them and said, "You, the people, are the heart of Athens. Be wise. Be brave. Be kind. Help build a city where everyone shines like a light."

Kallias looked up at his father. "I want to help," he whispered. "Can I be a part of building a city like that?"

His father smiled. "Yes. It begins with the choices we make every day – how we treat our neighbours, how we work, and how we care for others."

And so, Kallias grew up learning not only about buildings and temples, but about **honour, duty, and compassion**. Because of leaders like Pericles, Athens became more than just a place – it became a shining example of what a community can be when led with vision and care.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who was Pericles? What did he care about? What did he say to the people? Try to retell the whole story in your own words."

(Encourage a full retelling. Prompt gently if needed: "What was the name of the temple they built?" "What did Kallias learn?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Pericles help build?
- Who did Pericles speak to?
- What did he want the people to do?
- How did the boy Kallias feel when he heard the speech?

ii) Middle Primary Students (Ages 8–10)

- What made Athens strong during the time of Pericles?
- Why did Pericles say that everyone had a part to play?
- What kind of leader was Pericles – not a warrior, but what?
- How can we help build our own "city of light" with our actions?

iii) Upper Primary Students (Ages 11–12)

- What does it mean to lead with vision instead of just giving orders?
- Why is it important that Pericles included all citizens, not just the powerful?
- How is the idea of a "city on a hill" connected to what Jesus said?
- What do you think our world would look like if more leaders were like Pericles?

D) Activity

Create a "City of Courage" Poster

Materials Needed:

- A large sheet of paper (or two taped together)
- Markers, crayons, or coloured pencils
- Ruler (optional)
- Glue, stickers, cut-out people (optional)

Instructions:

1. At the top, write the title: **"City of Courage"**
2. Draw a city inspired by Ancient Athens with roads, homes, a temple (like the Parthenon), schools, gardens, etc.
3. In each part of the city, draw or write about **people doing kind, brave, or wise things**, such as:
    - A child helping an elder
    - A builder working with care
    - A speaker encouraging peace
    - A teacher sharing truth
4. Add bright colours, sunshine, and even lanterns or torches to show that this city "shines like a light."
5. Optional: Add a small banner at the bottom that says: **"A city is strong when everyone does their part."**

Discussion Prompt:
"What kind of city are we building at home, in our school, and in our hearts?"

E) Biblical Connection

Bible Verse:
Matthew 5:14 – *"You are the light of the world. A city on a hill cannot be hidden."*

Parent/Tutor Says:
"Jesus calls us to live in a way that shines – just like Pericles asked the people of Athens to do. A city full of love, truth, and kindness stands out and gives hope."

Ask Your Child:

- "What does it mean to be a 'light' in your home or school?"
- "How can your actions help others feel safe and encouraged?"
- "How can we use courage and determination to build something good – not just buildings, but love and fairness?"

Character Traits Focus:

- **Vision** – seeing what could be, not just what is
- **Responsibility** – doing your part in the group or community
- **Courage** – leading by example, even when it's hard
- **Determination** – working to build something that lasts

Pericles Speech Bubble Worksheet

Imagine you are Pericles speaking to the people of Athens. What kind of words would you use to encourage kindness, courage, wisdom, and unity?

Fill in the speech bubbles below with your own inspiring words!

* We are a city that shines when...

_____

_____

* Let us be brave by...

_____

_____

* Together, we can build a city of...

_____

_____

* Each person matters because...

_____

_____

* Our strength comes from...

_____

_____

Lesson 11: Demosthenes – Finding His Voice

Theme: Growth through practice, courage to speak, and God's help in overcoming fear

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Boy Who Trained His Voice

A long time ago in Athens, there lived a quiet boy named **Demosthenes**. He dreamed of becoming a great speaker – someone who could stand in front of crowds and give wise speeches that moved people's hearts.

But there was one problem. **Demosthenes stuttered.** His words got stuck. He struggled to speak clearly, and sometimes others laughed or ignored him. He felt embarrassed and small.

Some people told him to give up. "You'll never be a speaker," they said. "You can't even finish a sentence!"

But Demosthenes didn't believe that his struggle was the end of the story. He believed that with **practice, courage, and patience**, he could grow. "I may not speak well now," he told himself, "but I will not stay this way forever."

So, he began to train – not with swords or shields like the soldiers, but with **his voice**.

He stood on the shore of the sea and practiced speaking **over the crashing waves**. He wanted his voice to be strong and clear. He even placed **small pebbles in his mouth** as he practiced to help improve how he formed words. It was strange and difficult – but it worked.

Day after day, week after week, Demosthenes didn't give up. He read out loud. He practiced in front of a mirror. He memorized poems. He trained like an athlete, but with his speech.

Years passed. One day, a crowd gathered in the city. A man stood to speak, but his voice was weak and nervous. Then Demosthenes stepped forward. He stood tall, took a breath, and began to speak.

The crowd fell silent.

His words flowed smoothly and clearly. His ideas were strong, his voice powerful. People leaned in to listen. When he finished, there was applause.

Demosthenes had become **one of the greatest speakers in all of Greece**. Not because he was born that way, but because he worked hard, believed in what was right, and trusted that his weakness could become strength.

His story teaches us that we don't need to be loud to be brave. **Courage means trying, practicing, and asking God for help – even when we feel afraid.**

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who was Demosthenes? What problem did he have? How did he train? What happened at the end?"

(Encourage your child to retell freely. Prompt if needed: "What did he put in his mouth?" "Where did he practice speaking?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Demosthenes want to do?
- Why was speaking hard for him?
- What did he do to get better?
- Did he give up?

ii) Middle Primary Students (Ages 8–10)

- What made Demosthenes' training different from others?
- Why do you think he practiced by the sea?
- How did people respond when they heard him speak later?
- What lesson can we learn about trying even when something is hard?

iii) Upper Primary Students (Ages 11–12)

- How did Demosthenes turn a weakness into a strength?
- What character traits helped him become a great speaker?
- Why is practicing something – even when it feels awkward – important?
- What does this story teach us about courage, discipline, and faith?

D) Activity

Brave Speech Practice – Speaking with Encouragement

Materials Needed:

- Bible or Bible verse cards
- A mirror (optional)
- A timer (optional)
- A "stage" space to speak (tabletop, chair, or just a special spot)

Instructions:

1. Choose a **short Bible verse** to speak aloud. Recommended:
    - "The Lord is my strength." (Psalm 28:7)
    - "Be strong and courageous." (Joshua 1:9)
    - "Let your light shine." (Matthew 5:16)

2. Take turns reading the verse aloud – first quietly, then boldly.
3. Try saying it while standing on your "stage." Practice posture, eye contact, and clear voice.
4. Optional challenge: Say it louder than a sound (fan, waves, or pretend wind).
5. Encourage each other with kind words like: "That was clear!" or "You stood so tall!"
6. Optional extension: Record the reading and watch together.

Discussion Prompt:
"How did it feel to speak in front of someone? What helps you feel more confident?"

E) Biblical Connection

Bible Verse:
2 Timothy 1:7 – *"For God gave us a spirit not of fear but of power and love and self-control."*

Parent/Tutor Says:
"Demosthenes could have let fear stop him. But he didn't. He practiced, trusted, and grew. God gives us power – not the kind that pushes others – but the strength to speak with love and self-control."

Ask Your Child:

- "What is something that feels hard to say or do right now?"
- "How can you ask God for courage with your voice?"
- "How can you encourage someone else who's nervous about speaking?"

Character Traits Focus:

- **Courage** – to speak even when nervous
- **Determination** – to keep practicing through difficulty
- **Faith** – to believe that God can grow your gifts, even when they start small

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Lesson 12: Alexander the Great – Power and Humility

Theme: True greatness is not just power, but humility, wisdom, and learning to listen

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Alexander's Greatest Challenge

Alexander stood high on a rocky cliff, looking down over a city that now belonged to him. His army had won again. The crowd below shouted his name: "Alexander! Alexander the Great!" He was still young, but he had conquered more land than any other Greek leader before him.

People said he was a genius in battle. He rode with his soldiers, made daring plans, and never seemed to lose. But with each victory, something dangerous was growing in Alexander's heart – **pride**.

He began to believe he didn't need help. He stopped listening to his advisors. He thought he could make every decision by himself.

One day, after a great victory, Alexander planned a celebration. His friend and general, **Cleitus**, warned him, "Be careful. You are forgetting to listen to wise people. You are becoming too proud."

But Alexander became angry. "I am the one who wins the battles," he snapped. "I don't need anyone to tell me what to do!"

Later that night, in a moment of rage, Alexander shouted at Cleitus. Words turned into actions. In a terrible mistake, Alexander struck his friend. Cleitus fell – dead.

Suddenly, the room went quiet. The celebration stopped.

Alexander dropped his sword. His pride had cost him something too great. He had won a battle… but lost a friend.

For days, he wept. "What kind of leader am I," he cried, "if I cannot even control myself?"

That moment changed him. He still led armies, but now he listened more. He prayed. He tried to treat others with kindness and wisdom.

Many still remember him as a great conqueror. But the real lesson in Alexander's story is this: **Even the strongest leaders must learn humility.**

Being a good leader isn't about being the loudest or the most powerful. It's about listening, showing mercy, and leading with courage and love – not pride.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. What happened after Alexander won many battles? What mistake did he make? What did he learn?"

(Let your child narrate in their own words. Prompt gently if needed: "Who was Cleitus?" "How did Alexander feel afterward?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Alexander do that made people cheer?
- Why did he stop listening to others?
- What mistake did he make?
- What do you think he learned?

ii) Middle Primary Students (Ages 8–10)

- Why did Alexander become proud after many victories?
- What warning did Cleitus give him?
- Why is it dangerous when a leader stops listening?
- What can you do when you realize you've made a mistake?

iii) Upper Primary Students (Ages 11–12)

- How did pride affect Alexander's leadership?
- Why is it important to have advisors, even if you're very capable?
- What does true humility in leadership look like?
- How can humility make us stronger and more respected, not weaker?

D) Activity

Make a "Wise Leader" Crown

Materials Needed:

- Strip of paper or cardstock (long enough to go around the head)
- Crayons, markers, or coloured pencils
- Scissors, glue, and tape
- Optional: stickers, small jewels, or glitter

Instructions:

1. Help your child cut out a crown shape from paper or cardstock.
2. On the front, write the title: **"A Wise Leader Listens and Learns"**
3. Around the crown, write or draw things that make a **good leader**, such as:
    - Listening

    - Kindness
    - Prayer
    - Courage
    - Honesty
    - Asking for help
4. Decorate the crown and let your child wear it proudly as a "leader of kindness and humility."

Optional Extension:
Act out a small scene where a leader must make a choice – will they act proudly or humbly?

E) Biblical Connection

Bible Verse:
Proverbs 16:18 – *"Pride goes before destruction, and a haughty spirit before a fall."*

Parent/Tutor Says:
"Alexander had many victories, but when pride took over, he made a terrible mistake. The Bible warns us that pride can lead to downfall, but humility helps us grow stronger."

Ask Your Child:

- "What does this verse mean in your own words?"
- "Why is humility important, even when we're good at something?"
- "Can you think of a time when it was hard to listen, but you chose to anyway?"

Character Traits Focus:

- **Humility** – choosing to listen and admit when you're wrong
- **Courage** – to lead with wisdom and love, not just power
- **Self-control** – even in moments of anger or pride

Lesson 13: Alexander the Great – Determined to Lead

A) Lesson Content

Parent/Tutor Says:

“I’m going to read you another story about Alexander the Great. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read the story once. After I’ve read the story, I want you to tell me everything you can remember about it. Ok? Ready? Let’s begin.”

Story: "The Young King Who Wouldn't Give Up"

A long time ago, in a kingdom called Macedonia, a boy named Alexander was born. From the time he was young, he was curious, bold, and full of dreams. His father was King Philip, a strong leader who taught Alexander how to ride horses, fight battles, and lead people. Alexander’s mother, Queen Olympias, told him stories of great heroes like Hercules and Achilles, filling his heart with a desire to do something great for the world.

By the time Alexander was a teenager, he was already learning from one of the most famous teachers in the world – Aristotle. He didn’t just learn about war and weapons; he also studied science, geography, philosophy, and how people thought and lived in different lands.

Then something unexpected happened – when Alexander was just 20 years old, his father was killed. Suddenly, Alexander became king. Most people thought he was too young to lead a kingdom. But Alexander didn’t let fear or doubt stop him. He was determined.

He gathered his army and began one of the most incredible journeys in history. He led his soldiers through blazing deserts and freezing mountains. They crossed rivers, climbed cliffs, and walked for days without rest. Alexander always rode at the front, leading the way. When his men were tired and hungry, he didn’t eat or drink until they had enough. When they wanted to give up, he shouted, “We can do this together!”

Alexander’s determination took him to Egypt, Persia, and even India. He built new cities and brought people together from different cultures. One city he built was named Alexandria, and it became a famous place of learning and science.

But even with all his success, Alexander began to struggle. His desire to conquer more lands turned into pride. He started to believe he couldn’t be defeated. Some of his closest friends began to worry. “Are we still doing this for the good of the people,” they asked, “or just to make your name great?”

Alexander didn’t listen. He kept pushing forward until his army grew tired. They begged to go home. At last, Alexander agreed. He turned around, but not long after, he became very sick and died when he was only 32 years old.

Alexander’s life shows us two things: determination can take us far – but without humility, it can lead us down the wrong path. Being determined is a good thing, especially when we are doing what is right. But we need to remember, like Proverbs 3:6 says, to acknowledge God in all we do. Then He will direct our path.

B) Narration

Parent/Tutor Instructions:

"Now I want you to tell me everything you can remember about the story I just read. Tell it in your own words. What happened? Who was in the story? What did they do? How did the story end?"

Encourage students to speak freely and retell the story. If they struggle, prompt them with questions like:

- "What happened first?"
- "What kind of person was Alexander?"
- "Where did he travel?"
- "How did his journey end?"

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- Who was Alexander?
- Was he young or old when he became king?
- What kinds of places did he travel through?
- Was Alexander brave?
- Who helps us when we need to be brave?

ii) Middle Primary Students (Ages 8–10)

- Why do you think Alexander wanted to keep conquering more places?
- How did he treat his soldiers?
- What are some good ways to show determination?
- Can you think of a time you had to be determined to finish something?
- What do you think Proverbs 3:6 means about letting God lead?

iii) Upper Primary Students (Ages 11–12)

- What's the difference between healthy determination and selfish ambition?
- How can pride affect a leader's decisions?
- Do you think Alexander was a good leader? Why or why not?
- How do we balance being courageous and staying humble?
- How can we apply Proverbs 3:6 in our own goals and dreams?

D) Activity: Alexander's Journey Map

Materials Needed:

- Printable world map (or blank sheet to draw one)
- Crayons or pencils
- Small stickers or icons
- Ruler (optional)

Parent/Tutor Instructions:

"Now we're going to make a map of Alexander's journey! Let's look at the path he took from Macedonia all the way to India."

Steps:

1. Print or draw a simple map that includes Macedonia, Egypt, Persia (modern Iran), and parts of India.
2. Mark where Alexander started (Macedonia) with a crown sticker or drawing.
3. Use arrows or lines to trace his journey.
4. Add stickers or symbols to show important stops like Egypt, Persia, and India.
5. Label one of the cities he built – Alexandria.
6. At the bottom of the map, write: "Determination can lead far, but God must guide the way – Proverbs 3:6"

Let the child personalize their map – colour in the sea, draw mountains, or add soldiers marching if they like.

E) Biblical Connection

Verse:
Proverbs 3:6 – *"In all your ways acknowledge Him, and He shall direct your paths."*

Discussion Question:

"Alexander was very determined, but he sometimes forgot to ask for God's help. What do you think would have changed if Alexander had asked God to guide his plans?"

Then ask:

"What are some things in your life where you need to be determined? Maybe learning something hard, being kind when it's not easy, or finishing a chore. How can you remember to ask God to help you stay determined but also humble?"

Encourage the student to pray and ask God to help them grow in **courage**, **determination**, and **humility**, just like a wise and godly leader.

TOPIC 5	OLYMPICS & PHYSICAL SKILLS

Lesson14: The First Olympic Games

Theme: Courage, competition, and running life's race with purpose

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Race at Olympia

It was early morning in Ancient Greece. The sun had just begun to rise, and people were already walking toward a special place called **Olympia**. There, every few years, people came from all over Greece to watch the **Olympic Games**.

Timon, a young boy from a nearby village, walked beside his father through the crowd. This was the first time he had come to the Games, and he could hardly believe his eyes. Everywhere he looked, people were stretching, warming up, or running drills. There were no seats – just hillsides where people sat to cheer and watch.

"Why do they compete, Father?" Timon asked.

His father smiled. "To honour the gods – and to test themselves. The men who run, jump, and wrestle must be brave and strong. They train for years to prepare for this day."

Timon watched wide-eyed as the **footrace** began. The runners lined up at a stone start line. A loud voice called out, "Go!" and the athletes sprinted across the dusty track, feet pounding, arms swinging. The crowd shouted and clapped.

Next came **wrestling**, where two strong men circled each other. They grabbed and pushed, trying to bring the other to the ground without hurting each other. Then came the **javelin throw** – a long spear that the athletes hurled as far as they could.

Timon leaned forward, imagining himself on the field. "Do you think I could do that one day?" he asked.

"With courage and training," his father said, "anything is possible."

Timon learned that only **men and boys** could compete, and only after much hard work. They ate special food, exercised every day, and practiced their skills faithfully. They didn't compete for gold medals, but for a simple **olive wreath** – a crown made from leaves.

"But even more important than winning," said his father, "is finishing with honour. Sometimes you fall. Sometimes you lose. But the brave keep going."

As they walked home, Timon picked up a stick and began to run with it like a javelin. "One day, I'll race in Olympia," he said. "And even if I don't win, I'll run with all my heart."

And that's what the Olympics were all about: not just winning, but running with **determination**, with **honour**, and with **heart**.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who went to the Olympic Games? What events did Timon see? What did he learn about courage and training?"

(Let your child retell the story in their own words. Prompt gently if needed: "What kind of events were there?" "What did his father say about finishing with honour?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What was the name of the place where the Olympics happened?
- What did the runners and wrestlers do?
- What did Timon dream of doing?
- Why did his father say being brave is important?

ii) Middle Primary Students (Ages 8–10)

- What made the Olympic Games special in Ancient Greece?
- Why did the athletes train so hard?
- What did Timon learn about courage and trying his best?
- How can we learn from Timon's desire to try, even if he might not win?

iii) Upper Primary Students (Ages 11–12)

- What values did the Olympics encourage in Ancient Greece?
- How is running a race like living a faithful life?
- Why is it important to finish with honour, not just aim for winning?
- How can you show determination in something that takes time and effort?

D) Activity

Host a Mini Olympic Games at Home

Materials Needed:

- A soft toy or rolled sock (for “discus” or “javelin” toss)
- Blanket or tape for a finish line
- Ruler or chalk to mark jump distance
- Paper and ribbon to make “olive wreath” medals or headbands

Set Up Events:

1. **Sprint Race** – Set a start and finish line. Race across the room or yard!
2. **Long Jump** – Mark where students jump from. Measure the distance.
3. **Sock Toss (Discus/Javelin)** – Throw a soft toy or sock. See how far it goes!
4. **Balance Walk** – Walk across a line slowly like an athlete training focus and control.
5. **Cheering Section** – Clap for each other no matter who wins!

Celebrate:
Make simple “olive wreath” crowns from paper strips or green construction paper and place them on each child’s head for participation. Praise their **effort**, not just their wins.

Discussion Prompt:
“How did it feel to try your best? Did you enjoy cheering for others too?”

Mini Olympic Games Score Sheet

Write each participant's name and record their effort in each event. Cheer everyone on for trying their best!

Participant Name	Sprint Time	Long Jump Distance	Sock Toss Distance	Cheering/Encouragement Given

You can add more rows as needed!

E) Biblical Connection

Bible Verse:
1 Corinthians 9:24 – *"Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize."*

Parent/Tutor Says:
"God tells us that life is like a race – not just a competition, but a journey that takes strength, focus, and heart. He wants us to run – not to beat others – but to do our very best for Him."

Ask Your Child:

- "What helps you keep going even when something is hard?"
- "What does it mean to 'run with honour'?"
- "Can you think of a time you didn't win, but you were still proud because you tried your best?"

Character Traits Focus:

- **Courage** – to keep going even when you're nervous or behind
- **Determination** – to finish strong, no matter what
- **Joy** – in celebrating effort and cheering on others

Lesson 15: Training Like a Greek Athlete

Theme: Building strength, character, and godliness through training and perseverance

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Spartan Morning

The sun had not yet risen when **Andros**, a young Spartan boy, opened his eyes. He stretched his arms, rubbed the sleep from his eyes, and stood up quickly. Today was a training day – and every day was training day in Sparta.

Andros was only nine, but he was already expected to be strong, brave, and obedient. From the time he could walk, he had learned how to run across fields, climb walls, carry supplies, and march in straight lines. He and the other boys lived at the **agoge**, the Spartan school of strength and discipline.

They ate simple food – mostly bread, cheese, and figs – and sometimes had to share what little they had. They learned to live with less and to appreciate teamwork over comfort.

"Today, we run the field course," said the trainer. "And then wrestling practice."

Andros joined the other boys. They stretched, then ran – barefoot – across the rocky field, dodging trees, leaping over logs, and splashing through water. His muscles burned, but he kept going. "A true Spartan doesn't give up," he whispered to himself.

Later, they practiced marching in a straight line, listening for the command to turn, stop, or move. Even though it wasn't loud or fast, it took great focus. One boy stepped out of line and had to try again.

At wrestling practice, Andros didn't win his match, but his trainer smiled. "You fought with heart," he said. "That's more important than winning."

When the day's training ended, Andros washed in cold water, sat with his team, and listened as one of the older boys shared a story of courage from a past Spartan warrior. Then the trainer read a proverb about **strength and self-control**, and reminded them that strength alone wasn't enough – a real hero was **humble and wise**.

That night, Andros lay on his mat. He was tired – but proud. He hadn't won the race or the wrestling match, but he had given his best, helped his teammates, and learned something new.

He whispered a quiet prayer, "Lord, help me train not only my body – but also my heart. I want to be strong for the right reasons."

And in the quiet darkness, Andros knew: true strength came from **courage, humility, and discipline**, not just from muscles and speed.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who was Andros? What was his day like? What did he learn from his training?"

(Encourage your child to retell freely. Prompt gently if needed: "What did the trainer say?" "How did Andros feel at the end of the day?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Andros do in the morning?
- What kind of food did the Spartan boys eat?
- Did Andros win his wrestling match?
- What made him feel proud at the end of the day?

ii) Middle Primary Students (Ages 8–10)

- Why did Spartans train their children from a young age?
- What were some of the things Andros practiced?
- What did the trainer mean by "you fought with heart"?
- What does it mean to train your heart as well as your body?

iii) Upper Primary Students (Ages 11–12)

- How did the Spartan lifestyle teach discipline and teamwork?
- Why do you think the story emphasizes perseverance over winning?
- What spiritual lessons can we learn from physical training?
- How can you apply the mindset of Andros to your schoolwork or responsibilities?

D) Activity

Design and Run Your Own "Greek Athlete Training Course"

Materials:

- Indoor: pillows, chairs, couch cushions, broomsticks, blankets
- Outdoor: sticks, cones, boxes, hula hoops
- Stopwatch or timer
- Optional: paper medals or laurel crowns

Set-Up and Instructions:

1. Help your child design an **obstacle course** with a few challenges:
    - **Balance walk** across a line or narrow board
    - **Jumping challenge** (hop over pillows or sticks)
    - **Crawl or army slide** under a table or blanket fort

    - **March and freeze** when you say "Halt!" (like Spartan training)
2. Time each other running the course. Then try again and see if they can **improve their focus or form**.
3. Encourage **cheering**, **teamwork**, and **celebrating effort** over winning.
4. At the end, ask: “What part was hard? What helped you keep going?”

Optional Craft:
Make paper “training tokens” for strength, focus, kindness, and courage – earn them as you train!

E) Biblical Connection

Bible Verse:
1 Timothy 4:8 – *“For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come.”*

Parent/Tutor Says:
“Training our bodies is good – it helps us be healthy, focused, and disciplined. But God reminds us that **training our hearts to love, forgive, obey, and be kind** is even more important.”

Ask Your Child:

- “How can we train our hearts to be more godly?”
- “What takes more courage – finishing an obstacle course or being kind when it’s hard?”
- “Can you think of one thing to ‘train’ this week – like being more patient or more thankful?”

Character Traits Focus:

- **Courage** – to try hard things without giving up
- **Discipline** – training ourselves daily, body and heart
- **Determination** – continuing even when something feels difficult
- **Humility** – remembering that true strength comes from God

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Lesson 16: Olympic Champions – Courage to Compete

Theme: Courage, perseverance, and finishing what we start with God's help

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Boy Who Carried a Bull – The Story of Milo of Croton

A long time ago in Ancient Greece, in the city of **Croton**, lived a boy named **Milo**. He was not strong when he was young, and many boys were faster or tougher than him. But Milo had something they didn't notice – he had **determination**.

One day, when he was still a young teen, Milo was walking past a small farm. He saw a baby calf wobbling on its legs. It had been born that morning. Milo asked the farmer, "Can I lift it?" The farmer laughed and said, "Sure, if you can!"

Milo bent down, wrapped his arms around the calf, and carefully picked it up. It wasn't easy, but he did it. He laughed and set the calf down gently.

The next day, Milo came back – and he lifted the calf again.

He did the same thing the day after that.

And the day after that.

Days turned into weeks, and weeks turned into months. As the **calf grew**, so did Milo's **strength**. No one thought much of it at first, but as the animal became heavier, Milo kept coming back, lifting the now larger and stronger creature.

The townspeople began to whisper. "That boy has been training with a bull!" they said. "He's becoming strong without anyone noticing."

Years later, the calf had become a full-grown **bull**, and Milo could still carry it.

By then, Milo had become the strongest man in Croton – and perhaps all of Greece. But he wasn't proud or boastful. He remembered where he started: with weak arms and a small calf. He remembered the **rainy days** when he didn't want to go outside. The **muddy fields**, the days he dropped the calf and had to try again. But he kept coming back.

When it was time for the **Olympic Games**, Milo was ready.

The great stadium was filled with spectators. Milo stepped onto the field, his heart pounding, remembering every early morning and every fall. “I am not here just because I am strong,” he thought. “I am here because I **did not give up**.”

He wrestled that day with all his might, and he won. But what the crowd cheered for most wasn’t just his power – it was the story they had heard of the boy who **carried a bull every day**.

He became a champion not just of muscle, but of **courage, patience, and perseverance**.

And Milo’s story reminds us of something important: **Strength doesn’t happen all at once. It grows a little each day.**

It’s the same for our hearts and character. If we practice courage, kindness, honesty, or thankfulness – day after day – we grow stronger. Just like lifting a calf, it takes **patience** and **persistence**.

So, when you feel small or weak, remember Milo. Don’t try to lift a bull in one day – but be willing to start with what you can carry today, and let God grow you into someone strong in every way.

B) Narration

Parent/Tutor Says:
“Now I want you to tell me everything you remember from the story. Who was Milo? What did he do every day? How did he become strong? What did people learn from his story?”

(Allow your child to narrate. Prompt gently if needed: “What animal did he lift?” “Did Milo become strong quickly or slowly?” “What helped him keep going?”)

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Milo lift every day?
- How did he become strong?
- Did he stop when it was hard?
- What did he do at the Olympics?

ii) Middle Primary Students (Ages 8–10)

- Why was it important that Milo started small and trained every day?
- What do you think was harder – lifting the bull or not giving up?
- How do small daily choices help us grow stronger over time?
- What’s something you could practice each day to grow stronger?

iii) Upper Primary Students (Ages 11–12)

- What does Milo’s story teach us about long-term perseverance?
- Why do people often cheer for courage more than talent?
- How is spiritual strength similar to physical strength?
- How can we grow in godliness and not give up when it’s hard?

D) Activity

Create a "Champion Certificate" to Celebrate Courage and Perseverance

Materials Needed:

- Paper or cardstock
- Markers or crayons
- Optional: gold star stickers, ribbon, scissors

Instructions:

1. Help your child title the top of the page: **"Champion of Courage"** or **"Perseverance Award"**
2. Underneath, write or draw something they've worked hard at and stuck with.
    - It could be schoolwork, chores, a sport, a new skill, or a relationship.
3. Decorate the certificate with symbols of strength: a laurel wreath, Olympic torch, or even a calf growing into a bull!
4. Present it to them with applause or a "ceremony" to celebrate the value of **faithful perseverance**.

Optional Extension:
Create a "Daily Training Tracker" chart where they check off daily habits that build strength (e.g., prayer, kindness, effort, thankfulness, focus).

Note: A Certificate Template is on the next page.

Champion of Courage, Determination & Perseverance

This certificate is proudly awarded to:

_____

For showing great courage and perseverance.
Like Milo of Croton, you kept going even when it was hard,
and you gave your best every day.

Your strength is growing, and your heart is shining.

Date: _____ Signed: _____

E) Biblical Connection

Bible Verse:
Hebrews 12:1 – *"Let us run with perseverance the race marked out for us."*

Parent/Tutor Says:
"Milo ran his race by lifting a little more each day. We all have a race to run – a life God has given us. And the Bible says we must not give up, but run with **perseverance**, trusting God every step of the way."

Ask Your Child:

- "What is a 'race' God has marked out for you – something He wants you to finish faithfully?"
- "What helps you keep going when things feel hard?"
- "How does God give us strength to persevere?"

Character Traits Focus:

- **Courage** – to begin, even when you feel small
- **Determination** – to keep going, one step at a time
- **Patience** – to grow strong slowly, like Milo
- **Faithfulness** – to finish the race with God's help

TOPIC 6	HANDICAPS

Lesson 17: What the Greeks Thought About Weakness

Theme: God values the weak and uses them for great things

A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Archer of Sparta

In the fierce land of Sparta, strength was everything.

Boys were trained from a young age to run, jump, climb, and wrestle. They were taught to hide pain and show no fear. Spartans believed only the strongest warriors should survive. Those who were weak or different were often left out – or worse, sent away.

But one boy was different.

His name was **Eirenaios**, and from the day he was born, he walked with a limp. His right leg was weaker than the other, and he couldn't run fast or climb trees like the other boys. Some whispered that he should never have been allowed to stay in Sparta.

But Eirenaios had a gift. His father, who was kind and brave, told him, "You may not be strong like the others – but strength is not only found in muscle. Strength lives in the heart."

So Eirenaios trained – not with his legs, but with his hands and eyes. Every day he practiced **archery**. He would sit on a rock, breathing slowly, watching the wind and the shadows. He learned to hold the bow steady and shoot arrows with amazing precision.

At first, the other boys laughed. "What good is a boy who can't march?" they said.

But Eirenaios did not give up.

Years passed. The boys grew into young men. They learned to fight in formation and carry heavy shields. Eirenaios still couldn't run with them – but his arrows never missed.

Then came a day of trouble.

A wild boar had wandered into the village outskirts, terrifying the farmers. Strong and swift, it had already hurt two men. The village leaders were afraid. “We must protect the people,” they said. “But no one can get close – it’s too dangerous.”

Eirenaios stood. “I will try,” he said.

The others hesitated. “You?” someone whispered.

But his father nodded. “Let him go.”

Eirenaios moved slowly toward the hill where the boar had last been seen. He climbed up a low rock, steadying himself with his bow. He waited. He watched.

Suddenly, the bushes rustled – and out came the great animal, snorting and ready to charge.

Eirenaios took a breath. He aimed carefully. His arrow flew straight and true.

The boar dropped.

The village was safe.

People ran to him, cheering. “You saved us!” “Your aim was perfect!” “We were wrong to doubt you!”

One of the leaders said, “Today, we saw a new kind of strength. You trained with patience. You used what you had. And you showed that **true power doesn’t always look like we expect it to.**”

From that day on, Eirenaios became known as **the Archer of Sparta**. Not because he had strong legs – but because he had a brave heart and faithful hands.

And some say, when future boys came to Sparta who were weak or different, people remembered Eirenaios – and gave them a chance.

B) Narration

Parent/Tutor Says:
“Now I want you to tell me everything you remember from the story. What made Eirenaios different? What did he become good at? What happened with the wild boar?”

(Encourage free retelling. Prompt if needed: “How did people treat him at first?” “What made him strong in the end?”)

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What was different about Eirenaios?
- What did he practice every day?
- How did he help the village?
- Was he strong in a different way?

ii) Middle Primary Students (Ages 8–10)

- Why did some people in Sparta think Eirenaios didn't belong?
- What helped him become an amazing archer?
- How did God use his weakness for something good?
- Can people who are different still do amazing things?

iii) Upper Primary Students (Ages 11–12)

- How did the values of Ancient Sparta differ from the values of the Bible?
- What does this story teach us about how we treat those who seem "weaker"?
- Why is determination and faithfulness just as important as strength?
- How can we help others see their God-given value – even if the world doesn't?

D) Activity

Empathy Challenge: "Try It Differently"

Materials Needed:

- Socks or small objects for stacking
- Timer or stopwatch
- Blindfold or scarf
- Button-up shirt or coat

Instructions:

1. Choose a simple task, like stacking 5 socks, putting on a coat, or placing blocks in a row.
2. Try doing the task:
    - With **only one hand**
    - With a **blindfold**
    - With your **non-dominant hand**
3. After each attempt, ask:
    - "How did that feel?"
    - "What would it be like to do that every day?"
    - "How would you want others to treat you if it took you longer?"

Optional:
Write or draw something you're good at and something that's hard for you. Talk about how God helps us grow in both areas.

E) Biblical Connection

Bible Verse:
2 Corinthians 12:9 – *"My grace is sufficient for you, for my power is made perfect in weakness."*

Parent/Tutor Says:
"In the story, the world saw Eirenaios as weak. But God sees differently. The Bible tells us that His strength shines the brightest when we feel small or limited. That's when we learn to depend on Him."

Ask Your Child:

- “What do you think this verse means?”
- “Can weakness ever be a good thing?”
- “How has God helped you do something you thought you couldn’t do?”

Character Traits Focus:

- **Courage** – to keep going when others expect you to quit
- **Determination** – to practice faithfully, even when progress is slow
- **Compassion** – to value others, even when they seem different
- **Faith** – to trust that God’s power works best when we feel weak

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Group Reflection Worksheet – Strength in My Weakness

This worksheet is for use in a small group or homeschool family setting. Each person can share or write their thoughts about how God uses both our strengths and weaknesses.

Names of Group Members:

1. _____ 2. _____ 3. _____ 4. _____

* What is something you are good at?

_____

_____

_____

_____

* What is something that's hard for you?

_____

_____

_____

_____

* How has God helped you when things were hard?

_____

_____

_____

_____

* How can we encourage others who feel weak or left out?

_____

_____

_____

_____

Memory Verse:

"My grace is sufficient for you, for my power is made perfect in weakness." – 2 Corinthians 12:9

Lesson 18: Heroes with Challenges – Stories of Ancient Bravery

Theme: God strengthens those who persevere through challenges

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Homer's Voice

In Ancient Greece, in a time before books were common, people learned through **stories spoken aloud** – stories of war, bravery, gods, and heroes. These stories were passed down from person to person by poets, singers, and bards who used their words to keep history alive.

One of the greatest storytellers of all time was a man named **Homer**.

But Homer had a challenge. He was **blind**.

No one knows exactly how he lost his sight – some say he was born that way, others that it happened when he was young. But what we do know is that even though Homer couldn't see with his eyes, he **saw the world with his mind and heart**.

He didn't write with pen and paper. Instead, Homer **spoke** his stories aloud. He memorized long poems, thousands of lines long, and told them with rhythm and passion so people could remember them, too.

Two of the most famous stories he told were the **Iliad** and the **Odyssey**.

The Iliad told of a great war in the city of Troy – a war filled with warriors, kings, and decisions that changed nations. The Odyssey told of a brave man named Odysseus who wandered for ten years trying to return home, facing storms, monsters, and temptations.

Homer's words were so powerful that people gathered in crowds just to hear them. Children sat wide-eyed, imagining the roaring seas and golden armour. Warriors listened and remembered their duty. Mothers wept at the beauty of the words.

Some people might have thought, "How can a man who cannot see tell such incredible stories?" But Homer didn't let his blindness stop him. He **trained his memory**. He listened to sounds, felt textures, and paid close attention to everything around him.

And through his challenges, his words became even **more powerful** – full of wisdom, emotion, and meaning.

Even long after he died, people **memorized and shared his poems**. Eventually, his stories were written down and became some of the **most famous works in history**. They are still studied and celebrated today – nearly **3,000 years later**!

Homer's life teaches us something important: **your challenge does not define your value**. God can use your voice, your mind, and your heart – even if something in your body doesn't work the way others expect.

Many heroes in history had challenges – some were blind, deaf, lame, or had learning difficulties. But with **courage, faith, and perseverance**, they shaped the world.

You don't need perfect strength or ability to do great things. You need **determination and trust in God**, who says, *"My strength is made perfect in weakness."*

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who was Homer? What challenge did he have? What did he do that was amazing? What stories did he tell?"

(Let your child retell the story freely. Prompt gently if needed: "Was Homer a warrior or a poet?" "What made his words special?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What was different about Homer?
- What did he do instead of writing?
- What kind of stories did he tell?
- Was Homer brave even though he couldn't see?

ii) Middle Primary Students (Ages 8–10)

- Why do you think people listened so carefully to Homer's stories?
- How did Homer turn his weakness into something powerful?
- What can we learn from someone who doesn't give up even when life is hard?
- How can you use your voice, mind, or hands to do something good?

iii) Upper Primary Students (Ages 11–12)

- How did Homer's blindness impact his work as a storyteller?
- Why is perseverance more important than ability?
- What are some challenges you've faced, and how have you grown through them?
- What does this story teach us about how God values people?

D) Activity

Empathy & Imagination Activity: "Feel & Trust"

Materials Needed:

- Blindfold or scarf
- A few household objects (spoon, toy, sock, book, etc.)

Instructions:

1. Blindfold your child or have them close their eyes tightly.
2. One at a time, place an object in their hands and ask them to **identify it using only touch**.
3. Guide them carefully across the room or around a short obstacle path, using only your voice.
4. Afterward, talk about how it felt:
    - "Was it harder than usual?"
    - "What did you have to rely on instead of sight?"
    - "How do you think someone like Homer learned to do so much without seeing?"

Optional Extension:
Have them create a short **oral story** without writing it down – just like Homer!

E) Biblical Connection

Bible Verse:
Philippians 4:13 – *"I can do all things through Christ who strengthens me."*

Parent/Tutor Says:
"Homer didn't have strong eyes, but he had a strong heart and mind. With patience and courage, he gave something beautiful to the world. The Bible reminds us that **God gives us strength** – even when we feel weak."

Ask Your Child:

- "What challenge have you had to face or overcome?"
- "How did God help you through it?"
- "What would you say to someone who feels like they're not good enough?"

Character Traits Focus:

- **Courage** – facing difficulties instead of hiding from them
- **Perseverance** – practicing even when it's hard
- **Faith** – believing God can work through your weakness
- **Compassion** – treating others kindly, no matter their ability

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Lesson 19: God's Strength in Our Weakness

Theme: God helps us when we feel weak or not enough.

A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: When Paul Prayed for Strength
(Approx. 700 words)

The apostle **Paul** was one of the greatest messengers for Jesus the world has ever known. He travelled to cities, towns, and villages, telling people about God's love, healing the sick, and starting churches. He wrote letters that became part of the Bible.

But Paul had a **weakness**. Something in his life made him feel small and worn out. We don't know exactly what it was – it might have been pain, sickness, or even trouble seeing – but Paul called it his "**thorn in the flesh.**"

This thorn didn't go away.

Paul prayed again and again: "God, please take this away!"

But God gave him an answer Paul didn't expect. Instead of removing the thorn, God said:
"My grace is sufficient for you. My power is made perfect in weakness."

That means: "Paul, I will help you. You don't need to be strong on your own – **I will be your strength.**"

Paul could have been sad. He could have said, "Then I give up!" But he didn't.

He kept going. He kept preaching. He wrote letters of encouragement from prison. He kept praising God even when life was hard.

And Paul learned to say something beautiful:
"When I am weak, then I am strong."

That sounds strange, doesn't it? How can weakness be strength?

Paul understood that when we admit we need help, we give God space to show His power in our lives. We become brave – not because we are big or fast or smart – but because **God is with us**.

Paul wasn't the only one.

- **Moses** was afraid to speak in front of people. But God gave him words.
- **David** was the youngest and smallest of his brothers, but he faced Goliath with faith.
- **Esther** was scared to go before the king, but God gave her courage.

Even Jesus, in the garden before the cross, prayed, “Father, if it’s possible, take this cup from me.” But He trusted God’s will and walked the hard road.

All these people had moments where they felt weak. But God did not leave them.

And He doesn’t leave **you**, either.

When you feel nervous, lonely, or not good enough, you can say, “**God, help me.**” And He will. Because He promised.

God doesn’t ask us to be perfect. He asks us to **trust Him**. That’s where true strength lives.

B) Narration

Parent/Tutor Says:
“Now I want you to tell me everything you remember from the story. What did Paul pray for? What did God say back? Who are some other people in the Bible who had fears or weaknesses?”

(Allow for free retelling. Prompt as needed: “What did Paul call his problem?” “What did God say about grace?”)

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What was bothering Paul?
- What did God tell Paul about His grace?
- Who helps us when we feel weak or scared?
- Can you think of something hard that God helped you do?

ii) Middle Primary Students (Ages 8–10)

- Why do you think Paul didn’t stop doing God’s work even though he had struggles?
- What does it mean that God’s power is “made perfect in weakness”?
- How can admitting our need for help make us stronger?
- What does this story show us about trusting God?

iii) Upper Primary Students (Ages 11–12)

- Why might God have allowed Paul to keep his “thorn” instead of removing it?
- How is God’s idea of strength different from the world’s idea of strength?
- How does weakness help us grow in faith and humility?
- Can you think of an area in your life where God is showing His strength through your weakness?

D) Activity

Creative Reflection: “God Can Help Me” Page

Materials Needed:

- Plain paper or printable worksheet
- Markers, pencils, or crayons

Instructions:

1. Fold the page in half.
2. On the left side, write or draw something that your child finds hard (examples: math, reading, speaking in front of others, making friends, trying new things).
3. On the right side, write or draw: **“God can help me.”**
4. Let them decorate with symbols of strength (hearts, crosses, lions, muscles, etc.).
5. Post it somewhere visible to remind them that **they are not alone** in their struggles.

Optional Add-On:
Create a mini “When I Am Weak” journal where they write a weekly entry about something hard – and how they saw God help them through it.

NOTE: THE NEXT TWO PAGES NCLUDE...

1. 'GOD CAN HELP ME' WORKSHEET &
2. 'WHEN I AM WEAK' MINI-JOURNAL

God Can Help Me Worksheet

Instructions: On the left, draw or write something that feels hard for you. On the right, write or draw how God can help you through it.

Something hard for me:

_____

God can help me:

_____

.....

When I Am Weak – Mini-Journal

Write about a challenge you faced this week and how God helped you.

Entry 1

What was hard this week?

_____

How did God help me?

_____

How can I trust Him more next time?

_____

Entry 2

What was hard this week?

_____

How did God help me?

_____

How can I trust Him more next time?

_____

Entry 3

What was hard this week?

_____

How did God help me?

_____

How can I trust Him more next time?

_____

E) Biblical Connection

Bible Verse:
Isaiah 41:10 – *"Do not fear, for I am with you… I will strengthen you and help you."*

Parent/Tutor Says:
"This verse reminds us that **God is with us when we feel afraid or weak**. He doesn't leave us to figure it out on our own – He strengthens us from the inside."

Ask Your Child:

- "What are some things that make you feel weak or not good enough?"
- "How can you invite God into those hard moments?"
- "What does this verse tell us about how God treats His children?"

Character Traits Focus:

- **Courage** – to face hard things without giving up
- **Humility** – to ask for help when we need it
- **Trust** – to believe that God is strong when we are not
- **Faith** – to know that His grace is enough for today

TOPIC 7	GREAT FEATS

Lesson 20: The Messenger at Marathon

Theme: Perseverance, courage, and finishing your race with faith

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: Pheidippides' Race

The battlefield was finally quiet.

The sun beat down on the plains of **Marathon**, and the Greek soldiers stood exhausted but victorious. They had just defeated the mighty Persian army in a fierce battle. Though outnumbered, the Greeks had used clever tactics and teamwork to win.

One man stepped forward, breathing heavily. His name was **Pheidippides**, a soldier and messenger. He had already run many miles in the days before the battle, delivering messages from city to city. But now, he had one final message to give – **the most important one of all.**

"Pheidippides," the general said, "run to Athens. Tell them we have won."

Pheidippides nodded. There was no time to waste. The people of Athens didn't know yet whether the Persians had won or lost. If they feared the worst, they might flee or give up hope.

And so, with sore legs and a determined heart, **Pheidippides began to run.**

There were no shoes like we have today. No water stations. No cheering crowds. Just **dirt roads**, the hot sun, and hills to climb. The distance from Marathon to Athens was over **26 miles** – and he had to run it **without stopping**.

As he ran, he passed olive trees and goats, hills and villages. Some people looked up in surprise, but he didn't stop. "I must reach the city," he thought. "They are waiting. I must tell them the truth."

His feet hurt. His throat was dry. Sweat poured from his face.

Still, he ran.

He remembered the soldiers still back at the battlefield – how they had fought bravely to protect their home. He remembered the people of Athens – mothers, children, old men – waiting in fear.

"I must not give up," he said out loud, even when his body cried for rest. "This message is too important."

Finally, in the distance, he saw the **walls of Athens.**

He pushed harder, running with everything he had left. People saw him and gathered. "It's a messenger!" they cried. "What news?"

Pheidippides reached the city centre. He lifted his head, raised his voice, and shouted:

"Rejoice! We are victorious!"

And then, he collapsed – completely spent, but full of purpose. His job was done.

The people cheered. Relief swept over the city. Because of one man's courage and endurance, Athens did not fall into fear.

Today, we remember Pheidippides as the man whose final run inspired the **modern marathon**. But more than that, he reminds us of what it means to **finish strong** – to give your all for what truly matters.

He ran for his people. We can run for **God's glory**. And when we feel tired or discouraged, we can remember that **God helps those who keep going with faith.**

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who was Pheidippides? Why did he run? What happened when he got to Athens?"

(Encourage free retelling. Prompt as needed: "What made the run hard?" "What did he say when he arrived?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did Pheidippides do?
- How far did he run?
- Was he tired? Did he stop?
- What did he say when he got to Athens?

ii) Middle Primary Students (Ages 8–10)

- Why was the message so important?
- What made the run so difficult?
- Why do you think Pheidippides didn't give up?
- When have you had to keep going, even when something was hard?

iii) Upper Primary Students (Ages 11–12)

- How does Pheidippides' story show determination and sacrifice?
- Why is it sometimes hard to finish something important?
- How can we trust God when we feel like quitting?
- What is your "race" right now – and how can you finish it well?

D) Activity

Mini Marathon & Message Mission

Materials Needed:

- Stopwatch or timer
- Index cards or paper for "message"
- Space indoors or outside for walking/running path
- Optional: markers, stickers for fun

Instructions:

1. Set up a short "marathon path" in your yard, hallway, or driveway.
2. Choose a simple message of hope, like:
    - "Jesus loves you!"
    - "We are strong together!"
    - "God helps us finish!"
3. Place the message at the start. Have your child pretend to be Pheidippides, running with it to "Athens" (a designated finish spot).
4. Time how long it takes. Let them try again to beat their time.
5. Afterward, reflect:
    - "What made it hard to keep going?"
    - "What helped you finish?"
    - "How did it feel to deliver a good message?"

Optional Extension:
Make a "Runner's Badge" or "Messenger Medal" with paper and ribbon to celebrate their courage and determination.

E) Biblical Connection

Bible Verse:
James 1:12 – *"Blessed is the one who perseveres under trial, because, having stood the test, that person will receive the crown of life..."*

Parent/Tutor Says:
"Just like Pheidippides kept running even when he was tired, God tells us to keep going when life gets hard. He gives strength to those who don't give up."

Ask Your Child:

- "What race are you running right now in your life?"
- "What helps you not give up?"
- "How does God give us strength when we're tired, sad, or afraid?"

Character Traits Focus:

- **Courage** – to do hard things even when you feel scared or weak, …and…
  – doing what's needed, even when it costs something
- **Endurance** – to keep going all the way to the end
- **Faith** – trusting God to help you finish your race

Lesson 21: The Tortoise & the Hare

A) Lesson Content

Parent/Tutor Says:

"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok? Ready? Let's begin."

Story: "The Tortoise and the Hare" (Adapted from Aesop's Fables, approx. 650 words)

Long ago in ancient Greece, people told stories called fables – short tales with lessons to help children and adults become wiser. One of the most famous storytellers was a man named **Aesop**, who lived over 2,500 years ago. This is the story he told…

One day, in a quiet forest clearing, a **Hare** was bragging loudly to a group of animals. He hopped back and forth, laughing at how fast he was.

"None of you could ever beat me in a race," he boasted. "Look at my legs! I'm the fastest animal in this whole forest."

The animals didn't argue. It was true – the hare *was* fast. But then, slowly and quietly, the **Tortoise** stepped forward.

"I'll race you," said the tortoise in his calm, deep voice.

The forest grew silent. A few animals gasped. One squirrel whispered, "Doesn't he know he's *slow*?"

The hare burst out laughing. "*You?* You think you can beat *me*? You're so slow, I could take a nap and still win!"

The tortoise simply smiled and said, "We'll see."

The next morning, the animals gathered to watch the race. The squirrel climbed a tall tree to call out, "On your mark, get set, go!"

Off went the hare – *ZOOM*! He darted through the trees, leaving the tortoise far behind. In just minutes, he was halfway down the trail.

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The tortoise moved forward slowly, step by step. *Plod, plod, plod.* He never stopped, and he didn't worry about how far ahead the hare was.

Meanwhile, the hare looked behind and laughed. "This is too easy! I'll just take a little nap under this shady tree. I'll still win!"

But that nap turned into a deep sleep. The hare snored and dreamed while the tortoise kept going. Step by step, the tortoise passed the sleeping hare and made his way toward the finish line.

When the hare finally woke up, the sun was lower in the sky. He jumped up and rushed forward, but it was too late – the tortoise had already crossed the finish line.

All the animals cheered. The tortoise smiled, a little tired but proud.

The hare shook his head. “I can’t believe it.”

The tortoise said gently, “You were fast, but I was steady. I didn’t stop. That’s what made the difference.”

And from that day on, the animals remembered the lesson: **Slow and steady wins the race**.

Even today, people tell this story to remind themselves that it’s not always the fastest or flashiest person who succeeds – but the one who keeps going with determination and humility.

B) Narration

Parent/Tutor Says:

“Now it’s your turn. Tell me the story in your own words. What happened? Who were the main characters? What was the problem? And what was the lesson?”

Encourage your child to speak freely and give their version of the story. If they need help, ask:

- “What did the hare say at the beginning?”
- “How did the tortoise respond?”
- “What happened during the race?”
- “What was the lesson at the end?”

If you have multiple children, let each take a turn narrating or tell it together as a group.

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- Who won the race?
- Was the tortoise fast or slow?
- Why did the hare lose?
- Can you think of something you do slowly but carefully?
- Who helps you keep going when things are hard?

ii) Middle Primary Students (Ages 8–10)

- What did the tortoise do that helped him win?
- Why was the hare so confident?
- What do you think the story teaches us about determination?
- Can you think of a time when being patient helped you succeed?
- What would God say about being proud like the hare?

iii) Upper Primary Students (Ages 11–12)

- How does this fable warn us about pride?

- How did the tortoise show courage, even when others doubted him?
- How do people sometimes act like the hare in real life?
- Why is it important to keep going, even if progress is slow?
- How can you apply this lesson to your faith, schoolwork, or friendships?

D) Activity

Project: "Courage & Determination Race Medal"

Materials Needed:

- Paper or cardstock
- Scissors
- Crayons, markers, or coloured pencils
- Ribbon or yarn (optional)
- Glue, stickers, or decorations

Instructions:

1. **Draw and cut out a large circle** to create a medal.
2. **Write on the front**:
   "Courage & Determination Award"
   (Or let them choose their own wording – "Tortoise Power!" or "Steady & Strong")
3. **Decorate** the medal with drawings of a tortoise, finish line, or other race symbols.
4. **On the back**, help them write (or draw) one thing they've done recently that took determination (e.g., finishing a book, learning a new skill, keeping a good attitude).
5. **Punch a hole and add a ribbon** if you'd like to turn it into a wearable medal.

Parent Says:
"This medal reminds you that winning isn't about being the fastest – it's about not giving up. Just like the tortoise, you can finish well by trusting God and staying faithful."

E) Biblical Connection

Verse:
Galatians 6:9 – *"Let us not grow weary in doing good, for at the proper time we will reap a harvest if we do not give up."*

Parent Says:

"This verse reminds us exactly what the tortoise showed us – *don't give up*. Sometimes it's hard to keep doing the right thing when it feels slow, or when other people seem faster or louder. But God says that if we keep doing good, even when it's hard, we will see the rewards in His time."

Discussion Question:

- "Can you think of something in your life where you need to be like the tortoise – slow but steady?"
- "What does it mean to be faithful even when no one is watching?"
- "How can you trust God to help you keep going?"

Close with prayer:

“Dear God, thank You for teaching us through stories like the Tortoise and the Hare. Help us not to be proud or rush ahead without thinking. Help us to be steady, faithful, and determined in everything we do, especially when things get hard. Thank You for always walking with us. In Jesus’ name, amen.”

Lesson 22: The 300 Spartans – Standing Strong

Theme: Courage, unity, and choosing to do right – even when it's hard

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A) Lesson Content

Parent/Tutor Says:
"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok?"

Story Title: The Pass of Courage

The sun beat down on the narrow mountain pass of **Thermopylae** – a place where rocky cliffs met the sea, and where only a small army could stand at a time.

This was where **King Leonidas** of Sparta and his **300 soldiers** stood, ready to face one of the largest armies the world had ever seen: the **Persians**, led by **King Xerxes**.

The Persians had ships, archers, swordsmen, and numbers – **thousands and thousands** of soldiers. But the Spartans didn't run. They stood tall with their bronze helmets, red cloaks, and strong shields.

Leonidas knew they couldn't win forever. But he also knew this pass was the only way into Greece. If they held the pass, even for a little while, they could give their people time to prepare.

The Spartans stood **shoulder to shoulder**, shields locked together like puzzle pieces, forming a wall. "No matter how strong the enemy looks," Leonidas told his men, "we stand firm. We fight for our homes, our families, and our freedom."

The battle began.

Wave after wave of Persians attacked, but the Spartans held their ground. Their formation – called the **phalanx** – was strong because **they worked together**. Each man protected not just himself, but the soldier beside him.

Days passed. The enemy grew frustrated. How could so few men hold off an entire army?

Then something tragic happened. A local man betrayed the Greeks and showed the Persians a secret path around the mountains. The Spartans would soon be surrounded.

Leonidas made a choice. He told most of the Greek allies to go home and protect their cities. But he and his 300 Spartans stayed.

They would hold the pass as long as they could. They would not run.

And so they fought until the end.

Though they were defeated, **their bravery inspired all of Greece**. Word spread of how 300 men had stood against thousands. It gave hope. It gave courage. And soon, all of Greece stood together to protect their land.

The story of the 300 Spartans is still told today – not because they won, but because they **stood strong even when the odds were against them**.

Their courage reminds us that sometimes the right choice is the hardest one. And it reminds us that **we're never truly alone when we stand for what's right.**

As Christians, we don't fight with swords and shields, but with **faith, love, and truth**. We stand with others who believe in what's good and right. And just like the Spartans, we are strongest when we **stand together** – with God beside us.

B) Narration

Parent/Tutor Says:
"Now I want you to tell me everything you remember from the story. Who were the Spartans fighting? What did King Leonidas decide to do? What made the Spartans strong?"

(Encourage free retelling. Prompt as needed: "What was the name of the place they defended?" "Did they give up or stay strong?")

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- What did the 300 Spartans do?
- Did they run away?
- Why did they stay and fight?
- Who do you think helped them be brave?

ii) Middle Primary Students (Ages 8–10)

- What made the Spartan phalanx (formation) strong?
- Why was it important that the Spartans stood together?
- How does this story show courage and teamwork?
- When is it hard to do the right thing?

iii) Upper Primary Students (Ages 11–12)

- Why do we still tell the story of the 300 Spartans today?
- What does it mean to "stand firm" when you're outnumbered or afraid?
- How does this connect with standing strong for your faith?
- How does knowing God is with us change how we face hard things?

D) Activity

Shield of Courage Craft & Formation Practice

Materials Needed:

- Paper plates or cardboard circles

- Crayons, markers, or paint
- Scissors (with supervision)
- String or tape (for a handle)

Instructions:

1. Cut a handle slit into the back of a paper plate or cardboard circle so your child can hold it.
2. On the front, help your child draw or paint a **symbol of courage or strength** (cross, lion, flame, heart, etc.).
3. Write the word **"STAND"** or a Bible verse like Joshua 1:9 on the shield.
4. Once complete, **practice standing in "formation"** together – side by side with shields up.
5. Act out the scene: "The enemy is near! But we don't run – we stand together!"

Optional Extension:
Create multiple shields and invite siblings, friends, or stuffed animals to join your "phalanx."

Note: On the next page is a Spartan Formation Role-play Guide

Spartan Formation Role-Play Guide

Use this role-play guide to help children step into the story of the 300 Spartans at Thermopylae. Through imagination and teamwork, they'll learn how courage, unity, and standing strong together make a difference.

Step 1: Set the Scene

- Choose a space indoors or outdoors where your Spartan group can stand side-by-side.
- Say: "You are Spartan warriors standing at the narrow pass of Thermopylae. Behind you are your homes and families. Ahead is a mighty army!"

Step 2: Make Shields

- Have each child hold their decorated paper or cardboard shield.
- Say: "Hold your shield with pride. Your shield protects you AND the person beside you!"

Step 3: Practice the Phalanx

- Stand shoulder to shoulder.
- Say: "You are stronger together. If one shield drops, the whole wall becomes weak."
- Practice holding shields up and moving forward in a line.
- Optional: Add a parent or sibling pretending to be the 'enemy' using gentle foam or soft toys to test the line.

Step 4: Act it Out

- Pretend the Persian army is coming. Shout: "Stand strong!" or "Hold the line!"
- Say: "Even when you're tired, you don't back down. Your courage inspires others!"

Step 5: Reflect

- Sit together and ask: What helped you stay strong? How did it feel to stand together?
- Read Joshua 1:9 aloud: "Be strong and courageous... for the Lord your God is with you."
- Encourage a short prayer, thanking God for helping us be brave and stand for what's right.

E) Biblical Connection

Bible Verse:
Joshua 1:9 – *"Be strong and courageous. Do not be afraid… for the Lord your God will be with you wherever you go."*

Parent/Tutor Says:
"This verse reminds us that **we're not alone** when we do the right thing. God goes with us, even into scary or difficult places."

Ask Your Child:

- "Have you ever had to stand up for someone or something that was right?"
- "What helps you be brave when something feels hard?"
- "How can we help each other be courageous – like the Spartans standing together?"

Character Traits Focus:

- **Courage** – doing what is right, even when it's scary
- **Loyalty** – standing with others in truth
- **Determination** – not giving up, even when things are tough
- **Unity** – stronger together than alone

TOPIC 8	THE ANCIENT GREEKS #3

Lesson 23: Gods, Myths, and the One True God

A) Lesson Content

Parent/Tutor Says:

"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read it once, and then after I've read the story, I want you to tell me everything you can remember about the story. Ok? Ready? Let's begin."

Story: "The Battle of Wisdom and Power" *(Myth + Truth Comparison)*

Long ago in ancient Greece, people believed in many gods and goddesses. They made up stories, called myths, to explain things they didn't understand – like thunder, earthquakes, love, war, and even wisdom.

One of the most famous myths was about a goddess named **Athena**. The story goes like this:

Once upon a time, the city of Athens had no name. The people wanted to name their city after a powerful god or goddess who would protect them. Two gods came forward: **Poseidon**, god of the sea, and **Athena**, goddess of wisdom and war.

The gods agreed to a contest. Each would give the city a gift. The people would choose the gift they liked best, and the city would be named after that god or goddess.

Poseidon went first. He struck the ground with his mighty trident. Out sprang a spring of water! But when the people tasted it, they found it was salty – like the sea. Not good for drinking.

Then Athena stepped forward. She planted a seed in the ground. It grew into a strong olive tree with fruit. The people could eat the olives and use the oil. They could build with the wood. It was a gift of peace and wisdom.

The people chose Athena's gift, and the city became known as **Athens**.

It's an exciting story – but it's just that: a story. Athena and Poseidon weren't real. The Greeks made them up to try and understand their world.

Now, let's talk about **the true story**.

In the Bible, we learn that there is **only one God**, and He is **real**. He didn't need to compete for attention or prove Himself with flashy tricks. From the beginning, He created everything – light, water, trees, animals, people. Not with a trident or a sword, but with His **Word**.

God doesn't change depending on who believes in Him. He is always loving, always just, always wise. And unlike the Greek gods, who were often angry, jealous, or tricky, the true God is **good** and **trustworthy**.

The Greeks had a god for every little thing – storms, farming, music, war, sleep, even dreams! But God says, *"You shall have no other gods before Me"* (Exodus 20:3), because He is **the only one who is real** and worthy of worship.

Today, some people still follow made-up ideas, like the Greeks did. But when we follow the God of the Bible, we follow the **truth** – not a myth.

And here's something beautiful: the one true God wants us to know Him. He doesn't hide behind mountaintops or demand contests to prove His power. He sent Jesus so we could see His love, courage, and wisdom in a way we could understand. That's a story that's not just exciting – but **true**.

B) Narration

Parent/Tutor Instructions:

"Now I want you to tell me everything you can remember about the story I just read. Tell it in your own words. What happened? Who were the characters? What was the difference between the made-up gods and the real God of the Bible?"

Let them retell freely, prompting with questions if needed:

- "What was the gift Poseidon gave?"
- "What did Athena give?"
- "Why did the people choose her gift?"
- "How is God in the Bible different from the gods in myths?"

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- Who were Poseidon and Athena?
- What gift did Athena give to the people?
- Was that story real or pretend?
- Who is the real God?
- Does God ever do mean things just for fun? (No!)

ii) Middle Primary Students (Ages 8–10)

- Why did the people in Athens choose Athena's gift?
- Why did the Greeks make up gods?
- What are some ways the true God is different from made-up gods?
- Can you trust the God of the Bible more than the gods in myths? Why?

iii) Upper Primary Students (Ages 11–12)

- How did myths help people understand their world before science?
- Why is it dangerous to believe in things that aren't true, even if they sound exciting?
- How do you know God is real when so many people believe different things?
- How can belief in the one true God give us courage and purpose?

D) Activity: "Made-Up Gods vs. the True God" Art Project

Materials Needed:

- Paper
- Crayons/markers/coloured pencils
- Optional: glue, buttons, glitter, scraps

Instructions:

1. **Part 1: Draw a Mythical God**

"Let's have some fun! Make up your own silly god. Maybe a god of socks or giggles or homework. Draw them, name them, and write one sentence about their 'powers.'"
(Example: *"This is Gluff, the god of missing socks. He lives in dryers and hides one sock at a time."*)

2. **Part 2: Draw something about the True God**

"Now draw something that reminds you of the real God – our Creator, who loves us and is always with us. You might draw a cross, a heart, the world, or something from your own imagination."

3. Under each drawing, write or say:

- *"This one is made up."*
- *"This one is real. God is always good and never changes."*

E) Biblical Connection

Bible Verse:
Exodus 20:3 – *"You shall have no other gods before Me."*

Discussion Question:

"Why does God tell us not to have other gods? What happens when we follow something that isn't real or isn't good?"

Then ask:

"When you face something scary or confusing, is it better to trust in something made up – or in the God who really made you and loves you?"

Encourage children to see that God gives us **courage** when we trust Him, and He gives us **wisdom** when we follow His truth – not myths. Finish with a short prayer:

"Dear God, thank You that You are real and that we can know You through Your Word. Help us to be brave and wise by following You and not things that aren't true. Amen."

Lesson 24: How Greek Culture Helped Spread the Gospel

A) Lesson Content

Parent/Tutor Says:

"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once. After I've read the story, I want you to tell me everything you can remember about it. Ok? Ready? Let's begin."

Story: "The Right Time, the Right Words" (Approx. 700 words)

Long before Jesus was born, the world was changing. One of the biggest changes came from a man named **Alexander the Great**, a powerful Greek leader. He wanted to spread Greek culture, ideas, and language across the world. So, he travelled with his armies across many lands, building cities, teaching people Greek customs, and making Greek the common language for trade, learning, and government.

Even though Alexander never knew it, God was using him to prepare the world for something very special – **the coming of Jesus**.

By the time Jesus was born, most people in the Roman Empire – even in faraway lands – could understand Greek. People still spoke their local languages, but Greek was the language of education and books. That would become incredibly important later.

Fast forward to the time after Jesus had risen from the dead. His followers, like **Paul**, began to travel from city to city, sharing the good news of Jesus. They walked through cities full of temples, statues, markets, and busy crowds – places like **Corinth**, **Athens**, and **Ephesus**. These were all cities that had been influenced by Greek culture.

Paul knew how to speak Greek. He could go into a marketplace, stand in front of people from many nations, and speak in a way they understood. And even more amazing – when the writers of the New Testament sat down to write the story of Jesus, they wrote it in **Greek**. That meant it could be read and copied across the empire!

One day, Paul arrived in Athens, a city full of ideas and idols. He saw that the people were very religious – but they didn't know the one true God. In the middle of the city, he found an altar with the words "TO AN UNKNOWN GOD."

Paul stood up and spoke boldly: "You worship what you don't know – but I want to tell you about the real God. He made everything. He doesn't live in temples. He came close to us in the person of Jesus."

Some people laughed at Paul, but others wanted to hear more. Because Paul could speak their language – and because he understood their culture – he could explain the Gospel in a way they could understand.

When we look back at history, we see something amazing: God was getting everything ready for Jesus. The roads, the language, the cities – even the ideas the Greeks had about gods and truth – God used it all to help people hear the message of salvation.

The Bible says, *"But when the set time had fully come, God sent His Son..."* (Galatians 4:4). God's timing is perfect. And when Jesus came, the world was ready. Because Greek was a common language, the Gospel could travel quickly and reach far. Because people were curious about life and truth, they listened when the apostles spoke.

Even today, we benefit from this. The New Testament was written in Greek, and scholars can still read the original words and understand exactly what the writers meant.

Isn't it amazing? God can use even the culture of people who didn't know Him to help share His truth. He uses languages, roads, people, and time itself to make His good news known. And just like Paul, we can be brave, speak clearly, and help others know the truth – because we follow the one true God who works through history to bring people to Himself.

B) Narration

Parent/Tutor Instructions:

"Now I want you to tell me everything you can remember about the story I just read. Tell it in your own words. What happened? Who was in the story? What was important? How did God use Greek culture for good?"

Let them respond freely. Prompt if needed:

- "What did Alexander the Great do?"
- "Why was it important that many people spoke Greek?"
- "What did Paul do in Athens?"
- "How did God use all of this to spread the Gospel?"

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- Who was Alexander the Great?
- What language did many people speak in Bible times?
- Who told people about Jesus in the story?
- Why is it good that Paul could speak Greek?

ii) Middle Primary Students (Ages 8–10)

- How did Greek culture help spread the Gospel?
- Why did Paul speak in Greek cities like Athens?
- What does it mean that God used people from long ago to help others know about Jesus?
- Do you think God still uses people today to share His truth? How?

iii) Upper Primary Students (Ages 11–12)

- How do you see God's plan working through history in this story?
- Why is it important that the New Testament was written in a common language like Greek?
- How does it show courage for Paul to speak in front of people with different beliefs?
- How can we use our own culture (language, tools, technology) to share God's truth today?

D) Activity: "Greek to Me!" Language Discovery and Verse Craft

Materials Needed:

- A Bible or Bible app
- Paper and coloured pencils/markers
- Internet/device to find Greek verse translation (e.g., BibleHub, Blue Letter Bible)
- Optional: Greek alphabet printout

Instructions:

1. **Choose a Favorite Verse**

"Let's pick a favourite verse from the New Testament. It can be something short and powerful – like John 3:16, Philippians 4:13, or Romans 5:8."

2. **Look It Up in Greek**
   Use an online Bible tool to find the Greek version of the verse. For example, search "John 3:16 in Greek." Look at the Greek letters together and talk about how the early Christians read the Bible like this.
3. **Create a Verse Poster**
   On one side of the paper, write the verse in English. On the other side, copy a few of the Greek words (just a few is fine – don't worry about writing the whole verse unless they want to). Decorate the poster with symbols like a scroll, olive branch, cross, or ancient city.
4. Optional Extra:
   Print or draw the Greek alphabet and try writing your name using Greek letters!

E) Biblical Connection

Verse:
Galatians 4:4 – *"But when the set time had fully come, God sent His Son..."*

Discussion Question:

"Why do you think God waited for the perfect time to send Jesus? What does it tell us about God's plan for the world – and for us?"

Then ask:

"Have you ever had to wait for something and didn't understand why? How can we have **courage** to trust God's timing and **determination** to share His love in ways others understand – just like Paul did?"

Close in prayer:

"Dear God, thank You that You are in control of all of history. Help us to be brave like Paul and share Your truth clearly. Thank You for using language, culture, and even us to tell people about Jesus. Amen."

Lesson 25: Finishing Well – Courage in Our Time

A) Lesson Content

Parent/Tutor Says:

"I'm going to read you a story with things to learn. Now, please listen very carefully and think about the story as I'm reading it, because I'm only going to read the story once. After I've read the story, I want you to tell me everything you can remember about it. Ok? Ready? Let's begin."

Story: "The Path Ahead" (Approx. 700 words)

It was the final day of their journey. A small group of children stood at the top of a hill, looking out over the land below. Their guide, a kind teacher named Lydia, smiled at them. "You've walked far," she said, "and you've learned more than you realize."

The children had spent many days traveling through the stories of ancient Greece. They had met wise Athenians who prized knowledge and ideas. They had watched the Spartans, brave and disciplined, prepare for battle. They'd followed Alexander the Great as he marched across mountains. They had sat with Paul in Athens, listening as he boldly spoke of the one true God.

"But now," Lydia said, "it's your turn."

The children blinked in surprise. "Our turn?"

"Yes," Lydia said. "You are part of the story now. God has written a path for each of you to walk – full of choices, challenges, and great adventures. You may not wear a warrior's helmet or speak in a Greek temple, but you will need courage and determination just the same."

One of the younger boys raised his hand. "But what if I get scared?"

Lydia knelt beside him. "Courage doesn't mean you're never afraid. It means you choose to do the right thing even when you feel afraid. Like the Christians who shared their faith, even when it was hard. Like Paul, who kept going even when people laughed at him."

The children remembered. They thought about the times they'd felt nervous or unsure. Some remembered giving their first speech in co-op. Others remembered choosing kindness when a friend was mean. Maybe those were little battles – but they took big courage.

Lydia continued, "The world needs your bravery – not the kind that fights for fame or power, but the kind that stands up for what is good and true. The kind that tells the truth, helps the hurting, and doesn't quit when life gets hard."

She opened a scroll and read aloud: *"Be strong and courageous. Do not be afraid... for the Lord your God will be with you wherever you go."* (Joshua 1:9)

"That promise wasn't just for Joshua," she said. "It's for you, too. You are never alone. Just like the heroes of history, you are part of God's plan. And with His help, you can finish well."

The children looked out again at the land ahead. It was bright, open, and full of mystery. There would be hard days, fun days, days full of questions. But they felt ready. They weren't just students anymore.

They were **brave followers of Jesus**, walking forward with everything they'd learned.

And so, they took a step forward – into their own story.

B) Narration

Parent/Tutor Instructions:

"Now I want you to tell me everything you can remember about the story I just read. Tell it in your own words. What happened? What was the teacher's message? What did the children learn?"

Let your child speak freely. Use prompts if needed:

- "Where were the children at the beginning of the story?"
- "Who was Lydia?"
- "What did Lydia tell the children about their journey?"
- "How did the children feel at the end?"

C) Thinking Questions

i) Youngest Students (Ages 5–7)

- Who helped the children in the story?
- What did Lydia tell them about courage?
- Do you think God can help you be brave?
- Can you think of a time you were brave, even a little bit?

ii) Middle Primary Students (Ages 8–10)

- Why did Lydia say it was the children's turn now?
- What did they learn from the heroes of Ancient Greece?
- How is following Jesus an adventure that takes courage?
- How can you be determined when something is difficult?

iii) Upper Primary Students (Ages 11–12)

- What does it mean to "finish well" in life?
- How do stories from the past help us with the future?
- Why do you think God wants us to be strong and courageous?
- What is one way you can show determination and faith this week?

D) Activity: "Courage and Determination" Certificate

Materials Needed:

- Cardstock or heavy paper
- Crayons, markers, stickers, glue, glitter (optional)
- Printed or hand-drawn certificate template
- Pen for writing the award text

Parent/Tutor Instructions:

"Today we're going to celebrate how much you've grown. You've learned about the Greeks, their stories, and how God used history to prepare people for Jesus. But even more – you've grown in courage and determination."

1. Create or print a certificate that says:
   "Courage & Determination Award"
   Presented to: _____
   For finishing this learning journey with courage, curiosity, and faith.
2. Let the student decorate it with symbols of what they've learned – Greek columns, olive branches, shields, scrolls, hearts, or crosses.
3. On the back, write or talk about one thing they did bravely during the course. (Examples: answered a tough question, kept going through a hard lesson, prayed boldly, shared an idea, etc.)
4. Present the certificate with encouragement:

   "You've shown the kind of courage God loves – steady, brave, and full of faith. Well done!"

E) Biblical Connection

Bible Verse:
Joshua 1:9 – *"Be strong and courageous. Do not be afraid... for the Lord your God will be with you wherever you go."*

Discussion Question:

"This was God's command to Joshua when he was about to lead the Israelites into a new land. Do you think it's still a good message for us today? Why?"

Then ask:

"When you face something hard, what helps you keep going? How can you remember that God is with you? What does it mean to finish something with courage and faith?"

Wrap-Up Prayer:

"Dear Lord, thank You for all we've learned. Thank You for the brave and faithful people in history who remind us to trust You. Help us finish strong in everything we do – with courage, with determination, and with You by our side. Amen."

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

FOUNDATION (Prep) – YEAR 2 TASK

Assessment Title:

"Life in Ancient Greece – Then and Now"

Task Description

Students explore daily life in Ancient Greece (e.g., Nikos or Thalia) and compare it to their own lives.

Product Options

- Drawing + oral narration
- "Day in the Life" picture sequence
- Simple map or model

Skills Assessed

- Identify important people/place
- Recognise daily life differences
- Share observations and simple narratives

Achievement Standard Alignment

- Identify significance of people, places, and daily life
- Recognise interconnections between people and places
- Present simple narratives using sources

  ✓ Aligns with Year 2 Achievement Standard

YEARS 3–4 TASK

Assessment Title:

“City-States, Leadership & Community Life”

Task Description

Students investigate how Ancient Greek city-states (e.g., Athens vs Sparta) and leaders shaped community life.

Product Options

- Comparison poster (Athens vs Sparta)
- Short written explanation
- Timeline or illustrated report
- Role-play presentation

Focus Areas

- Geography and its effect on lifestyle
- Differences in leadership and rules
- Community values and identity

Skills Assessed

- Develop questions and research
- Identify perspectives
- Explain cause and effect
- Present structured explanations

Achievement Standard Alignment

- Describe social organisation and community life
- Analyse information and identify perspectives
- Draw conclusions and propose responses

  ✓ Aligns with Year 4 Achievement Standard

YEARS 5–6 TASK

Assessment Title:

“Leadership, Innovation & Influence in Ancient Greece”

Task Description

Students conduct an inquiry into how Greek leaders, inventions, and cultural practices influenced society and future civilizations.

Product Options

- Research report or essay
- Multimedia presentation
- Annotated timeline + map
- Case study (e.g., Solon, Lycurgus, Themistocles)

Focus Areas

- Leadership decisions and their impacts
- Role of innovation (architecture, theatre, warfare strategy)
- Cause and effect in historical developments

Skills Assessed

- Research using multiple sources
- Evaluate perspectives and evidence
- Analyse patterns and relationships
- Present reasoned conclusions

Achievement Standard Alignment

- Explain roles of significant individuals and ideas
- Analyse interconnections and impacts
- Evaluate sources and evidence
- Present structured explanations using terminology

  ✓ Aligns with Year 6 Achievement Standard

OPTIONAL CULMINATING TASK (ALL LEVELS – DIFFERENTIATED)

Title:

“Courage & Determination Through Time Project”

Task

Students create a **portfolio or project** showing:

- Examples of courage and determination in Ancient Greece
- How geography, leadership, or culture required resilience
- Personal reflection on applying these traits today

Differentiation

- **F–2:** Draw and retell one story
- **3–4:** Compare 2–3 examples (e.g., Athens vs Sparta, leaders)
- **5–6:** Analyse patterns of leadership, innovation, and outcomes

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