

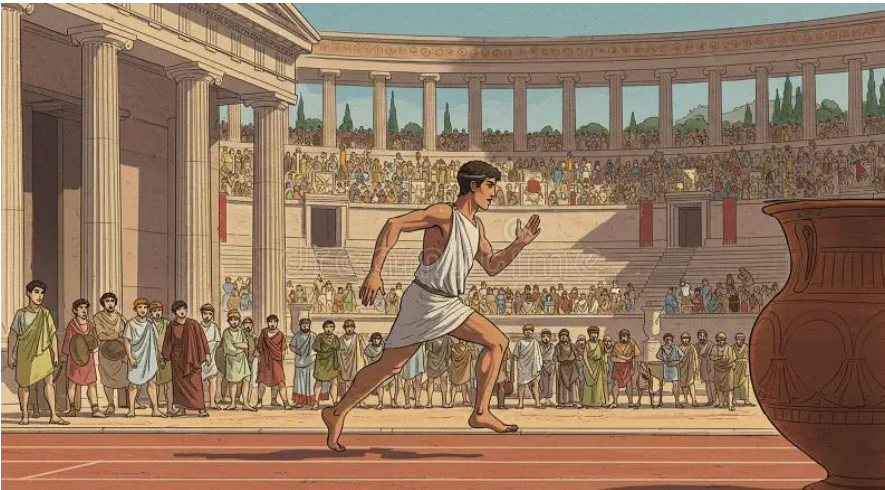
Unit 4

“Ancient Greece
(Courage & Determination)”

Grades

7 - 10

History & Social Studies



History & Social Studies (Grades 7-10)

“Ancient Greece + (Grit = Courage, Determination & Perseverance)”

SUMMARY:

To "have grit" means possessing courage, determination, and perseverance, especially in the face of adversity, and a strong will to achieve long-term goals despite setbacks. It could also be called resilience. This unit of History and Social Studies focuses on Ancient Greek culture plus the courage and determination shown in their Olympic Games and other pursuits.

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.

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Topic 9	Assessment: To be advised.... This study guide is a work in progress. Images and diagrams will be included in the future. Check website regularly for latest edition. Please send feedback to the Homeward Academy Office 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au	

Lesson 1.1: Introduction to Ancient Greece – Geography, City-States, and Daily Life

A) Lesson Content

After completing the lesson, you will be asked to do a 'narration'. This is where you retell everything you can remember to your parent or tutor.

Hello, student! Today we begin an exciting journey into the world of **Ancient Greece**. Imagine standing on a rocky hilltop in the warm Mediterranean sun, looking down on a bustling city-state filled with white-stone homes, marble temples, open-air markets, and the sound of debate and storytelling in the streets.

Greece is a land of mountains, islands, and peninsulas. Because of its rugged terrain, large unified kingdoms were difficult to build. Instead, the land was dotted with **independent city-states**, or **polis** (plural: **poleis**). Each polis had its own government, army, economy, and culture. Though they shared the same language, gods, and festivals, city-states often competed or even fought one another.

Let's zoom in on two of the most famous city-states: **Athens and Sparta**.

- **Athens** was a place of learning and creativity. It developed the world's first democracy, where citizens could vote and speak in public debates. Athenians valued philosophy, art, architecture, and literature. Great thinkers like **Socrates, Plato, and Aristotle** all walked its streets.
- **Sparta**, by contrast, was known for its military strength. From a young age, boys were trained to be soldiers. Life was disciplined and simple. The Spartans weren't as interested in art or philosophy – they believed strength and obedience mattered most.

Most city-states were located near the **sea**. Since the land was too rocky for large-scale farming, many Greeks turned to the sea for trade and fishing. The sea connected them to other cultures and made Greece a centre for commerce and ideas.

Daily Life in Ancient Greece

Daily life depended on your **city-state, social class, and gender**.

- **Men** often worked as farmers, craftsmen, or merchants. Wealthier men might spend time in politics or education.
- **Women** typically stayed at home, managing the household. In some places like Sparta, women had more freedom than in other parts of Greece.
- **Children** played games, helped at home, and if their families could afford it, they received an education.

Greek homes were made of mud bricks with open courtyards. Meals were simple – bread, olives, cheese, and fish. Festivals were common and often included music, drama, and competitions to honour the gods.

B) Instructional Story: "Niko's Journey to the Games"

Niko was a boy from a small Greek village nestled between olive-covered hills. One morning, his father announced they were going on a journey to **Olympia**, where the sacred games were held in honour of **Zeus**.

As they travelled by donkey cart along winding dirt roads, Niko saw the **diverse landscapes** of Greece – the rugged cliffs, sparkling seas, and valleys dotted with vineyards. He marvelled at the port cities where ships from other lands traded goods like Egyptian papyrus and Phoenician purple dye.

When they arrived in Olympia, Niko was amazed. People from all over Greece had gathered – from **Athens**, **Sparta**, **Delphi**, and **Corinth**. Though these city-states were often rivals, here they were united in peace for the games.

He saw athletes racing, wrestling, and throwing the javelin. One boy explained that only **free Greek men** could compete – no women or slaves were allowed in the games. Niko cheered as the runners sped by, and listened to storytellers who spoke of **Hercules** and **Perseus**.

That night, Niko lay on a mat under the stars and whispered, "Greece is so much bigger than I thought. We may live in different poleis, but we're all part of something amazing."

His father replied, "Yes, and each of us has a part to play in the story."

C) Hands-On Activity: Map & Creative Symbols

1. **Print or draw a blank map of Ancient Greece.**
2. Label major city-states: **Athens, Sparta, Corinth, Delphi, Olympia.**
3. Add natural features: mountains, seas (Aegean, Ionian, Mediterranean), islands.
4. Choose or create a **symbol** to represent each city-state:
 - Athens: an owl or scroll
 - Sparta: a helmet or spear
 - Delphi: a temple or laurel wreath
 - Corinth: a trade ship
 - Olympia: a torch or laurel crown

Optional: Colour the map and present it like a travel guide for Ancient Greece!

D) Fun Facts

- Greek city-states often met at **Panhellenic Games** to honour the gods.
 - The word "**alphabet**" comes from the first two Greek letters: **alpha** and **beta**.
 - **Mount Olympus** was believed to be the home of the gods.
 - Ancient Greeks believed in **hospitality** (xenia), showing kindness to strangers.
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E) Thinking Questions (Write in your notebook):

1. What is a city-state? How is it different from a modern country?
 2. How did Greece's geography shape how people lived and interacted?
 3. What made Athens and Sparta different from each other?
 4. Why was the sea so important to Greek life?
 5. What can we learn from how the Greeks celebrated festivals and the Olympics?
 6. How does the idea of unity among different city-states relate to Proverbs 3:5–6?
-

F) Biblical Reflection *Proverbs 3:5–6* says:

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight."

The Greeks believed in many gods and built temples for them, but as Christians, we know that true guidance comes from the **one true God**. Like the many Greek city-states working together for the Olympic Games, we can each follow God's path and use our unique place in His bigger story.

Wrap-Up: Tell your parent or tutor about Niko's journey. What did he learn about Ancient Greece? What did you learn? Share your map and explain how geography, city-states, and daily life all worked together in God's perfect timing and plan. Reflect on your own place in history – God has placed you here with purpose and design!

Lesson 1.2: Daily Life in Ancient Greece – The People Behind the Polis

A) Lesson Content

After completing the lesson, you will be asked to do a ‘narration.’ This is where you retell everything you can remember to your parent or tutor.

What was it really like to live in Ancient Greece? Not just for kings or warriors, but for farmers, artisans, women, and children? It may be easy to picture grand temples or heroic battles, but most of Ancient Greek life happened in the ordinary routines of ordinary people. Let’s take a closer look.

Greek society was made up of city-states (poleis), and each had its own culture and customs. However, some things were common across most regions. The geography of Greece, with its rocky hills, mild climate, and access to the sea, shaped how people lived. Agriculture was limited, so people grew olives, grapes, and barley on terraces and relied heavily on trade.

Homes were simple and built from mud bricks, with small courtyards and flat roofs. Windows were few and small, so oil lamps provided light indoors. Most people rose with the sun and ended their days when it grew dark, organizing their daily lives around natural rhythms.

Daily life was ordered and structured, with clearly defined roles for men, women, and children:

- **Men** worked outside the home. Many were **farmers**, tending small plots of land; **artisans**, crafting pottery or tools; or **traders** selling goods from distant lands. In cities like **Athens**, wealthier men engaged in public life, discussing politics, law, and philosophy. A day might include visits to the gymnasium, the assembly, or the agora.
- **Women** were responsible for managing the household – cooking, cleaning, spinning wool, and raising children. In **Athens**, women rarely left home except for religious events. In **Sparta**, however, girls were educated and women had more rights. They owned land, ran businesses, and were expected to stay physically strong to raise strong sons for the army.
- **Children** were cherished, but their upbringing varied by gender and city. **Athenian boys** went to school around age seven, learning **reading, writing, arithmetic, music, and sports**. Their education prepared them for participation in civic life. **Girls** were taught domestic skills at home. In **Sparta**, boys entered military training at a young age, learning endurance, discipline, and survival skills. Spartan girls received physical training and education to prepare them for motherhood.

Meals were modest but healthy. A typical breakfast might be barley bread dipped in wine. Lunch was often cheese or fruit. Dinner might include vegetables, beans, olives, fish, or occasional meat. Wine diluted with water was the common drink, and most families baked their own bread.

Religion was central to Greek life. People believed the gods influenced every part of life – from farming to war. Every home had a small **shrine** to household gods, and communities built great **temples** to gods like **Zeus, Athena, or Apollo**. Festivals, such as the **Panathenaic Festival** in Athens, included music, drama, feasting, and athletic competitions to honour the gods.

One of the liveliest places in a city-state was the **agora**, the marketplace. It wasn’t just a place to buy goods – it was the social heart of the city. Here, merchants sold fish, pottery, wool, herbs, and wine. Philosophers and teachers gave lessons in the open air. Friends met for conversation, and political debates broke out in the corners. People came to hear the news, settle disputes, or even hear public poetry.

Slaves were also a part of daily life in Ancient Greece. They performed household duties, worked in mines, or accompanied children to school. Some were captured in war, others born into slavery. Although many were treated harshly, some earned their freedom or held trusted positions.

Altogether, the daily routines of Ancient Greece were shaped by geography, tradition, and the belief that each person had a defined role in the city-state. Though their lives were different from ours today, their sense of community, work, and purpose still offers us valuable insight.

B) Instructional Story: "Callista's Day at the Agora"

Callista balanced a woven basket on her hip as she walked through the narrow streets of Athens. The morning sun cast golden light across the stone buildings. Her mother had asked her to buy olive oil and figs from the **agora**, the public marketplace.

The streets bustled with life – merchants shouting prices, children chasing one another, and philosophers deep in debate. Callista paused to watch a group of boys being led by their teacher, carrying scrolls.

She wished she could go to school too, but her lessons came at home. Her mother had taught her how to spin wool and make bread, and she was learning to manage a household.

At the olive stand, the merchant recognized her.

"Back again, Callista? Helping your mother, as always. A good daughter brings honour to her home."

Callista smiled and handed over a few bronze coins. As she walked past a temple, she whispered a prayer to **Athena**, the city's protector.

Near the edge of the market, she saw something strange. A traveller was playing a stringed instrument she'd never seen before. It had a deep, rich sound. A crowd gathered to listen.

"He says he's from Lydia," someone whispered. "Bringing music from the East."

Callista stood, enchanted. The world was so wide, she thought. So many people, so many places. Her chores completed, she returned home and helped her mother prepare dinner.

That night, her father told stories of his youth – how he trained in the gymnasium and once stood in the assembly to vote. Callista listened, her heart full.

Even in her small daily tasks, she felt part of something bigger: a city of art, trade, family, and faith.

C) Creative Activity: Design a Greek Daily Life Scrapbook Page

1. Choose a **character**: an Athenian boy, a Spartan girl, a farmer, a potter, or a merchant.
2. Create a scrapbook page of their day. Include:
 - A short journal entry describing what they did
 - A small drawing (e.g., a meal, a tool, a school scene)
 - A list of what they wore, ate, and believed
3. Add a Bible verse that connects with the theme of work, family, or worship.
4. Optional: Create multiple pages for different characters and bind them into a mini-book!

D) Fun Facts

- The Greeks invented the **alarm clock**, using water or pebbles.
 - Rich homes had indoor plumbing, while others used shared public fountains.
 - Spartan boys began military training at age seven!
 - Athens had over **30,000 slaves**, many working in homes or silver mines.
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E) Thinking Questions (Write in your notebook):

1. What was the daily life of an ordinary citizen like in Ancient Greece?
 2. How were men's and women's roles different in Athens compared to Sparta?
 3. How did religion influence family and city life?
 4. What would you enjoy most about life in Ancient Greece? What would be difficult?
 5. How can understanding daily life in the past help us be more grateful today?
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F) Biblical Reflection *Colossians 3:23* says:

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters."

In Ancient Greece, daily routines were full of purpose – from farming and crafting to managing a household. As Christians, we remember that **every task matters** when it's done for God. Whether sweeping a floor or learning a lesson, our work is worship.

Wrap-Up Retell Callista's story. What did she see, do, and learn at the agora? What did you learn about daily life in Ancient Greece? Share your scrapbook page and reflect on how people lived with structure, meaning, and beauty – and how God calls us to live with purpose too!

Lesson 1.3: Greek Government and Democracy – The Courage to Govern

A) Lesson Content

After completing the lesson, you will be asked to do a 'narration.' This is where you retell everything you can remember to your parent or tutor.

Welcome back! Today we're learning about something amazing the Greeks gave the world – **democracy**. In ancient times, most people lived under kings or rulers who had complete power. But in one remarkable city-state called **Athens**, something new began to take shape: **government by the people**.

This new way of governing was called **demokratia**, meaning "rule by the people." It didn't include everyone – only **free men born in Athens** could vote or participate. Women, slaves, and foreigners were excluded. Even so, Athenian democracy was a **radical idea** at the time. For the first time in history, **ordinary citizens had the power to help make decisions**.

Citizens met in the **assembly**, where they listened to speeches, debated laws, and voted on important decisions. Some government roles were chosen **by lottery**, so every citizen had a chance to serve. Others were elected. It took **courage** to stand and speak in front of hundreds of people, and **wisdom** to vote on laws that affected the whole city.

This early form of democracy inspired later governments, including our own. Today, we still vote, debate, and rely on citizen participation. But we also include **women, people of all backgrounds**, and protect more rights.

B) Instructional Story: "Damon's First Speech"

Damon was only sixteen, but he couldn't wait to become a citizen. His father had spoken in the assembly many times, and Damon had grown up listening to passionate speeches about trade, war, and justice.

Now, on the day of his first vote, Damon stood among the crowd at the **Pnyx**, the rocky hill where the Athenian assembly met. He clutched a short scroll in his hand – his **very first speech**. The city was debating whether to fund more ships for the navy or improve the city's roads.

As he waited for his turn, his hands trembled. So many men were watching! What if they laughed at him? What if he stuttered?

But he remembered what his father had told him the night before: "True courage isn't about being loud. It's about standing for what is right, even when your voice shakes."

Finally, Damon's name was called. He stepped forward, looked out over the crowd, and took a deep breath.

"Fellow citizens of Athens," he began, "we are a seafaring people. Without our ships, we cannot trade, defend, or prosper. Roads are important, yes. But our future sails on the water."

When he finished, the crowd clapped politely. One older man nodded approvingly.

That night, Damon told his father, "I was scared – but I'm glad I spoke."

His father smiled. "You took your place in Athens today. Not just as a speaker – but as a citizen."

C) Activity: Write Your Athenian Speech

Pretend you are a young citizen of Athens preparing to speak in the assembly.

1. Write a short speech **arguing for or against a new law**. Choose one of the following or make up your own:
 - Should Athens build more ships?
 - Should schooling be free for all boys?
 - Should farmers be given a day of rest during festivals?
2. Begin with: "**Fellow citizens of Athens...**"
3. Use 3–4 sentences to state your opinion and give reasons.
4. Practice reading it aloud with confidence.

Optional: Share your speech with a parent, sibling, or tutor.

D) Fun Facts

- The word "**politics**" comes from the Greek word *polis*, meaning city-state.
 - Ancient Athenians used **stones** to vote – one white for "yes" and one black for "no."
 - Some government officials were chosen by **drawing lots**, not elections, to avoid bribery.
 - **Only about 10% of Athens' population** could actually vote in their democracy.
-

E) Thinking Questions (Write in your notebook):

1. What made Athenian democracy different from other governments in ancient times?
 2. What kind of people were allowed to participate in Athens' government?
 3. Why did it take courage to speak or vote in the assembly?
 4. What are the strengths and weaknesses of choosing leaders by lottery?
 5. How do we still use ideas from Athenian democracy today?
 6. What does it mean to be a responsible citizen in your home, church, or country?
-

F) Biblical Reflection *Romans 13:1* says:

"Let everyone be subject to the governing authorities, for there is no authority except that which God has established."

Even as we learn about ancient governments, we remember that **all true authority comes from God**. Whether voting, speaking, or obeying laws, Christians are called to act with **honour, courage, and wisdom**. Just like the citizens of Athens were expected to participate, we are called to live responsibly and trust God's guidance as we interact with authority.

Wrap-Up Retell Damon's story in your own words. What did he learn about courage and responsibility? What did you learn about how democracy worked in Athens? Share your speech and explain how being a citizen means using your voice and your choices with wisdom. Then, reflect: how can you grow into someone who leads and lives with godly courage?

TOPIC 2	OLYMPICS & PHYSICAL SKILLS

Lesson 2.1: The Origins of the Olympics – The Ancient Games and Their Spiritual Significance

A) Lesson Content

After completing the lesson, you will be asked to do a 'narration.' This is where you retell everything you can remember to your parent or tutor.

Welcome to Olympia! Imagine the dry summer heat of southern Greece, the scent of olive oil in the air, and thousands of people gathering under open skies. Every four years, Greeks from many city-states travelled to a sacred place called **Olympia** to celebrate the Olympic Games – an athletic and religious festival held in honour of **Zeus**, king of the gods.

The first recorded Olympics took place in **776 BC**, and the event quickly became one of the most important celebrations in the Greek world. Athletes came from all over Greece, including rival city-states like Athens and Sparta, not to battle on the field of war, but on the field of competition.

The games lasted for five days and included:

- **Stadion:** A short sprint of about 200 meters
- **Wrestling:** Grappling matches with rules but no weight classes
- **Pankration:** A fierce combination of wrestling and boxing
- **Discus and Javelin:** Tests of aim and strength
- **Long Jump:** Often performed with weights to increase momentum
- **Chariot Races:** Held at the hippodrome, these were among the most dangerous events

Only **freeborn Greek men** could compete. Women were not allowed to participate or even watch – though they had their own separate games to honour **Hera**. All athletes trained for **ten months** before the event and were required to swear an oath to Zeus that they would compete fairly.

The winners didn't receive gold medals. Instead, they were crowned with a **wreath made of wild olive branches**. Yet, this simple prize brought honour, fame, and sometimes a lifetime pension. The victors were often welcomed home with parades, poems, and statues.

The Olympics were not just about strength. They were about **discipline, honour, and courage**. Competing in the presence of the gods meant giving your best, not just to win, but to glorify something greater than yourself.

B) Instructional Story: "Andronikos of Elis"

Andronikos stood at the edge of the stadion track, his feet dusted in white sand. His heart pounded. He had trained every morning before sunrise for nearly a year. Today, all of Elis watched. Today, he would run before the gods.

His trainer clapped him on the shoulder. "Remember, you run not to win a crown of olive branches, but to show your discipline. That is true victory."

The trumpet sounded. The crowd hushed. Andronikos stepped into position. Around him stood men from Thebes, Corinth, and Sparta. The priest raised his arm.

"Go!"

Andronikos sprang forward. The wind rushed past his ears. He focused not on the finish line, but on his form – his training, his rhythm, his breath.

He crossed the line just ahead of the others. The crowd erupted.

Later that day, as the judge placed the olive wreath on his head, Andronikos bowed before the altar of Zeus. He remembered the words of his father: "A strong body means little if it is not guided by a strong spirit."

He had run with strength, yes. But more than that, he had run with honour.

C) Creative Activity: Design Your Own Olympic Event

1. Invent an original Olympic event. It can be based on strength, speed, skill, or strategy.
2. Draw a diagram of your event, including:
 - The location or setup
 - The rules
 - What the athletes must do to win
3. Give your event a Greek-style name (e.g., "Aerolympos Leap" or "Shield Sprint").
4. Write 3–4 sentences explaining how your event reflects courage, fairness, or discipline.

Optional: Share your design and description with your parent, tutor, or homeschool group.

D) Fun Facts

- Olympic athletes competed **naked** to honour the human body and the gods.
 - A truce called the **Olympic Peace** was declared during the games so that athletes could travel safely.
 - Cheaters were fined and their names engraved on stone statues near the stadium.
 - Events like **pankration** were so brutal they could end in serious injury – or death.
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E) Thinking Questions (Write in your notebook):

1. What made the Olympic Games so important to the Greeks?
 2. Why do you think only certain people were allowed to compete?
 3. What do you admire about the discipline required to prepare for the games?
 4. What can we learn from athletes who competed for honour instead of wealth?
 5. How is competition a chance to show godly character?
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F) Biblical Reflection *1 Corinthians 9:24–25* says:

"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. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last, but we do it to get a crown that will last forever."

Paul used the Olympics as a metaphor for the Christian life. Just like athletes train their bodies, we must train our **hearts and minds** in godliness. Competing well isn't just about winning – it's about showing **self-control, perseverance, and faith**.

Wrap-Up Retell Andronikos' story in your own words. What did he learn from his experience? What does it teach you about courage and purpose? Share your original Olympic event with your parent or tutor and reflect on what true victory means – not only in sports but in your walk with God.

Great work! You've learned about the origins of the Olympics. Remember, every race we run – in life, in faith, in growth – matters when we do it with purpose and honour.

Next lesson: Greek Training and Athletics – Discipline, Perseverance, and Physical Excellence.

Lesson 2.2: Greek Training and Athletics – Discipline, Perseverance, and Physical Excellence

A) Lesson Content

After completing the lesson, you will be asked to do a 'narration.' This is where you retell everything you can remember to your parent or tutor.

Let's step into a **palaestra**, the training school where young men in Ancient Greece practiced daily. The air smells of dust, sweat, and olive oil. You can hear the thud of feet against sand, the rhythm of punches, and the hum of focused breath. Training the body was considered **essential preparation** not just for athletes, but for soldiers, leaders, and citizens.

In **Athens**, boys were educated in both mind and body. They trained in wrestling, running, discus, and javelin, alongside lessons in music, logic, and poetry. Physical training was thought to balance mental growth. A man was considered honourable if he had a strong body, a sharp mind, and self-control.

In **Sparta**, discipline was even stricter. Boys were taken from their homes at age 7 to begin training in the **agoge**, a military system focused on obedience, endurance, and bravery. They learned to survive with little food, to march in formation, and to ignore pain. Even girls trained in athletics to prepare them for raising strong children.

Athletes in all city-states followed structured routines: early rising, intense training, bathing in cold water, strict diets, and plenty of rest. Olympic hopefuls trained for **ten months**, often under the guidance of a personal coach. They competed not for wealth but for honour – a lesson in humility, patience, and perseverance.

B) Instructional Story: "Niketas' Test"

Niketas sat cross-legged in the dirt, panting from the final sprint of the day. The sun dipped low over the mountains, casting long shadows across the palaestra. His coach, Menon, stood silently, arms crossed.

"You stumbled," Menon finally said.

Niketas looked down. "I know. I got tired."

Menon squatted beside him. "You got distracted. You looked at the others instead of the goal. Again."

Niketas nodded. This had happened before.

"Discipline is not just about doing hard things," Menon continued. "It's about doing the **right things**, even when no one watches. Especially then."

The next morning, Niketas rose before dawn. He ran alone through the olive groves, repeating the advice in his mind: *Focus. Breathe. Finish.*

Over the next weeks, he trained harder. He ate less honey bread, slept on a harder mat, and practiced his discus throw until his arms ached.

At the local games, he didn't win every race, but he didn't stumble. And when he crossed the finish line of the final sprint, he heard his coach whisper, "Now you run like a man who knows what matters."

That night, Niketas prayed under the stars. "Lord of heaven, help me train not just my legs, but my heart."

C) Activity: Create a Personal Training & Character Plan

1. Design a one-week training plan that includes:
 - Stretching and warm-ups
 - Strength or cardio exercises
 - A day of rest (Sabbath)
2. Add one goal each day related to character development:
 - Monday: Patience
 - Tuesday: Self-control
 - Wednesday: Encouragement
 - Thursday: Endurance
 - Friday: Honesty
 - Saturday: Responsibility
 - Sunday: Worship
3. Write a short reflection each day: "Today, I trained my body by ____ and my spirit by ____."

Optional: Share your plan with your parent or tutor and reflect at the end of the week.

D) Fun Facts

- The palaestra often included a bathhouse and room for massages with olive oil.
 - Spartan boys were encouraged to **speak briefly and with wit** – this became known as "laconic speech."
 - Olympic athletes could be disqualified for **cowardice or cheating**.
 - Ancient Greeks believed that music and athletics trained the soul together.
-

E) Thinking Questions (Write in your notebook):

1. How did training in Athens differ from training in Sparta?
 2. Why did the Greeks believe physical strength was part of a good life?
 3. What lessons did Niketas learn about discipline?
 4. How can we apply those lessons to our own habits and spiritual walk?
 5. Which day of your character plan will challenge you the most? Why?
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F) Biblical Reflection *1 Timothy 4:8* says:

"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."

God created our bodies and wants us to take care of them. But even more, He wants us to train our hearts. Discipline, self-control, and endurance matter in sports – but they matter even more in how we **love, serve, and grow**.

Wrap-Up Retell the story of Niketas in your own words. What did he learn about distraction, discipline, and perseverance? Share your weekly training and character plan with your parent or tutor, and discuss how physical training can be a picture of spiritual growth.

Great job! You’ve explored how the Greeks valued strength and discipline. As you train your body, don’t forget to also train your heart for the race God has set before you.

Next lesson: Famous Olympic Champions – Real Stories of Courage and Determination.

Lesson 2.3: Famous Olympic Champions – Real Stories of Courage and Determination

A) Lesson Content

After completing the lesson, you will be asked to do a 'narration.' This is where you retell everything you can remember to your parent or tutor.

Today, we step into the world of real Olympic champions from Ancient Greece – not gods or legends, but men whose stories still inspire courage and endurance.

One such athlete was **Milo of Croton**, a six-time Olympic wrestling champion from southern Italy. Known for his incredible strength, Milo trained by lifting a newborn calf every day until it became a full-grown bull. His victories weren't only about muscle, but about dedication over time. The people of Croton honoured him as a national hero. He also led his city's army and was known for his wisdom as well as his power.

Another champion was **Diagoras of Rhodes**, a boxer who gained admiration not only for his skill but for his noble character. His victories were celebrated with poems, statues, and parades. Later, when two of his sons became Olympic champions, they lifted their father on their shoulders through the stadium. A spectator called out, "Die, Diagoras, for you will never be more honoured than this."

These champions didn't just win – they lived with purpose, trained with perseverance, and inspired generations.

B) Instructional Story: "The Day of Melas"

Melas had trained for years in his small village near Thebes. Though he wasn't from a wealthy family, he rose early each day to run, lift stones, and wrestle with his older brothers.

Now, at sixteen, he stood in the sand of Olympia, preparing to run the stadion. He could hear the crowd buzzing and priests chanting nearby at the altar of Zeus.

His tunic clung to his skin, damp with sweat. He looked to the hills where the smoke from sacrifices curled into the sky. "Help me, Lord," he whispered, though many others prayed to different gods.

When the trumpet sounded, Melas ran like the wind. He didn't win. But he didn't stumble. He didn't quit. He crossed the finish line with strength still in his stride.

Later, a judge approached him. "You didn't win, but your form, your focus, your humility – they honour your village."

Years later, Melas became a coach, teaching younger boys not just how to run, but how to run **well**. "Winning fades," he said. "But the strength of your heart remains."

C) Activity: Profile a Champion of Character

1. Choose a modern athlete (Christian or otherwise) who shows integrity, perseverance, or humility.
2. Research their story: challenges they overcame, how they train, how they treat others.
3. Write a one-page profile that includes:
 - The athlete's name, sport, and background
 - A description of the challenge they faced
 - A quote or action that shows their character
 - A reflection on what you can learn from them
4. Include a Bible verse that connects to their story (e.g., Hebrews 12:1 or Proverbs 27:17)

Optional: Present your profile to a parent or homeschool group.

D) Fun Facts

- Ancient Olympic champions were often featured in **sculptures and coins**.
 - Milo was said to have saved a philosopher by holding a collapsing roof beam on his shoulders!
 - Athletes trained **naked**, but wore wreaths, ribbons, and even armour in ceremonial parades.
 - Champions sometimes received **free meals for life** from their city-state!
-

E) Thinking Questions (Write in your notebook):

1. What do Milo and Diagoras teach us about long-term dedication?
 2. How did Melas show true strength even though he didn't win?
 3. What kind of "champion" does God value?
 4. Why is character more lasting than medals or prizes?
 5. How can you train your heart as well as your body?
-

F) Biblical Reflection *Hebrews 12:1* says:

"Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders... and let us run with perseverance the race marked out for us."

God calls us to run our life's race with courage, faith, and endurance. Like the Olympic champions, we must stay focused, even when it's hard. Our prize is not a wreath but eternal life and the joy of hearing, "Well done, good and faithful servant."

Wrap-Up Retell the story of Melas. What made him a true champion? Share your modern athlete profile with your parent or tutor. Talk about how courage, humility, and perseverance reflect the kind of character God honours.

You've completed your study of Ancient Olympic champions. May their example inspire you to live with discipline and faith as you run your own race!

TOPIC 3	HANDICAPS

Lesson 3.1: Greek Views on Strength and Weakness – How the Greeks Saw Physical Challenges

A) Lesson Content

After completing the lesson, you will be asked to do a 'narration.' This is where you retell everything you can remember to your parent or tutor.

Welcome back! Today we're going to explore how the Ancient Greeks understood strength, weakness, and what it meant to be valuable in society. Their admiration for physical perfection shaped how they treated those who didn't meet that ideal.

Greek culture celebrated **strength, beauty, and athletic excellence**. Sculptors like Phidias and Polykleitos carved statues of athletes with idealized muscles, perfect proportions, and confident stances. Heroes in myths were warriors like **Hercules**, who defeated monsters with brute strength. Public competitions like the Olympics praised the fastest, strongest, and most skilled.

But what about those who weren't strong?

In most Greek city-states, people with **illness, deformity, or disability** were considered less useful. In **Sparta**, infants were inspected shortly after birth. If a baby was judged too weak or sickly, it might be abandoned on a hillside – a practice that went against the heart of God.

Yet, not everyone shared this mindset. Some Greek philosophers like **Plato** and **Socrates** argued that the soul was more important than the body. They believed wisdom, courage, and justice were higher virtues than strength alone.

In daily life, many individuals who lived with physical limitations still contributed through their **minds, skills, or wisdom**. Some became poets, philosophers, artisans, or spiritual advisors. Strength of character mattered, too.

B) Instructional Story: "The Potter of Corinth"

Demetrios lived in the busy city of Corinth. As a child, he had suffered an illness that left one leg shorter than the other. He limped and couldn't run or wrestle like the other boys. At first, others laughed. He often stayed in his home, watching his father mold clay into vases and cups.

One day, his father said, "Come shape with me."

Demetrios placed his hands into the spinning clay. It felt alive. With patience and skill, he learned to shape delicate amphorae, smooth pitchers, and elegant bowls.

Years passed. Demetrios' hands became strong even if his legs did not. His pottery was admired throughout Greece. One day, a wealthy Athenian visited the workshop.

"Did you craft this krater?" the man asked.

"Yes, sir," Demetrios replied.

"You work like a master. Your strength is not in your legs, but in your hands and spirit."

Demetrios smiled. He had learned that true strength is not measured by speed or muscle, but by the **faithfulness of your work** and the courage to keep going.

C) Creative Activity: Write a Short Story of Overcoming

1. Research or imagine a character living in Ancient Greece who has a physical challenge (e.g., blindness, limited mobility, injury).
2. Write a short story (at least one paragraph) about how this person contributes to society through skill, wisdom, or courage.
3. Include:
 - The character's name, background, and challenge
 - The way others react to them
 - How the character proves their value
 - A lesson or truth you want the reader to remember

Optional: Share your story aloud with your parent or tutor.

D) Fun Facts

- The god **Hephaestus** in Greek mythology had a limp, but was still honoured as the god of fire and craftsmanship.
 - Socrates was considered unattractive and physically plain, but his wisdom shaped Western philosophy.
 - Ancient Greece had few resources for people with disabilities, but some temples offered healing rituals or rest.
-

E) Thinking Questions (Write in your notebook):

1. Why did the Greeks admire physical perfection?
 2. How were people with disabilities treated in different city-states?
 3. What does Demetrios' story show about inner strength?
 4. How do you think God sees people who have physical challenges?
 5. What kind of strength does the Bible say is most important?
-

F) Biblical Reflection *2 Corinthians 12:9* says:

"My grace is sufficient for you, for my power is made perfect in weakness."

God does not look at outward strength. He sees the heart. In fact, He often uses those the world sees as weak to show His power and love. In God's eyes, courage, endurance, faith, and humility are true strength.

Wrap-Up Retell the story of Demetrios in your own words. What did he overcome? How did God work through his challenge? Share your own story of a character who shows strength in weakness. Talk with your parent or tutor about what kind of strength really matters in God's kingdom.

Well done! You have learned how Greek culture viewed strength and how God's truth shines even in weakness. Get ready for the next lesson on real Greek warriors who overcame physical obstacles!

Lesson 3.2: Overcoming Obstacles – Greek Warriors with Disabilities

A) Lesson Content

After completing the lesson, you will be asked to do a 'narration.' This is where you retell everything you can remember to your parent or tutor.

Welcome back! Today we will continue exploring the theme of strength in unexpected places. While Ancient Greek society often celebrated perfect bodies and flawless athletes, history gives us examples of **real-life warriors and heroes** who overcame disabilities and challenges.

One such man was **Eurytus of Sparta**, a soldier who fought in the famous **Battle of Thermopylae** in 480 BC. Eurytus had been struck with an eye infection and was almost completely blind. Yet when the Persian army approached, and his commander Leonidas gave the call to arms, Eurytus insisted on returning to battle. He asked a servant to lead him to the front lines, where he fought and died with honour beside his Spartan brothers.

Another figure is the mythical god **Hephaestus**, who walked with a limp and was often mocked by other gods. Yet Hephaestus created the most beautiful weapons, armour, and tools of the ancient world. His story symbolized how a person's **craftsmanship and creativity** could outshine physical limitations.

While these are dramatic tales, history tells of **many unnamed Greek warriors, craftsmen, and citizens** who lived with injuries from battle or illnesses and continued to serve their cities with honour. True greatness was not just in outward appearance but in **endurance, loyalty, and courage**.

B) Instructional Story: "Callisthenes' Return"

Callisthenes was a hoplite from Argos. Years before, he had been injured in a skirmish and walked with a painful limp. He couldn't run or carry a shield like before, so he took on quieter duties in the city – training young recruits, repairing armour, writing records.

One morning, news came of a pirate attack on a nearby village. All the healthy soldiers marched out. But Callisthenes remained behind.

"You are too slow," some whispered. "His days of battle are done."

But when a wounded group of villagers arrived, fleeing from the coast, it was Callisthenes who helped them. He organized shelter, handed out food, and armed the remaining young men.

When the soldiers returned victorious, the captain approached Callisthenes. "You held the city while we were away. You fought with wisdom."

Callisthenes bowed. He still limped, but his strength had never been greater.

C) Creative Activity: Comic Strip or Journal Entry

Choose one of the following:

1. **Draw a Comic Strip**

- Create a short comic showing a Greek warrior with a disability (real or imagined).
- Include at least 3 frames showing the challenge, how the character helps or fights, and what others learn from them.

2. **Write a Journal Entry**

- Pretend you are a Greek warrior with a disability.
- Write an entry (at least one paragraph) describing a day when you showed courage despite being underestimated.

Be sure to show how the character's **courage, service, or creativity** made a difference.

Optional: Share your work with your parent or tutor and explain what it shows about strength.

D) Fun Facts

- Spartan soldiers were often wounded in training and battle but continued to serve in leadership or teaching roles.
 - Greek shields often had symbols or designs representing personal stories – a way for even the wounded to express identity.
 - Ancient prosthetics made of wood or bronze were occasionally used for injured soldiers.
-

E) Thinking Questions (Write in your notebook):

1. What makes someone a hero?
 2. How did Eurystus show bravery even while blind?
 3. What strengths did Hephaestus have that others overlooked?
 4. How did Callisthenes protect his city in a way others could not?
 5. What lesson can you apply to your own life from these stories?
-

F) Biblical Reflection *Philippians 4:13* says:

"I can do all things through Christ who strengthens me."

This verse reminds us that with God's help, we can endure and overcome any challenge. God does not measure us by our physical strength, but by our **faith, courage, and trust in Him**. Whether you face a fear, a struggle, or a limitation, God can give you strength to carry on.

Wrap-Up Retell the story of Callisthenes in your own words. What did he do to protect others? Share your comic or journal entry with your parent or tutor. Reflect on how courage comes in many forms.

Great work! You've learned how real warriors faced obstacles and honoured their cities. God uses every kind of strength for His purposes. Get ready for the next lesson, where we reflect on what the Bible teaches about perseverance and strength in weakness!

Lesson 3.3: Christian Perspective on Strength in Weakness – Biblical Encouragement on Perseverance

Bible Focus: Isaiah 41:10 – “*So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.*”

Self-Tutorial Instructions

1. Read through the expanded story and lesson content carefully.
 2. Highlight or write down 2–3 key ideas you didn’t know or want to remember.
 3. Pause and answer the thinking questions in your notebook.
 4. Complete the hands-on activity as described.
 5. Finish the lesson by doing a narration activity with a parent, tutor, or sibling.
-

Story & Teaching Content

Have you ever felt too small, too weak, too scared – or just not enough?

That’s something even Bible heroes felt. Let’s step into the sandals of someone who knew what it meant to feel weak and afraid: **Moses**.

Moses and the Fear of Speaking

The sun beat down on the desert sands as Moses looked into the burning bush that wasn’t burning up. He heard the voice of God Himself – powerful, commanding, yet somehow comforting.

“Moses,” God said, “I am sending you to Pharaoh to bring my people out of Egypt.”

Moses’ heart pounded. Egypt? Pharaoh? Him?

He immediately panicked. “But I’m not good with words,” Moses stammered. “I’ve never been eloquent. I’m slow of speech and tongue!”

Have you ever made excuses when you felt too weak or scared to do something? Moses did exactly that. He focused on his weakness. But God didn’t.

God didn’t say, “Oh, you’re right, Moses, you’re not the best speaker, so never mind.” No – He said, **“Who gave human beings their mouths? Is it not I, the Lord?”** (Exodus 4:11)

God promised to be with Moses and to give him the words to say. And even though Moses still struggled, God used him to do miracles, lead a nation, and speak face-to-face with the Creator.

Paul and the Thorn in the Flesh

Centuries later, the apostle Paul also knew what weakness felt like. He did incredible things for God – preached boldly, planted churches, endured prison – but he also had a painful problem. He called it a “thorn in the flesh.”

We don’t know exactly what it was. Some people think it might have been a physical illness, poor eyesight, or something else. But whatever it was, Paul asked God three times to take it away.

God’s answer? **“My grace is sufficient for you, for My power is made perfect in weakness.”** (2 Corinthians 12:9)

That changed everything for Paul. He realized that when he was weak, it gave God a chance to show His strength. So, Paul wrote, “I will boast all the more gladly about my weaknesses, so that Christ’s power may rest on me.”

David and the Giant

And who could forget **David**, the shepherd boy too small to wear King Saul’s armour? When everyone else was terrified of Goliath, David said something amazing:

“The Lord who rescued me from the paw of the lion and the paw of the bear will rescue me from the hand of this Philistine.” (1 Samuel 17:37)

David didn’t win because he was strong. He won because he trusted in the strength of **God**.

So, What’s the Point?

God doesn’t look for people who are already strong, perfect, or impressive. He looks for people who will trust **Him** – even when they’re weak.

Being courageous doesn’t mean never feeling afraid. It means stepping forward *while* afraid, because you believe that God is with you.

That’s perseverance. That’s strength in weakness.

Reflection & Thinking Questions

Write your answers in your journal or notebook.

For Everyone:

1. What does Isaiah 41:10 teach us about God’s character?
2. Why do you think God allows us to feel weak sometimes?
3. How do Moses, Paul, and David show us what real courage looks like?

Additional for Grades 7–9: 4. Describe a time when you felt weak or afraid but had to keep going. What did you learn from that? 5. How does the world’s view of strength differ from God’s view? 6. What’s one area of your life where you need to trust God’s strength instead of your own?

Hands-On Activity: Write a Prayer or Poem of Perseverance

Supplies Needed:

- Paper or journal
- Pen or pencil
- (Optional) Coloured pencils or markers for decoration

Instructions:

1. Find a quiet place.
2. Think about a time you’ve felt weak, afraid, or not good enough.
3. Write a **prayer** or **poem** to God, thanking Him for being your strength.
 - Start with praise: “God, You are my strength when I feel small...”
 - Include a personal story or emotion.
 - End with a declaration of trust: “I know You are with me...”
4. If you want, decorate your prayer or poem and put it somewhere special to remind you of God’s promises.

Creative Extension (Optional): Turn your poem into a **song**, or create an illustrated version as a mini poster with Bible verses on courage and strength.

Fun Facts: Strength in Weakness Edition

- The word “courage” comes from the Latin word *cor*, meaning **heart**.
 - Isaiah 41:10 is one of the most searched Bible verses online.
 - The Bible is full of unlikely heroes – Gideon hid in a winepress, Ruth was a foreigner, Esther was a young girl – yet God used them all.
-

Narration Activity (Final Step)

It helps you to remember what you have learnt when you tell it to someone else. So, tell a parent, tutor, or sibling **what you learned in your own words**. Try to include:

- What the Bible teaches about strength and weakness
- One Bible character’s story that stood out to you
- Something you learned about trusting God when life is hard

You can tell it like a story, draw a comic strip of your favourite part, or even act it out like a short skit. Use your creativity!

Lesson 4.1: The Battle of Marathon – The Endurance of Pheidippides

Bible Focus: *James 1:12* –

"Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love Him."

Self-Tutorial Instructions

1. Read the full story and lesson content below.
2. Highlight or copy 2 – 3 key ideas or quotes that stand out to you.
3. Pause and think about the reflection questions. Write your answers in your journal.
4. Create your storyboard of Pheidippides' run as described in the activity.
5. Finish the lesson by telling the story or summarizing the key ideas to a parent, sibling, or tutor.

Expanded Story & Teaching Content

The Run That Made History

The sea breeze rustled the grasslands of Marathon. It was 490 BC, and all of Greece was watching.

A massive Persian force – perhaps as many as 25,000 men – had landed on the shore, determined to conquer Athens and crush Greek freedom. The Athenians had no time to wait for allies. They gathered an army of just 10,000 citizens, mostly farmers, craftsmen, and merchants. It was a fight for their homes, their families, and their future.

The Persian army, confident in its strength, prepared to sweep the Greeks aside. But the Athenians, led by General Miltiades, had a different plan.

In a daring move, they charged the Persians head-on. The battle was fierce, brutal, and bloody. But by the end of the day, the Persians were retreating. Greece – against all odds – had won.

The Urgent Mission

While the soldiers celebrated, there was one critical task left: **Athens had to know.**

What if the people of Athens heard false rumours that the battle was lost? What if they surrendered out of fear before the truth arrived?

That's when the generals called for **Pheidippides**, a trained long-distance runner who had already proven his endurance.

Earlier that same week, before the battle, he had run **150 miles** in just two days to ask the Spartans for help. Now, after days of exhaustion and with his legs still sore from that journey, he was asked to run again – **26 miles back to Athens**, without stopping.

But this time, it was not a plea for help.

It was a message of **victory**.

The Legendary Run

The legend says that Pheidippides took off immediately, his sandals slapping the earth, his lungs burning as he pushed forward with every ounce of strength left in him.

He ran through rocky hills, olive groves, and dusty paths under the scorching sun. His mission wasn't just to run – it was to bring **good news**, even if it cost him everything.

As he neared the gates of Athens, the people crowded around, anxious for any sign of hope.

“Rejoice – we are victorious!” he gasped.

Then, with his mission complete, he collapsed and died.

More Than a Race

Today, the **marathon race** is named in honour of Pheidippides. Runners from all over the world train for months to complete this 26.2-mile challenge. But what inspired the first marathon wasn't fitness or fame – it was **faithfulness** to deliver good news.

As Christians, we too are messengers. We are called to carry the good news of Jesus to a world that needs to hear it, even when it's hard.

James 1:12 reminds us that **God blesses those who endure hardship**. Just like Pheidippides ran to bring a message of victory, we are called to endure trials with courage and faith.

Because in the end, we also run toward a reward: **“the crown of life that the Lord has promised to those who love Him.”**

Reflection & Thinking Questions

Write your answers in your journal.

For Everyone:

1. What qualities made Pheidippides a hero, even though he didn't survive?
2. How does James 1:12 encourage us when life is hard?
3. What kind of "good news" are Christians called to carry?

For Grades 7–9: 4. Can you think of a time when you had to push through something difficult to help someone else? 5. Why do you think endurance is so valued by both ancient and modern cultures? 6. How do you think spiritual endurance is different from physical endurance?

Hands-On Activity: Create a Storyboard of Pheidippides' Run

Supplies Needed:

- Paper (or printable storyboard template)
- Pencil, pens, or coloured pencils
- Ruler (optional for drawing box outlines)

Instructions:

1. Divide a sheet of paper into **4 to 6 boxes**. Each box will show one part of Pheidippides' journey.
2. In each box, draw a **scene** showing an important moment from the story. For example:
 - The battle at Marathon
 - Pheidippides receiving his mission
 - Running through the countryside
 - Reaching the city gates
 - Delivering the message
 - His final moment of collapse
3. Under each picture, write a **caption** or short sentence describing what's happening.
4. Be creative – use colour, add speech bubbles, or even turn it into a short comic!

Creative Extension (Optional): Add a second page that shows a "modern marathon" and compare the two. You could write a reflection titled "What I Would Run For" at the bottom.

Fun Facts: The Ancient World Meets Today

- The modern marathon distance (26.2 miles) was set in the **1908 Olympics in London**, when the course was adjusted so the race could start at Windsor Castle and finish in front of the royal box!
 - In Greek, Pheidippides' name means "sparing of horses" – he ran instead of using animals!
 - Long-distance messengers were called **hemerodromoi**, which means "day-runners." They could run for hours without stopping.
-

Narration Activity (Final Step)

Tell a parent, tutor, or sibling the story of Pheidippides in your own words. Include:

- What happened at the Battle of Marathon
- Why Pheidippides' run was so important
- How his story connects to James 1:12 and spiritual endurance

You can present it:

- As a dramatic story (with voices!)
- With your storyboard in hand as a visual aid
- As a short "newscast" report: "Breaking News from Ancient Greece!"

Lesson 4.2: The 300 Spartans at Thermopylae – Courage in the Face of Overwhelming Odds

Bible Focus: *John 15:13* –

“Greater love has no one than this: to lay down one’s life for one’s friends.”

Self-Tutorial Instructions

1. Read the full expanded story and lesson content below.
 2. Highlight or jot down 2–3 quotes or ideas that really impacted you.
 3. Reflect on and answer the questions in your journal.
 4. Complete the creative journal entry activity described below.
 5. Share what you learned through a narration activity with a parent, sibling, or tutor.
-

Expanded Story & Teaching Content

Thermopylae: The Gateway to Greece

The year is **480 BC**. The Persian Empire, the largest the world has ever seen, is invading Greece for the second time. At the head of this enormous force is **King Xerxes**, commanding over **100,000 troops** – some historians estimate far more.

The Greek city-states, often divided and even at war with one another, realize they must unite or fall. But they are not ready. The Persian army is already on its way, and time is running out.

A bold plan is made: **hold the Persians at Thermopylae** – a narrow mountain pass, just wide enough for a few men to stand shoulder to shoulder.

There, **King Leonidas of Sparta** leads a small force of warriors. Only **300 Spartans** accompany him, but they are joined by several thousand allies from other Greek cities. Still, they are hopelessly outnumbered.

The Last Stand Begins

For three days, the Persians attack. Again and again, they charge into the pass – but the Spartans and their allies fight with precision and discipline. The narrow terrain means the Persians can’t use their numbers to their advantage.

Leonidas fights at the front line with his men, a true warrior-king. They know they cannot win. They are not trying to.

They are **buying time** – time for the other Greeks to gather their forces, time to prepare for the defence of their homes and families.

The Final Day

On the third day, tragedy strikes. A local Greek, hoping for a reward from the Persians, shows them a secret path through the mountains. The Persians use it to circle behind the Greek forces.

Leonidas realizes they are surrounded. Some allies retreat – but the Spartans stay.

All 300 Spartans, along with a small number of loyal Greek allies, choose to fight to the death. They stand their ground, knowing they will die, because they believe **some things are worth dying for**.

Courage That Echoes Through Time

Their sacrifice wasn't wasted.

Because of their stand, the rest of Greece had time to regroup. Later that year, the Greeks defeated the Persians in major battles at **Salamis** and **Plataea**, turning the tide of the war.

The Spartans didn't live to see victory – but their bravery inspired generations.

Biblical Courage: The Greatest Sacrifice

Jesus said in *John 15:13*, “**Greater love has no one than this: to lay down one's life for one's friends.**”

The story of Thermopylae shows us a glimpse of this truth. These warriors chose to sacrifice themselves so others might live in freedom.

Their courage wasn't just in fighting – it was in **choosing** to stand firm when they knew they couldn't win. That kind of bravery reflects the love and sacrifice Jesus showed when He gave His life for us.

As Christians, we're called to stand firm in our faith – even when it's hard, even when we feel outnumbered. Courage doesn't always look like swinging a sword. Sometimes, it's simply holding the line for what is right, no matter the cost.

Reflection & Thinking Questions

Write your answers in your journal.

For Everyone:

1. Why do you think the Spartans chose to stay and fight, even though they knew they would die?
2. What makes someone courageous, even when they don't “win” in the end?
3. How does John 15:13 help us understand the meaning of true sacrifice?

For Grades 7–9: 4. Can you think of a time when you had to take a stand for what was right, even though it was hard? 5. What would it look like for someone today to “lay down their life” for others without dying? 6. How can courage be contagious? How did the Spartans' story affect the rest of Greece?

Hands-On Activity: Write a Journal Entry from a Spartan Soldier

Supplies Needed:

- Paper or journal
- Pen or pencil
- (Optional) Tea bag and lighter to "age" the paper for an ancient scroll look

Instructions:

1. Imagine you are one of the 300 Spartan warriors, writing in your journal the night before the final battle.
2. Your entry should include:
 - What you're feeling (fear, honour, determination)
 - Why you've chosen to stay and fight
 - What message you'd want your family or the people of Greece to remember
3. Write in the first person ("I") to help bring it to life. Use sensory language – what do you see, hear, and feel around you?
4. Optional: For a fun effect, crumple and stain your journal page with tea to make it look ancient.

Creative Extension (Optional): Turn your journal entry into a short dramatic reading or record yourself reading it aloud like a podcast or radio diary.

Fun Facts: The Real 300

- Spartan boys began military training at **age 7**. Discipline, loyalty, and bravery were drilled into them from childhood.
 - The pass at Thermopylae was only about **15 meters wide** – smaller than a two-lane road!
 - Xerxes expected the Greeks to run. Instead, they stood like a stone wall – and shocked the world.
 - A stone at Thermopylae today bears this ancient inscription:
"Go, tell the Spartans, stranger passing by, that here, obedient to their laws, we lie."
-

Narration Activity (Final Step)

Tell a parent, tutor, or sibling the story of the 300 Spartans in your own words. Include:

- What happened at Thermopylae and why it mattered
- Why the Spartans' choice was courageous
- How their sacrifice connects with John 15:13 and Christian values today

Try one of these:

- Tell the story as a dramatic news report from ancient Greece
- Read your journal entry aloud with emotion
- Use simple drawings or props to explain the battle and its message

Lesson 4.3: The Conquests of Alexander the Great – Determination in Leadership

Bible Focus: *Proverbs 16:9* –

“In their hearts humans plan their course, but the Lord establishes their steps.”

Self-Tutorial Instructions

1. Read the full story and teaching content below.
 2. Highlight or note 2–3 insights or ideas that stood out to you.
 3. Reflect on and answer the thinking questions in your journal.
 4. Follow the instructions to complete your conquest map activity.
 5. Wrap up by narrating what you learned to a parent, tutor, or sibling.
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Story & Teaching Content

A Boy with a Vision

In the kingdom of **Macedonia**, north of Greece, a boy named **Alexander** was born to King Philip II. From a young age, it was clear that he was no ordinary child.

He was tutored by the great philosopher **Aristotle**, who taught him about philosophy, science, geography, and leadership. But Alexander wasn't content to simply learn – he wanted to do. He dreamed of leading armies and conquering the world.

At just **20 years old**, Alexander became king when his father was assassinated. Most people expected the young ruler to struggle. Instead, he shocked the world.

The Road to Greatness

One of Alexander's first acts was to unite the Greek city-states – many of which had been fighting for centuries. Then he turned his gaze eastward: toward the enormous **Persian Empire**.

With boldness, speed, and brilliant strategy, Alexander defeated Persian armies again and again. His most famous victories include:

- **The Battle of Issus (333 BC)** – where he personally led a cavalry charge that split the Persian line.
- **The Siege of Tyre (332 BC)** – where he built a massive causeway into the sea to conquer an island fortress.
- **The Battle of Gaugamela (331 BC)** – where he faced King Darius III and shattered the Persian army.

By the time he was **30**, Alexander ruled from **Greece to Egypt, Persia, and all the way to India**.

Leadership by Example

Alexander wasn't a king who hid behind palace walls. He led his soldiers from the front. He crossed deserts with them. He fought in the mud, heat, and dust. He ate the same food. He shared their pain.

This inspired fierce loyalty among his troops. Some of his men would have died for him without question.

He was known for bravery, intelligence, and incredible **determination**. He would not turn back, even when facing impossible odds. Where others saw danger, Alexander saw opportunity.

The Downside of Ambition

But Alexander's greatness had a shadow.

As his empire grew, so did his pride. He began to see himself as invincible – even godlike. He demanded more obedience. He made decisions without listening to wise counsel. He even killed close friends who disagreed with him.

At age **32**, Alexander became sick and died suddenly in the city of **Babylon**. Some say it was malaria, others think it was poison. Whatever the cause, his empire quickly broke apart after his death.

He had conquered the world – but couldn't hold it together.

Lessons for Today

Alexander's story is impressive, but it also warns us: **Determination without humility can lead to disaster.**

Proverbs 16:9 reminds us that people may plan their path, but **only God** can truly direct our steps. Alexander led armies, but he couldn't control his pride, his health, or his legacy.

God values leaders who are **humble, wise, and faithful** – not just powerful.

In fact, the greatest Leader of all – **Jesus** – never led an army, but He changed the world through love, truth, and sacrifice.

Reflection & Thinking Questions

Write your answers in your journal.

For Everyone:

1. What made Alexander a great military leader?
2. How did his strengths become weaknesses later in his life?
3. What does Proverbs 16:9 teach us about who is really in control?

For Grades 7–9: 4. What can we learn about godly leadership by comparing Alexander and Jesus? 5. How can determination be used for good? How can it become dangerous? 6. What leadership qualities do you want to grow in, and how can you begin doing that now?

Hands-On Activity: Create a Map of Alexander’s Conquests

Supplies Needed:

- Blank world map (printable) or plain paper
- Coloured pencils or markers
- Access to a historical map for reference (digital or printed)

Instructions:

1. Find or print a **blank map of Europe, North Africa, and Asia**.
2. Using a reference map of Alexander’s conquests (search for “Alexander the Great Empire map”), trace or draw:
 - Macedonia (his homeland)
 - The path of his conquests from **Greece → Egypt → Persia → India**
3. Mark and label key locations:
 - **Macedonia**
 - **Athens**
 - **Tyre**
 - **Gaugamela**
 - **Babylon**
 - **Indus River** (eastern limit of his empire)
4. Colour his empire and draw arrows showing his path.
5. Create a legend or key explaining each major location.

Creative Extension (Optional): On the side or back of your map, write a few leadership tips or lessons based on Alexander’s life. Title it: “What I’ve Learned from a Leader Who Conquered the World.”

Fun Facts: Alexander’s Ambitious World

- Alexander named **over 20 cities after himself** – including **Alexandria** in Egypt, which still exists today.
 - He was never defeated in battle – a rare feat for any commander in history.
 - After reaching India, his soldiers refused to march farther. They were homesick and exhausted.
 - He carried a copy of **The Iliad** (Greek epic about heroes) on his campaigns and tried to live like the warriors it described.
-

Narration Activity (Final Step)

Tell a parent, sibling, or tutor what you’ve learned. You can:

- Explain the rise and fall of Alexander the Great
- Show your map and walk through his conquests
- Share how Proverbs 16:9 helps us understand the difference between planning and trusting God

Try one of these styles:

- Give a “tour” of your map like a guide
 - Pretend to be Alexander giving a farewell speech
 - Compare Alexander’s leadership with Jesus’ in a short reflection
-

Lesson 5.1: Greek Architecture and Engineering – Innovation with Purpose

Bible Focus: *Matthew 7:24*

“Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.”

Self-Tutorial Instructions

1. Read the full expanded story and lesson content below.
 2. Write down or highlight 2–3 interesting facts or ideas you didn’t know.
 3. Reflect on the thinking questions and write your answers in your journal.
 4. Follow the instructions to sketch and optionally build a Greek temple.
 5. End by narrating what you learned to a parent, sibling, or tutor.
-

Story & Teaching Content

Walking Through Ancient Athens

Imagine standing in the heart of **Athens**, around 2,400 years ago.

Bright sunlight gleams off **white marble buildings**, some rising tall on hills, others nestled around bustling marketplaces. The air is full of voices – philosophers debating, merchants calling out prices, and builders shaping stone blocks with chisels.

Your eyes are drawn to the top of the **Acropolis**, a rocky hill overlooking the city. There, the magnificent **Parthenon** stands – rows of massive columns surrounding a large temple built to honour the Greek goddess Athena.

It’s not just big. It’s beautiful. Balanced. Precise. Every line and curve seems intentional.

This wasn’t just construction – it was **art, science, and worship combined**.

Why the Greeks Built the Way They Did

Greek architecture wasn’t just about size or strength. It reflected their love of **order, symmetry, and logic**. To the Greeks, buildings were messages in stone – expressing values like wisdom, harmony, and strength.

They developed three styles of columns that are still used in buildings today:

- **Doric:** Strong, plain, and sturdy – used in the Parthenon.
- **Ionic:** Elegant, with scroll-like spirals at the top.
- **Corinthian:** Decorative and ornate, with leafy designs at the capital.

Each column style matched a different kind of message – strength, wisdom, or beauty.

Temples were designed with such precision that architects built them to **look perfect to the human eye**, even if it meant curving the floor slightly or adjusting the columns inward. They knew how to work with **optical illusions** to make their buildings appear perfectly balanced.

Engineering Feats of the Ancient World

Architecture was just one part of Greek innovation. Their **engineers** created systems that made life better and more advanced:

- **Aqueducts** carried fresh water from mountains into cities.
- **Stadiums and theatres** were built with amazing acoustics so that even those sitting far away could hear the performance.
- **Cranes and pulleys** helped lift enormous stones for construction.
- **Bridges, roads, and drainage systems** were laid out with foresight and care.

They dared to imagine things no one had done before – and then they figured out how to make them real.

Innovation with Purpose

The Greeks were builders – not just of cities, but of ideas.

But while their buildings still stand, many of their **beliefs** were flawed. They built temples to gods made by human hands. They chased perfection, but without acknowledging the perfect **Creator** who made them.

As Christians, we believe that beauty and order reflect **God's character**. He is a God of design and detail. From the way our DNA is structured to the rhythm of the seasons, everything He makes shows **intentionality and care**.

That's why Jesus used the image of a **wise builder** in *Matthew 7:24* – someone who listens to His words and builds life on a **solid foundation**.

Just like the Greeks built with purpose and skill, we are called to build our lives on the truth – boldly, carefully, and creatively.

Reflection & Thinking Questions

Write your answers in your journal.

For Everyone:

1. Why did the Greeks care so much about symmetry, balance, and beauty in their buildings?
2. What does the Bible say about building wisely? (See Matthew 7:24.)
3. In what ways do buildings reflect the values of a culture?

For Grades 7–9: 4. Why do you think God cares about beauty and design? 5. What are some modern structures that remind you of Greek architecture? What message do they send? 6. How can we build “on the rock” in our own lives – at home, in school, or with friends?

Hands-On Activity: Sketch and Build a Greek Temple

Supplies Needed:

- Paper, ruler, pencil, and coloured pencils (for sketching)
- (Optional) Building materials: cardboard, LEGO, blocks, foam board, craft sticks, or recycled boxes

Part 1: Sketch a Greek Temple

1. Look up a photo of the **Parthenon** or another Greek temple for reference.
2. On a sheet of paper, draw a **front view** of a temple.
3. Label these parts:
 - **Columns** (Doric, Ionic, or Corinthian – your choice!)
 - **Steps/platform**
 - **Pediment** (the triangular part above the columns)
 - **Roof**
4. Add details like carvings, decorations, or statues if you wish.

Part 2: Bonus – Build a Simple Model

1. Choose materials you already have: cardboard, building bricks, sugar cubes – be creative!
 2. Recreate the structure you sketched.
 3. Focus on symmetry, balance, and careful placement – just like a Greek architect would!
 4. Display your creation or take a photo to show your parent or tutor.
-

Fun Facts: Greek Brilliance in Stone

- The **Parthenon** was built without mortar! Stones were cut so precisely they locked together like a puzzle.
- Ancient Greek theatres had such good acoustics that someone whispering on stage could be heard in the back row!
- The **Corinthian column** was the last to be invented – and often the favourite of the Romans, who copied Greek styles.
- The Greeks invented a kind of **cement** and also used **early cranes** powered by humans or animals.

Narration Activity (Final Step)

Share what you learned with a parent, sibling, or tutor. You can:

- Explain the three Greek column styles
- Tell why Greek architecture was both beautiful and purposeful
- Describe what *Matthew 7:24* means in your own words
- Show your sketch or model as part of your explanation

You can even give a “tour” like a museum guide:

“Here we have a model of a Greek temple. Notice the Doric columns, designed to show strength...”

Lesson 5.2: Greek Art and Sculpture – Expressing Truth Through Creativity

Bible Focus: *Exodus 35:31–32* –

“And He has filled him with the Spirit of God – with wisdom, understanding, knowledge, and all kinds of skills – to make artistic designs for work in gold, silver and bronze.”

Self-Tutorial Instructions

1. Read the story and teaching content below carefully.
 2. Highlight or jot down 2–3 ideas or facts that inspire you.
 3. Reflect on the thinking questions and write your answers in your journal.
 4. Complete the drawing or sculpture activity.
 5. End by sharing your work and what you learned with a parent, tutor, or sibling in a narration activity.
-

Expanded Story & Teaching Content

Art That Feels Alive

Close your eyes and imagine walking through a sunlit garden in ancient Greece. As you turn a corner, you gasp. Before you stands a statue – taller than a man, carved from pure white marble. Muscles ripple under the stone skin. Hair curls realistically. The face is serene, focused, almost alive.

It’s not just a statue – it’s a **masterpiece**, the kind created by sculptors like **Phidias**, **Polykleitos**, or **Myron**. These Greek artists didn’t settle for simple shapes. They wanted their work to feel **real** – to capture the way the human body moves, stretches, twists, or laughs.

Greek art aimed not just to copy nature, but to reflect the **ideal human form**. To them, art was more than decoration. It was about **truth, beauty, courage, honour, and excellence** – and showing the dignity of humanity.

Sculpting the Ideal

In early Greek history, sculptures were stiff and formal. But as time passed, artists began experimenting with **movement and emotion**. By the Classical Period, statues looked like they could leap off their pedestals.

Some famous examples include:

- **The Discobolus** (Discus Thrower) – frozen mid-spin, muscles tense, full of motion.
- **The Doryphoros** (Spear Bearer) – a perfect balance of strength and calm, used to teach proportions.
- **The Statue of Zeus at Olympia** – made by Phidias, so large it filled an entire temple and was considered one of the Seven Wonders of the Ancient World.

Many statues honoured gods, heroes, or athletes – celebrating human strength and achievement.

But not all art was giant statues. Everyday pottery was also a form of storytelling. Greek vases were painted in **black-figure** or **red-figure** styles. These showed scenes from:

- Mythology (like Hercules and the Hydra)
- Sports competitions
- Battles and soldiers
- Daily life – cooking, farming, family moments

Art was a way to **remember, teach, and inspire**.

The Spiritual Side of Creativity

The Greeks didn't know the one true God. Yet their desire to express beauty, order, and truth came from somewhere deep – and as Christians, we know where that comes from: **the image of God**.

In *Exodus 35*, God chose and gifted a man named **Bezalel** with **artistic skill**, wisdom, and craftsmanship to help build the Tabernacle. God Himself values **creativity**, because He is the **first Creator**.

He didn't just make a functional world – He made it beautiful. Think of the colours of a sunset, the patterns of leaves, the songs of birds. Creation reflects **His glory**, and our creativity can do the same.

When we make art – whether a sculpture, a poem, or a painting – we are echoing God's creative heart.

But unlike the Greeks, we don't create art to worship false gods or to glorify human pride. We create to Honor the One who gave us imagination and beauty in the first place.

Reflection & Thinking Questions

Write your answers in your journal.

For Everyone:

1. What made Greek art special or different from other ancient cultures?
2. How did Greek artists try to show truth, beauty, and emotion through their work?
3. What does Exodus 35:31–32 teach us about God's view of art and creativity?

For Grades 7–9: 4. How is Christian creativity different from art that's focused only on fame or self-expression? 5. What kind of stories can art tell? What stories do you want to tell? 6. How might your own creativity be used to encourage others or glorify God?

Hands-On Activity: Create Your Own Greek-Inspired Art

Choose Your Medium: Drawing OR Sculpture

Option 1: Drawing a Greek-Inspired Piece

Supplies Needed:

- Paper, pencil, eraser
- (Optional) Coloured pencils, markers, or pens

Instructions:

1. Think of a **moment or story** you want to express – perhaps a moment of courage, peace, joy, or faith.
 2. Look at Greek art examples online (sculptures or vase paintings) for inspiration.
 3. Draw a person or scene in the style of Greek art:
 - Use clear outlines and natural poses.
 - Include clothing or armour if it fits your theme.
 - You could draw in the style of black-figure pottery with strong contrast and patterns.
 4. Title your piece and write a short caption explaining the story it tells.
-

Option 2: Make a Simple Sculpture

Supplies Ideas:

- Modelling clay, playdough, or air-dry clay
- Aluminium foil, pipe cleaners, or even soap carving
- Toothpicks, tools for shaping, small base (like cardboard)

Instructions:

1. Choose a subject for your sculpture: an athlete, a worshiper, a musician, an angel, etc.
 2. Shape it as simply or as detailed as you'd like – try to show movement or emotion.
 3. Let it dry or set. Then give it a name and display it somewhere in your home or learning space.
-

Fun Facts: Greek Art Up Close

- Phidias' statue of Zeus was over **40 feet tall** – made of gold and ivory!
- The Greeks believed that **proportions** mattered more than size. A small sculpture could be more powerful if it was well balanced.
- Many ancient statues we see today were once **painted with bright colours** – they didn't look plain white when new!
- The Greek ideal of beauty influenced **Michelangelo, Da Vinci**, and even **modern superhero art**.

Narration Activity (Final Step)

Tell a parent, tutor, or sibling what you learned in your own words. Include:

- What Greek artists valued and how they worked
- What Exodus 35 says about God giving artistic gifts
- How creativity can reflect God's glory

You can show your artwork or sculpture and explain:

- What inspired your design
- What message or story you chose to tell
- How your art connects with your faith

Try this as a gallery tour, short speech, or even record a video reflection!

Lesson 5.3: Greek Theatre and Tragedy – The Power of Storytelling

Bible Focus: *Philippians 4:8*

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.”

Self-Tutorial Instructions

1. Read the expanded story and lesson content below.
 2. Highlight or write down 2–3 insights or facts that stood out to you.
 3. Reflect on the thinking questions and journal your answers.
 4. Write a creative script or monologue using the instructions in the activity.
 5. Finish by sharing what you’ve learned or reading your work aloud in a narration activity.
-

Story & Teaching Content

Curtain Up: The Ancient Theatre Experience

The sky glows orange as the sun sets over the city of **Athens**. People stream into a large **open-air theatre** built into the side of a hill. Carved from stone and shaped like a giant semicircle, the **theatron** (literally, “seeing place”) can hold thousands of spectators. They settle onto stone benches, waiting for the show to begin.

Before them is a circular stage area called the **orchestra**, and behind it stands a small building, the **skene**, used as a backdrop and a place for actors to change costumes.

The performance is about to begin.

The Drama of Life

In ancient Greece, **theatre wasn’t just entertainment** – it was a way of exploring life’s biggest questions.

Playwrights like **Sophocles**, **Aeschylus**, and **Euripides** told stories of gods and heroes, but also of ordinary people facing impossible choices. Their plays wrestled with themes like:

- **Justice:** What does it mean to do what is right?
- **Pride:** What happens when humans think they’re above the gods or the law?
- **Sacrifice:** What are we willing to give up for those we love?
- **Fate vs. Free Will:** Are our lives determined, or do we choose our own paths?

One famous play, *Antigone* by Sophocles, tells of a young woman who defies a king’s order because she believes God’s laws are higher than human laws. Another, *Medea* by Euripides, explores betrayal, revenge, and deep sorrow.

These **tragedies** weren't written to make people laugh or escape reality. They were meant to **challenge, awaken, and teach**.

Masks and Meaning

Greek actors wore large **masks** with exaggerated expressions. The masks helped show emotions clearly and allowed actors to play multiple roles. The chorus – usually a group of 12 to 15 men – chanted, danced, and helped explain the action or offer reflection.

Even though they had no microphones, the design of the theatre carried their voices so that everyone could hear – even in the very back row.

The plays were performed during religious festivals, often to honour **Dionysus**, the god of wine and celebration. But the stories themselves were full of lessons that even non-religious audiences could understand.

Why Stories Matter

God designed us to **learn through story**. Jesus Himself often taught using **parables** – short, vivid stories that captured the hearts and minds of His listeners. Storytelling speaks to both our emotions and our thoughts. It helps us see life from different angles.

That's why *Philippians 4:8* encourages us to fill our minds with **true, noble, right, pure, and excellent things**. Great stories – whether ancient plays or modern testimonies – can shape our character and help us understand others.

Greek theatre shows us the power of **creative communication**. And when that creativity is used for godly purposes, it can transform lives.

Reflection & Thinking Questions

Write your answers in your journal.

For Everyone:

1. What kind of emotions did Greek tragedies try to stir in their audience?
2. Why do you think ancient people told stories through theatre instead of only books or speeches?
3. What does Philippians 4:8 teach us about the kinds of stories we should focus on?

For Grades 7–9: 4. Can you think of a modern play, movie, or story that made you think more deeply about life? 5. How can storytelling be used to glorify God or help others? 6. Why do you think Jesus chose to teach in parables instead of just giving commands?

Creative Activity: Write a Short Play Script or Monologue

Choose one of the two options below for your writing project.

Option 1: Write a Monologue

Monologue = A short speech by one character, spoken aloud.

Steps:

1. Choose a character from a Greek myth *or* a Bible story. Some ideas:
 - Greek: Hercules, Odysseus, Antigone, Achilles
 - Bible: Esther, David, Jonah, Peter, the Prodigal Son
2. Write a 1–2 paragraph **monologue** from their point of view.
 - What are they feeling?
 - What choice are they facing?
 - What lesson are they learning?
3. Use strong emotions, personal thoughts, and rich language.

Option 2: Write a Short Play Scene

Play Scene = A brief dialogue with at least 2 characters.

Steps:

1. Choose a story to adapt. (A Bible story like Joseph and his brothers or a myth like Icarus and Daedalus.)
2. Create a simple scene, 10–15 lines long.
3. Use **dialogue** to show the characters' feelings, choices, and beliefs.
4. Consider adding a **chorus** to comment on the action, Greek-theatre style!

Optional Extension:

- Perform your play or monologue for your family.
- Record an audio or video performance to share.

Fun Facts: Drama in Ancient Greece

- The word “**tragedy**” comes from the Greek *tragōidia*, meaning “goat song” – possibly linked to early rituals.
- Women weren’t allowed to act, so men played all roles – even female ones.
- Greek theatres had such good acoustics that some are still used for concerts today!
- Masks were often made of linen, cork, or wood and painted with bright colours to show emotion clearly.

Narration Activity (Final Step)

Tell a parent, tutor, or sibling what you learned in your own words. You might:

- Describe what Greek theatre was like
- Share how storytelling can shape our character
- Explain how your play or monologue connects to a deeper message

You can also:

- Perform your monologue or read it aloud
 - Give a “director’s talk” explaining your creative choices
 - Compare Greek tragedy to a modern film or Bible parable
-

Lesson 6.1: The Life of Lycurgus – The Discipline of a Leader

Bible Focus: *Proverbs 11:14*

“For lack of guidance a nation falls, but victory is won through many advisers.”

Self-Tutorial Instructions

1. Read the full story and content carefully.
2. Highlight or write down 2–3 lessons you learn from Lycurgus' leadership.
3. Reflect on and answer the discussion questions.
4. Write your short speech as if you are Lycurgus.
5. End with a narration to a parent or tutor.

Story & Teaching Content

The Spartan Who Changed a Nation

In the rugged land of Sparta, far from the artistic splendour of Athens, lived a man named **Lycurgus**. Though some details of his life are part legend, his impact on Sparta is real and lasting. He was a **lawgiver**, a reformer, and a man who dared to reshape his entire society.

When Lycurgus saw his city crumbling from greed, inequality, and selfish living, he didn't sit back. He sought wisdom, listened to elders, travelled, and returned with bold ideas to change Sparta forever.

A New Way of Life

Lycurgus introduced **radical reforms**:

- He redistributed land to reduce poverty and bring equality.
- He banned gold and silver money, replacing it with heavy iron coins – too bulky to hoard or steal.
- He set up **common dining halls** (called *syssitia*) so all Spartan men, regardless of wealth, ate together.
- He created a **council of elders** to help govern with wisdom and experience.
- Most famously, he began the **agoge**, a strict military training system for boys starting at age 7.

Spartan boys learned discipline, endurance, silence, and obedience. They trained to be soldiers, lived simply, and served the state. Weakness was discouraged. Loyalty was prized above all.

Giving Up Power

Once his reforms were in place, Lycurgus made a surprising decision: he **left Sparta** and never returned. He didn't want to rule or take credit. He wanted his laws to live on, not his name.

This humility made him even more respected. He had the courage to lead with wisdom – and the character to lead without pride.

A Biblical View of Leadership

While Lycurgus lived before Christ and followed Greek gods, his story shows truths that align with Scripture. He was willing to make hard decisions not for popularity but for the **good of the people**.

Proverbs 11:14 reminds us that wise leadership needs both courage and good counsel. Leaders who listen, seek truth, and act with humility are a blessing to any nation.

Reflection & Thinking Questions

1. What made Lycurgus' leadership different from a typical king or ruler?
2. How did his laws reflect discipline, equality, and service?
3. What does Proverbs 11:14 teach us about leadership?

Grades 7–9: 4. Why is it hard to make unpopular decisions, even if they're right? 5. Can discipline be a form of love? Why or why not? 6. How can you lead with humility in your own life?

Creative Activity: Lycurgus' Speech

Imagine you are **Lycurgus**, speaking to the Spartan people about your new laws.

In your speech (1–2 paragraphs), explain:

- Why these reforms are needed
- How they will make Sparta stronger
- Why discipline and equality matter
- Your hope for Sparta's future

Optional: Read it aloud dramatically to a family member!

Fun Facts: Spartan Style

- Spartans wore **red cloaks** to hide blood in battle.
 - They trained barefoot to toughen their feet.
 - Spartan women were unusually educated and active for their time – they were expected to raise strong sons!
-

Narration Activity

Tell someone what you learned about Lycurgus. Include:

- His key reforms
 - His leadership style
 - How his story connects with biblical principles
-

Lesson 6.2: The Life of Solon – The Courage to Reform

Bible Focus: *Micah 6:8*

“He has shown you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”

Self-Tutorial Instructions

1. Read the story below carefully.
 2. Highlight or note down 2–3 courageous actions Solon took.
 3. Answer the reflection questions in your journal.
 4. Design your poster on Solon’s reforms.
 5. End the lesson by summarizing your learning in a narration.
-

Story & Teaching Content

Athens in Trouble

Long before democracy flourished in Athens, the city faced a dark time. The poor were crushed by debt. Many were enslaved to pay off what they owed. The rich grew richer, and the city was on the brink of civil war.

Into this crisis stepped **Solon**, a respected poet, statesman, and reformer. The people trusted him – but the task ahead was enormous.

Bold Justice

Solon was given power to fix the crisis. Instead of pleasing the rich or siding with the poor, he chose what was **just**.

- He **cancelled all debts** and freed citizens who had been enslaved.
- He **banned debt slavery** permanently.
- He reformed the courts to give more people a voice in justice.
- He created new laws and allowed citizens from different classes to participate in government based on merit.

Not everyone was happy. The rich lost control. The poor wanted even more. But Solon refused to go to extremes. He sought **balance and fairness**, even when it cost him popularity.

A Foundation for Democracy

Solon’s reforms didn’t solve everything overnight. But he planted seeds of justice and liberty that would grow into **Athenian democracy**.

He believed in mercy and fairness – not revenge. His wisdom laid a foundation for future freedom.

A Biblical Reflection

Micah 6:8 tells us what God values in leaders and in people: **justice, mercy, and humility**. Solon's story shows how doing what is right is often **difficult**, but it honours both God's heart and human dignity.

Reflection & Thinking Questions

1. What problems did Athens face before Solon stepped in?
2. How did Solon's reforms protect the vulnerable?
3. What does *Micah 6:8* say about God's view of justice?

Grades 7–9: 4. Why is it sometimes risky to stand up for justice? 5. What's the difference between justice and revenge? 6. What kind of reforms would you make in your community?

Creative Activity: Solon's Reform Poster

Create a **visual poster** showing:

- 3–5 major reforms made by Solon
 - A short explanation of how each helped Athens
 - Optional: Add a quote from *Micah 6:8* or Solon's writings
 - Use drawings, symbols, or colour to make it visually engaging!
-

Fun Facts: Athenian Innovation

- Solon was also a **poet**! He used poetry to share his laws and ideas.
 - After finishing his reforms, he left Athens for 10 years so no one could pressure him to change them.
 - Solon's legacy influenced future leaders like **Cleisthenes** and even **American democracy** centuries later.
-

Narration Activity

Tell someone how Solon helped Athens. Include:

- The problems he faced
 - His reforms
 - How his story reflects *Micah 6:8*
-

Lesson 6.3: Themistocles and the Naval Victory at Salamis – Wisdom in Battle

Bible Focus: *James 1:5*

“If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.”

Self-Tutorial Instructions

1. Read the full narrative and content below.
 2. Jot down or highlight 2–3 clever strategies used by Themistocles.
 3. Answer the reflection questions in your journal.
 4. Draw and label a simple map of the Battle of Salamis.
 5. Finish by narrating the story to a parent or tutor.
-

Story & Teaching Content

Persia Strikes Again

In 480 BC, the Persian Empire returned to attack Greece – this time with a massive force led by **King Xerxes**. The land battle at Thermopylae had been lost. Now the Persian navy prepared to crush Greek ships and take the coast.

Athens was in danger. Its people had fled. But one man saw hope.

The Plan of Themistocles

Themistocles, an Athenian leader and naval commander, believed victory was still possible – but not in open waters.

He urged the Greeks to lure the massive Persian fleet into the narrow **Strait of Salamis**, where their numbers would become a disadvantage.

It was a bold plan. Risky. Many doubted it. But Themistocles persisted.

A Victory of Wisdom

As the battle began, Persian ships crowded into the strait. They couldn't manoeuvre. Greek ships, smaller and faster, **smashed through the enemy** with precision.

By the end of the day, the Persian navy was defeated. It was a turning point that saved Athens – and all of Greece – from being conquered.

Biblical Wisdom

Themistocles showed **wisdom in leadership** – not just bravery. He thought creatively, understood the terrain, and planned strategically.

James 1:5 reminds us that God gives wisdom to those who ask. Wise leaders listen, think, and act – not always with force, but with insight.

Reflection & Thinking Questions

1. What challenge did Themistocles face?
2. Why was his plan risky but effective?
3. What does James 1:5 teach us about asking God for wisdom?

Grades 7–9: 4. When have you needed wisdom to solve a problem? 5. How can wisdom be more powerful than strength? 6. What lessons can you learn from Themistocles' leadership?

Creative Activity: Battle of Salamis Map

Supplies:

- Paper, pencil, ruler
- (Optional) coloured pencils or map template

Instructions:

1. Draw a simple map showing:
 - **Athens, Salamis Island, and Persian fleet position**
 - Arrows for Greek ship movements
 - Label the narrow strait and explain why it was important
 2. Add a short summary explaining Themistocles' strategy.
-

Fun Facts: Naval Genius

- Themistocles convinced Athens to build a navy **years before the invasion**, using silver from a local mine!
 - Persian ships were larger but hard to steer in narrow waters.
 - Salamis was one of the **first great naval battles** in history.
-

Narration Activity

Tell someone the story of Themistocles and the Battle of Salamis. Include:

- His problem-solving strategy
- How wisdom made a difference
- How this connects with *James 1:5*

Lesson 7.1: The Life of Pericles – Leadership and Vision

Bible Focus: *Matthew 23:11*

“The greatest among you will be your servant.”

Self-Tutorial Instructions

1. Read the story and content below carefully.
 2. Highlight 2–3 lessons you learn from Pericles.
 3. Reflect on the discussion questions and write your answers.
 4. Write a short funeral speech honouring someone courageous.
 5. Share what you’ve learned in a narration with a parent or tutor.
-

Story & Teaching Content

The Voice of a Golden Age

Athens, 5th century BC. The city is alive with energy, creativity, and debate. Painters, philosophers, builders, and soldiers all contribute to what historians call the **Golden Age of Athens** – and at the heart of it all stands a leader named **Pericles**.

He wasn’t a general shouting orders from the front line. He wasn’t a king demanding loyalty. Pericles was a man of **wisdom, dignity, and vision**, who led by example and through persuasion.

A New Kind of Leader

Pericles believed that every citizen – not just the wealthy – should help lead the city. Under his guidance:

- **Democracy** grew stronger.
- **Public offices** were opened to more people.
- **Artists and thinkers** were encouraged and supported.

He also championed building projects that made Athens beautiful, like the **Parthenon**, a symbol of order and excellence.

But perhaps his most famous moment came after a time of sorrow.

The Funeral Speech

After a major battle, Pericles gave a speech to honour those who had died defending Athens. It wasn't just a list of names. It was a **call to courage**, a reminder of why the city was worth fighting for.

He praised the fallen not just for how they died, but for **how they lived** – serving others, loving freedom, and building a better future.

Servant Leadership

Matthew 23:11 reminds us that **the greatest leader is the one who serves others**. Pericles showed this kind of leadership. He didn't chase fame for himself – he loved his city and worked for its good.

We remember him not just for what he built, but for **how he inspired**.

Reflection & Thinking Questions

1. What were some of Pericles' major accomplishments?
2. How did he use his leadership to serve Athens?
3. What does Matthew 23:11 say about the heart of a great leader?

Grades 7–9: 4. What makes someone worth honouring? 5. How can your words encourage and uplift others? 6. How do vision and humility work together in leadership?

Creative Activity: Write a Funeral Speech

Imagine you are Pericles, giving a short speech to honour someone who lived with courage and purpose.

Your speech (1–2 paragraphs) should include:

- Who the person was (you can make up a name or choose a real hero)
- What they did that showed courage or faithfulness
- Why their life matters and how it inspires others

Optional: Present your speech aloud as if you were addressing a crowd.

Fun Facts: The World of Pericles

- The Parthenon took over **15 years to build** and used more than 20,000 tons of marble.
- Pericles never shouted in public – he was known for his calm voice and strong logic.

- He also encouraged **naval strength**, helping Athens dominate the sea during his time.
-

Narration Activity

Tell a parent or tutor what you learned. Include:

- Why Pericles is remembered
 - How he led with vision and humility
 - What makes leadership Christlike
-

Lesson 7.2: The Life of Demosthenes – Overcoming Personal Struggles to Inspire Others

Bible Focus: *2 Timothy 1:7*

“For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline.”

Self-Tutorial Instructions

1. Read the story and lesson content.
 2. Write down 2–3 inspiring facts about Demosthenes.
 3. Reflect on the discussion questions.
 4. Write a motivational speech based on the instructions.
 5. Share your speech in a narration activity.
-

Story & Teaching Content

From Stammering to Strength

In ancient Athens, the public speaker was a kind of hero. People gathered in the assembly to hear speeches that moved crowds and shaped decisions. But young **Demosthenes** had a problem – he **couldn’t speak clearly**.

He stuttered, spoke too fast, and lacked confidence. People **mocked him**. His voice trembled. He could have given up.

But Demosthenes made a choice: **to work harder than anyone else**.

Training Against the Odds

He trained in extraordinary ways:

- He spoke with **pebbles in his mouth** to control his voice.
- He shouted speeches over crashing **ocean waves** to strengthen his lungs.
- He practiced gestures and movements in front of a **mirror**.

He studied famous speeches and repeated them until they were part of him. Day by day, he improved. Year by year, he grew into one of Greece’s most powerful voices.

A Voice for Justice

When Athens faced threats from Macedon, Demosthenes stood before crowds and warned of danger. He gave passionate speeches called **Philippics**, urging Athenians to stand for freedom and justice.

He never became a soldier or king – but his **words moved a nation**.

Facing Fear with Faith

2 Timothy 1:7 reminds us that God does not give us fear – but **power, love, and self-discipline**. Demosthenes lived this truth. Though he wasn't a Christian, his perseverance teaches us that weakness doesn't disqualify us. With God's help, it can become **our strength**.

Reflection & Thinking Questions

1. What struggles did Demosthenes face early in life?
2. How did he turn his weakness into a strength?
3. What does 2 Timothy 1:7 teach us about the power God gives us?

Grades 7–9: 4. What personal struggle have you faced, and how did (or could) you overcome it? 5. Why do motivational words matter in hard times? 6. How does God work through our limitations?

Creative Activity: Motivational Speech

Write a short speech encouraging someone not to give up.

In your speech (1–2 paragraphs), include:

- Acknowledge the challenge they face
- Remind them that perseverance leads to growth
- Point to God's help and strength

Optional: Record or present your speech for someone in your family.

Fun Facts: Determined Demosthenes

- He reportedly practiced in a cave to avoid distractions!
 - His speeches are still studied in law and debate classes today.
 - He once delivered a speech that **changed the direction of Athenian policy**.
-

Narration Activity

Share what you learned about Demosthenes. Talk about:

- His personal struggle
 - How he inspired others
 - How his story connects with 2 Timothy 1:7
-

Lesson 7.3: The Life of Alexander the Great – Balancing Ambition with Wisdom

Bible Focus: *Proverbs 16:18*

“Pride goes before destruction, a haughty spirit before a fall.”

Self-Tutorial Instructions

1. Read the full lesson content below.
 2. Write down Alexander’s strengths and flaws.
 3. Reflect on the questions provided.
 4. Create a leadership balance chart.
 5. Narrate what you learned to a family member.
-

Story & Teaching Content

A Dream Bigger Than the World

Alexander the Great was taught from youth to think big. His tutor was **Aristotle**, and his heroes were men like Achilles. By age 20, he was king. By 30, he ruled one of the largest empires in history – from Greece to India.

He never lost a battle. His tactics were brilliant. His soldiers loved him. But ambition, if left unchecked, can become **dangerous**.

The Double-Edged Sword

Alexander built cities, spread Greek culture, and defeated huge armies. But over time, his pride grew. He demanded to be treated like a god. He made rash decisions. He trusted the wrong people. His health declined, and he died young – only 32.

After his death, his empire **crumbled**. There was no plan. No one strong enough to hold it together.

Strength and Caution

Alexander’s ambition helped him achieve incredible things. But ambition without humility can lead to destruction. *Proverbs 16:18* warns us of pride – and how it sets us up to fall.

God wants us to dream big – but to trust Him, not just ourselves. True greatness includes **accountability, wisdom, and humility**.

Reflection & Thinking Questions

1. What made Alexander a great leader?
2. What were his flaws?
3. What does Proverbs 16:18 say about pride?

Grades 7–9: 4. How can ambition be both helpful and harmful? 5. What does wise ambition look like? 6. Why is humility important for leaders?

Creative Activity: Leadership Balance Chart

Create a chart with two columns:

Alexander's Strengths	Alexander's Weaknesses
Brilliant strategist	Grew prideful
Inspired loyalty	Demanded worship
Bold and visionary	Made rash decisions
Built a large empire	Didn't prepare for succession

Add a short paragraph about what kind of leader you want to be and how to stay humble.

Fun Facts: Alexander's Legacy

- Alexander named **over 20 cities after himself**.
 - His horse, **Bucephalus**, had its own city named in its honour!
 - He carried **The Iliad** with him into battle as a guide for leadership.
-

Narration Activity

Tell someone what you learned about Alexander. Include:

- How he balanced strength and ambition
 - What led to his downfall
 - What the Bible says about pride and wisdom
-

Lesson 8.1: Greek Daily Life and Society – Living with Courage and Honour

Bible Focus: *Colossians 3:23*

“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.”

Self-Tutorial Instructions

1. Read the expanded lesson content below.
2. Highlight or jot down 2–3 things about Greek daily life that stood out to you.
3. Reflect on the questions and write your answers in your journal.
4. Write a diary entry from a Greek teen’s perspective.
5. Share what you’ve learned through narration.

Story & Teaching Content

A Day in Ancient Greece

It’s early morning in Athens. The streets begin to stir as sunlight spills over whitewashed buildings. In the city, families prepare breakfast – simple foods like bread, olives, and cheese. In the countryside, farmers yoke their donkeys and begin the day’s work in fields of grapes and olives.

Life in Ancient Greece wasn’t easy – but it was full of meaning.

Citizens, Metics, and Slaves

Greek society had **three main classes**:

- **Citizens:** Only native-born men could vote and participate in government.
- **Metics:** Foreigners who lived in the city. They could run businesses but not vote.
- **Slaves:** Often prisoners of war or born into slavery. They worked in homes, shops, and fields.

Women in Athens usually stayed at home, managing the household and raising children. In **Sparta**, girls had more freedom and even trained in physical skills.

Although life was unequal, many Greeks still believed in **living with honour** – doing your duty, showing respect, and caring for family.

Courage in the Everyday

In Greece, courage wasn't only for the battlefield. A farmer showed courage by working hard through drought. A mother showed courage by protecting her children. A citizen showed courage by speaking truth in the assembly.

Even slaves, though treated unfairly, could act with courage by serving faithfully and holding onto hope.

Colossians 3:23 reminds us that whatever we do – no matter how small – is important when done **for the Lord**. Greek culture didn't know the God of the Bible, but their daily rhythms still remind us that courage shows up in everyday faithfulness.

Work with Honor

Whether in Athens or Sparta, Greeks valued **hard work, order, and loyalty** to their city-state. This meant training the body, sharpening the mind, and serving the community. Their idea of “arete” meant **excellence of character**, doing your best no matter your role.

Today, as followers of Christ, we're called to do the same – not to earn praise, but to reflect His goodness in all we do.

Reflection & Thinking Questions

1. What kinds of jobs and responsibilities did people in Ancient Greece have?
2. How did their society encourage honour and duty?
3. What does Colossians 3:23 say about how we should do our work?

Grades 7–9: 4. What does courage look like in school, at home, or with friends? 5. How does doing something faithfully – even when unnoticed – show honour? 6. How can you live with “arete” (excellence) in your own life?

Creative Activity: Diary Entry

Write a diary entry from the point of view of a **Greek teenager**.

Choose one:

- An **Athenian** teen learning about politics and preparing to be a citizen.
- A **Spartan** teen going through tough military training.
- A **metic** or **slave** who watches society from a different perspective.

Include:

- What your daily life is like
- A challenge you're facing

- How you're trying to live with courage and honor
-

Fun Facts: Life in Ancient Greece

- Most Greek homes had **courtyards** in the centre to bring in fresh air.
 - Athenians loved **debate and philosophy**, while Spartans valued **discipline and toughness**.
 - Families often made their own **olive oil, bread, and cloth** at home.
-

Narration Activity

Tell someone what daily life in Ancient Greece was like. Include:

- The different roles in society
 - How people showed courage in daily work
 - How Colossians 3:23 applies to your own life
-

Lesson 8.2: Greek Contributions to Christianity – Preparing the World for the Gospel

Bible Focus: *Galatians 4:4*

“But when the set time had fully come, God sent His Son...”

Self-Tutorial Instructions

1. Read the full lesson content below.
 2. Write down 2–3 surprising ways the Greeks prepared the world for Jesus.
 3. Reflect on the discussion questions.
 4. Choose a New Testament verse and explore the original Greek.
 5. Share your findings through narration.
-

Story & Teaching Content

Preparing the Way

Long before Jesus was born, the Greeks were laying stones on a road they didn’t even know would lead to **the Gospel**.

How?

Through **language, ideas, and influence**.

After **Alexander the Great** conquered vast lands, the Greek language spread far and wide. Even after the Romans took over, Greek remained the common language for writing, trade, and education.

That’s why the **New Testament** was written in **Koine Greek** – a version many people could understand. This allowed Paul’s letters, the Gospels, and other writings to **spread across nations** quickly.

Greek Ideas and Gospel Clarity

Greek philosophers asked big questions:

- What is truth?
- What is the soul?
- What is the highest good?

While their answers were incomplete, these ideas helped people **understand concepts like eternal life, spiritual truth, and reason** – ideas that Paul and the early Christians used to explain Jesus.

Even in **Acts 17**, Paul preaches in Athens and uses Greek language and culture to point to the **unknown God** – the true and living God.

Galatians 4:4 – Perfect Timing

God’s timing is never random. *Galatians 4:4* says that “when the set time had fully come, God sent His Son.” The Greek language, Roman roads, and Greek-trained thinkers all helped **prepare the world** to hear and understand the Gospel.

God can use **any culture, any language, any person** to fulfill His perfect plan.

Reflection & Thinking Questions

1. How did the Greek language help spread Christianity?
2. What Greek ideas helped people understand spiritual truth?
3. What does Galatians 4:4 teach us about God’s perfect timing?

Grades 7–9: 4. Why is it important to share the Gospel in a way people can understand? 5. How can your skills (language, creativity, learning) help God’s mission? 6. How do you see God using different cultures to spread His truth today?

Creative Activity: Word Study

Choose a New Testament verse (e.g., John 1:1, Philippians 4:13, or 1 Corinthians 13:4–7).

1. Look up the Greek version of the verse (use tools like Bible Hub or Blue Letter Bible).
 2. Compare a few Greek words to the English translation.
 3. Write what you notice:
 - Is there more than one word for “love,” “power,” or “truth”?
 - What do the Greek words help you understand more deeply?
-

Fun Facts: Greek & the Bible

- The word “**Gospel**” comes from the Greek *euangelion* – “good news.”
 - The word “**church**” is from *ekklesia*, meaning “assembly” or “called-out ones.”
 - Even the name **Christ** comes from the Greek *Christos*, meaning “Anointed One.”
-

Narration Activity

Tell someone what you discovered about:

- How Greek culture helped spread Christianity
 - What you learned from your word study
 - How Galatians 4:4 connects history and faith
-

Lesson 8.3: Course Review and Reflection – Living with Courage Today

Bible Focus: *Joshua 1:9*

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”

Self-Tutorial Instructions

1. Reflect on what you’ve learned throughout this course.
 2. Choose your favourite lesson or story.
 3. Write a one-page reflection about how it inspired or challenged you.
 4. Share your thoughts aloud with a family member.
-

Final Reflection: Courage & Determination Beyond History

You’ve travelled through Ancient Greece – met warriors, philosophers, artists, builders, and leaders. You’ve walked with Spartans, stood beside Pericles, and listened to Demosthenes.

But this course wasn’t just about history. It was about **determined-courage**.

Courage to lead wisely.

Courage to speak when others are silent.

Courage to try again when you fail.

Courage to trust God in every season.

You’ve seen how God works through people – flawed, gifted, bold, quiet. And now, it’s your turn.

Joshua 1:9 – A Command and a Comfort

God told Joshua to be strong and courageous – not because he was fearless, but because **God was with him**.

That’s the heart of courage – not never feeling afraid, but choosing to act in faith anyway.

Wherever God has placed you – school, home, friendships – He’s calling you to **live with courage** today.

Reflection & Thinking Questions

1. Which story or person from this course inspired you the most?
2. What kind of courage did they show?
3. What does Joshua 1:9 say about where courage comes from?

Grades 7–9: 4. Where do you feel God calling you to be courageous right now? 5. How can you grow in determination, wisdom, and faith? 6. What does it mean to live with courage “for the Lord your God is with you”?

Final Activity: One-Page Reflection

In your reflection, include:

- Your favourite lesson or historical figure
- What you learned about courage through that story
- How you want to apply that lesson in your life today

Optional: Add a Bible verse, prayer, or quote that encourages you.

Fun Course Highlights

- You learned about **Spartan warriors** and everyday citizens.
 - You explored the impact of **language, architecture, and leadership**.
 - You discovered how **Greek culture set the stage** for Jesus’ coming.
-

Final Narration Activity

Give a 2–3 minute summary of what this course taught you. Include:

- One person who inspired you
- One Bible verse that encouraged you
- One way you want to live with more courage

You’ve finished the journey – now carry these lessons with you as you grow in courage, character, and faith.

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

...to be advised...
