

Humility--Lesson #1

Teacher's Notes

Life - Community Building (Warm-up; 10)

1. Small talk: How are you? How was your week? Introduction of new students
2. PAN questions
3. Review of homework

Life to Topic (10-15)

Class Discussion

1. What does the word 'humility' mean to you? What are related words? What is the opposite of humility?
2. What is 'the word' for humility in your language? They write on board in their own language.
3. Give a good example of a humble person. Perhaps also, a person who is not humble.

Topic (25-30)

(5-10) **Dictionary Definitions** (see Student Handout): what do they add? Do you agree? Disagree? Do your words mean the same as the English 'humility'?

(15-20) **Reading (Part 1): Proverbs from Other Cultures:**

1. Students read silently with the following instructions
 - a. Note any words you do not know
 - b. Note any proverbs that don't make sense to you
 - c. Each student chooses 2 favourite proverbs to share with the class.
 - d. For those students who finish early, ask them to do the Word Search.
2. Are there any words you don't know? Have other class members answer, if possible.
3. Are there any proverbs you don't understand? Have other class members explain them.
4. Ask: Which is your favourite one? Why? Imagine a situation for its application.

Topic to Life (30-35)

A. Folk Tales:

1. Divide into two groups. Have each group read one of the stories given.
2. Ask them to be prepared to tell or enact the story for the others.
3. Have them formulate "the moral" of the story, and choose which proverb best summarizes the story. Discuss this as a subgroup; reach consensus if possible. If not, allow 'minority reports.'
4. Come together as a whole group: have each subgroup share (tell or enact) with the rest the story, the moral and the proverb chosen.

B. Grammar: English Irregular Verbs

1. Look at the underlined verbs in the readings. Choose 5 that may be less familiar to your students, e.g. costs, fought, hid, lying, flew.
2. Point them out to the students and ask them to find them in the chart: which column are they in and what is their base form?
3. Review the chart in general. Point out that these are "irregular" verbs.
4. Explain that there are patterns for the change in forms. Give one or two examples: e.g. find, found, found; bind, bound, bound.
5. Fill in the sentences given with the right forms.

Life (5-10)

1. Memorize one proverb from the list given.
2. Collect and translate proverbs from your home culture; bring them to class next time.
3. Give take home application questions (bring to class in written form next time):
 - a. Take note of situations in which you observed 'humble behaviour'
 - b. Take note of situations in which you wish you had had more humility
4. Continue your PANning

HUMILITY--Lesson #1

Student Handout

Class Discussion

1. What does the word 'humility' mean to you? What are related words? What is the opposite of humility?
2. What is 'the word' for humility in your language?
3. Give a good example of a humble person. Perhaps also, a person who is not humble.

Definitions of humility:

1. The quality or condition of being humble; modest opinion or estimate of one's own importance, rank, etc.
<humility. Dictionary.com. Dictionary.com Unabridged (v 1.1). Random House, Inc. <http://dictionary.reference.com/browse/humility> (accessed: November 12, 2008)>
2. The state or quality of being humble; freedom from pride and arrogance; lowliness of mind; a modest estimate of one's own worth; a sense of one's own unworthiness through imperfection and sinfulness; self-abasement; humbleness.
<humility. Dictionary.com. Webster's Revised Unabridged Dictionary. MICRA, Inc. <http://dictionary.reference.com/browse/humility> (accessed: November 12, 2008).>

Readings: Proverbs from Other Cultures

1. "The crown of a good disposition is humility." --Arab Proverb
2. "Asking costs little." --Italian Proverb
3. "Arrogance invites ruin; humility receives benefits." --Chinese proverb
4. "Too much humility is pride." --German Proverb
5. "Humility is the solid foundation of all virtues." --Confucius
6. "It is unwise to be too sure of one's own wisdom. It is healthy to be reminded that the strongest might weaken and the wisest might err." -- Mohandas K. Gandhi
7. "Do you wish people to think well of you? Don't speak well of yourself." --Pascal

Find: humble, pride, humility, crown, cost, meek, way, snap, ruin, wise

E	L	B	M	U	H	C	A	S
C	Q	R	P	C	R	O	W	N
N	I	U	R	J	W	S	A	A
H	U	M	I	L	I	T	Y	P
P	R	I	D	E	S	S	X	M
Z	M	E	E	K	E	L	Y	O

Make sentences with as many of these words per sentence as possible.

Folk Tales

1. "Defeated by Pride"

(http://dimdima.com/khazana/stories/showstory.asp?q_title=Defeated+by+Pride; 14-6-08)

Two roosters fought for supremacy in the farmyard. Finally one was vanquished and he went and hid himself in a corner of the hen-house. The victor flew up to the roof of the barn and begin to crow, "I've won, I've won!"

An eagle swooped down and carried him away and the rooster that had been defeated suddenly found himself unchallenged master of the farmyard.

The moral:

The proverb which best summarizes the story:

2. “The Dog and the Shadow”

(Æsop. Sixth century B.C.; <http://www.bartleby.com/17/1/3.html>; accessed 14 August 2008)

It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen more. Beware lest you lose the substance by grasping at the shadow.

The moral:

The proverb which best summarizes the story:

English Irregular Verbs

<http://www.usingenglish.com/reference/irregular-verbs/> (accessed 12 Nov. 08)

Base Form	Past Simple	Past Participle	3rd Person Singular	Present Participle / Gerund
Abide	Abode/Abided	Abode/Abided/Abidden	Abides	Abiding
Arise	Arose	Arisen	Arises	Arising
Awake	Awoke	Awoken	Awakes	Awaking
Be	Was/Were	Been	Is	Being
Bear	Bore	Born/Borne	Bears	Bearing
Beat	Beat	Beaten	Beats	Beating
Become	Became	Become	Becomes	Becoming
Begin	Began	Begun	Begins	Beginning
Bend	Bent	Bent	Bends	Bending
Bet	Bet	Bet	Bets	Betting
Bind	Bound	Bound	Binds	Binding
Bite	Bit	Bitten	Bites	Biting
Bleed	Bled	Bled	Bleeds	Bleeding
Blow	Blew	Blown	Blows	Blowing
Break	Broke	Broken	Breaks	Breaking
Bring	Brought	Brought	Brings	Bringing
Build	Built	Built	Builds	Building
Burn	Burnt/Burned	Burnt/Burned	Burns	Burning
Burst	Burst	Burst	Bursts	Bursting
Bust	Bust	Bust	Busts	Busting
Buy	Bought	Bought	Buys	Buying
Cast	Cast	Cast	Casts	Casting
Catch	Caught	Caught	Catches	Catching
Choose	Chose	Chosen	Chooses	Choosing
Clap	Clapped/Clapt	Clapped/Clapt	Claps	Clapping
Cling	Clung	Clung	Clings	Clinging
Clothe	Clad/Clothed	Clad/Clothed	Clothes	Clothing
Come	Came	Come	Comes	Coming
Cost	Cost	Cost	Costs	Costing
Creep	Crept	Crept	Creeps	Creeping
Cut	Cut	Cut	Cuts	Cutting
Dare	Dared/Durst	Dared	Dares	Daring
Deal	Dealt	Dealt	Deals	Dealing
Dig	Dug	Dug	Digs	Digging
Dive	Dived/Dove	Dived	Dives	Diving
Do	Did	Done	Does	Doing
Draw	Drew	Drawn	Draws	Drawing
Dream	Dreamt/Dreamed	Dreamt/Dreamed	Dreams	Dreaming
Drink	Drank	Drunk	Drinks	Drinking
Drive	Drove	Driven	Drives	Driving
Dwell	Dwelt	Dwelt	Dwells	Dwelling
Eat	Ate	Eaten	Eats	Eating
Fall	Fell	Fallen	Falls	Falling
Feed	Fed	Fed	Feeds	Feeding
Feel	Felt	Felt	Feels	Feeling
Fight	Fought	Fought	Fights	Fighting

Base Form	Past Simple	Past Participle	3rd Person Singular	Present Participle / Gerund
Find	Found	Found	Finds	Finding
Fit	Fit/Fitted	Fit/Fitted	Fits	Fitting
Flee	Fled	Fled	Flees	Fleeing
Fling	Flung	Flung	Flings	Flinging
Fly	Flew	Flown	Flies	Flying
Forbid	Forbade/Forbad	Forbidden	Forbids	Forbidding
Forecast	Forecast/Forecast	Forecast/Forecasted	Forecasts	Forecasting
Foresee	Foresaw	Foreseen	Foresees	Foreseeing
Foretell	Foretold	Foretold	Foretells	Foretelling
Forget	Forgot	Forgotten	Forgets	Forgetting
Forgive	Forgave	Forgiven	Forgives	Forgiving
Forsake	Forsook	Forsaken	Forsakes	Forsaking
Freeze	Froze	Frozen	Freezes	Freezing
Frostbite	Frostbit	Frostbitten	Frostbites	Frostbiting
Get	Got	Got/Gotten	Gets	Getting
Give	Gave	Given	Gives	Giving
Go	Went	Gone/Been	Goes	Going
Grow	Grew	Grown	Grows	Growing
Handwrite	Handwrote	Handwritten	Handwrites	Handwriting
Hang	Hung/Hanged	Hung/Hanged	Hangs	Hanging
Have	Had	Had	Has	Having
Hear	Heard	Heard	Hears	Hearing
Hide	Hid	Hidden	Hides	Hiding
Hit	Hit	Hit	Hits	Hitting
Hold	Held	Held	Holds	Holding
Hurt	Hurt	Hurt	Hurts	Hurting
Input	Input/Inputted	Input/Inputted	Inputs	Inputting
Keep	Kept	Kept	Keeps	Keeping
Kneel	Knelt/Kneeled	Knelt/Kneeled	Kneels	Kneeling
Know	Knew	Known	Knows	Knowing
Lay	Laid	Laid	Lays	laying
Lead	Led	Led	Leads	Leading
Lean	Leant/Leaned	Leant/Leaned	Leans	Leaning
Leap	Leapt/Leaped	Leapt/Leaped	Leaps	Leaping
Learn	Learnt/Learned	Learnt/Learned	Learns	Learning
Leave	Left	Left	Leaves	Leaving
Lend	Lent	Lent	Lends	Lending
Let	Let	Let	Lets	Letting
Lie	Lay	Lain	Lies	Lying
Light	Lit	Lit	Lights	Lighting
Lose	Lost	Lost	Loses	Losing
Make	Made	Made	Makes	Making
Mean	Meant	Meant	Means	Meaning
Meet	Met	Met	Meets	Meeting
Melt	Melted	Molten/Melted	Melts	Melting
Mislead	Misled	Misled	Misleads	Misleading
Mistake	Mistook	Mistaken	Mistake	Mistaking
Misunderstand	Misunderstood	Misunderstood	Misunderstands	Misunderstanding
Mow	Mowed	Mown	Mows	Mowing
Overdraw	Overdrew	Overdrawn	Overdraws	Overdrawing

Base Form	Past Simple	Past Participle	3rd Person Singular	Present Participle / Gerund
Overhear	Overheard	Overheard	Overhears	Overhearing
Overtake	Overtook	Overtaken	Overtakes	Overtaking
Pay	Paid	Paid	Pays	Paying
Preset	Preset	Preset	Presets	Presetting
Prove	Proved	Proven/Proved	Proves	Proving
Put	Put	Put	Puts	Putting
Quit	Quit	Quit	Quits	Quitting
Re-prove	Re-proved	Re-proven/Re-proved	Re-proves	Re-proving
Read	Read	Read	Reads	Reading
Rid	Rid/Ridded	Rid/Ridded	Rids	Ridding
Ride	Rode	Ridden	Rides	Riding
Ring	Rang	Rung	Rings	Ringling
Rise	Rose	Risen	Rises	Rising
Run	Ran	Run	Runs	Running
Saw	Sawed	Sawn/Sawed	Saws	Sawing
Say	Said	Said	Says	Saying
See	Saw	Seen	Sees	Seeing
Seek	Sought	Sought	Seeks	Seeking
Sell	Sold	Sold	Sells	Selling
Send	Sent	Sent	Sends	Sending
Set	Set	Set	Sets	Setting
Sew	Sewed	Sewn/Sewed	Sews	Sewing
Shake	Shook	Shaken	Shakes	Shaking
Shave	Shaved	Shaven/Shaved	Shaves	Shaving
Shed	Shed	Shed	Sheds	Shedding
Shine	Shone	Shone	Shines	Shining
Shoot	Shot	Shot	Shoots	Shooting
Show	Showed	Shown	Shows	Showing
Shrink	Shrank	Shrunk	Shrinks	Shrinking
Shut	Shut	Shut	Shuts	Shutting
Sing	Sang	Sung	Sings	Singing
Sink	Sank	Sunk	Sinks	Sinking
Sit	Sat	Sat	Sits	Sitting
Slay	Slew	Slain	Slays	Slaying
Sleep	Slept	Slept	Sleeps	Sleeping
Slide	Slid	Slid/Slidden	Slides	Sliding
Slit	Slit	Slit	Slits	Slitting
Smell	Smelt/Smelled	Smelt/Smelled	Smells	Smelling
Sneak	Sneaked/Snuck	Sneaked/Snuck	Sneaks	Sneaking
Sow	Sowed	Sown	Sows	Sowing
Speak	Spoke	Spoken	Speaks	Speaking
Speed	Sped/Speeded	Sped/Speeded	Speeds	Speeding
Spell	Spelt/Spelled	Spelt/Spelled	Spells	Spelling
Spend	Spent	Spent	Spends	Spending
Spill	Spilt/Spilled	Spilt/Spilled	Spills	Spilling
Spin	Span/Spun	Spun	Spins	Spinning
Spit	Spat/Spit	Spat/Spit	Spits	Spitting
Split	Split	Split	Splits	Splitting
Spoil	Spoilt/Spoiled	Spoilt/Spoiled	Spoils	Spoiling
Spread	Spread	Spread	Spreads	Spreading

Base Form	Past Simple	Past Participle	3rd Person Singular	Present Participle / Gerund
Spring	Sprang	Sprung	Springs	Springing
Stand	Stood	Stood	Stands	Standing
Steal	Stole	Stolen	Steals	Stealing
Stick	Stuck	Stuck	Sticks	Sticking
Sting	Stung	Stung	Stings	Stinging
Stink	Stank	Stunk	Stinks	Stinking
Stride	Strode/Strided	Stridden	Strides	Striding
Strike	Struck	Struck/Stricken	Strikes	Striking
String	Strung	Strung	Strings	Stringing
Strip	Stript/Stripped	Stript/Stripped	Strips	Stripping
Strive	Strove	Striven	Strives	Striving
Swear	Swore	Sworn	Swears	Swearing
Sweat	Sweat/Sweated	Sweat/Sweated	Sweats	Sweating
Sweep	Swept/Sweaped	Swept/Sweaped	Sweeps	Sweeping
Swell	Swelled	Swollen	Swells	Swelling
Swim	Swam	Swum	Swims	Swimming
Swing	Swung	Swung	Swings	Swinging
Take	Took	Taken	Takes	Taking
Teach	Taught	Taught	Teaches	Teaching
Tear	Tore	Torn	Tears	Tearing
Tell	Told	Told	Tells	Telling
Think	Thought	Thought	Thinks	Thinking
Thrive	Throve/Thrived	Thriven/Thrived	Thrives	Thriving
Throw	Threw	Thrown	Throws	Throwing
Thrust	Thrust	Thrust	Thrusts	Thrusting
Tread	Trod	Trodden	Treads	Treading
Undergo	Underwent	Undergone	Undergoes	Undergoing
Understand	Understood	Understood	Understands	Understanding
Undertake	Undertook	Undertaken	Undertakes	Undertaking
Upset	Upset	Upset	Upsets	Upsetting
Vex	Vext/Vexed	Vext/Vexed	Vexes	Vexing
Wake	Woke	Woken	Wakes	Waking
Wear	Wore	Worn	Wears	Wearing
Weave	Wove	Woven	Weaves	Weaving
Wed	Wed/Wedded	Wed/Wedded	Weds	Wedding
Weep	Wept	Wept	Weeps	Weeping
Wet	Wet/Wetted	Wet/Wetted	Wets	Wetting
Win	Won	Won	Wins	Winning
Wind	Wound	Wound	Winds	Winding
Withdraw	Withdrew	Withdrawn	Withdraws	Withdrawing
Withhold	Withheld	Withheld	Withholds	Withholding
Wring	Wrung	Wrung	Wrings	Wringing
Write	Wrote	Written	Writes	Writing

Fill in the Blanks with the Correct Verb Form; answer # 8& #9.

1. Usually my dog is friendly and does not _____ , but something happened and the two dogs _____ . (fight)
2. Often people _____ for shame. One time my brother _____ for 3 days (hide).
3. One day I _____ to the Mall; it was such a strange experience that I didn't _____ again for 2 weeks. (go)
4. I used to _____ a cat but don't _____ one now; I _____ to give her to a friend because the Landlord did not allow pets. (have)
5. I was _____ about you yesterday. I _____, "I wonder what he is doing today?" (think)
6. Have you ever _____ a hockey game? I _____ one once. (see).
7. When I _____ my way, I feel awful. Have you ever _____ your way? (lose)

(Optional)

8. What other verb(s) follow the pattern of: find? Can you find other patterns? E.g. wind - wound - wound
9. Pick 5 verbs that are difficult for you from the list and write a sentence for at least 3 of the 5 forms given.

Homework

1. Memorize one proverb from the list given.
2. Collect and translate proverbs (and stories) about humility from your home culture; bring them to class next time.
3. Take note of situations in which you observed 'humble behaviour'
4. Take note of situations in which you wish you had had more humility.
5. Review the English Irregular Verbs. Arrange them in groups by pattern.
6. Complete Optional Questions 8 & 9 above.
7. Continue your PANning.

HUMILITY--Lesson #2

Teacher's Notes

Life - Community Building (10)

Warm-up

1. Small talk: How are you? How was your week? Introduction of new students
2. PAN questions
3. Review of homework: Ask for:
 - a. recitation of the Proverbs memorized
 - b. share proverbs from the home cultures
 - c. "humility situations": observed or lived (successfully or not)
 - d. PAN questions

Life to Topic (10-15)

1. Quotes
 - a. Divide into small groups of 2 or 3 at the most.
 - b. Do the following:
 - i. Read the quotes to each other.
 - ii. Are there any unknown words or meanings?
 - iii. Do you understand the quotes?
 - iv. Do you agree or disagree with the quotes?
 - v. Do they seem "North American"? If so, why?
 - vi. Each person decide which are your 2 favourites? Be prepared to tell the larger group why these are your favourites?
 - c. Gather as a whole group
 - i. Vote on which are the most favourite of the 8 quotes.
 - ii. With the time allotted, discuss why they are the favourites.

Topic (30-35 minutes):

1. Divide into 2 groups, A & B. Assign a leader for each group. (The Teacher floats between the groups, assisting as needed.)
2. Each group
 - a. read the assigned story
 - b. discuss the questions
 - c. prepare to act it out dramatically to the whole group
3. Gather again into 1 group:
 - a. Group A:
 - i. Act the story for the whole group
 - ii. Ask the questions to the whole group
 - b. Group B:
 - iii. Act the story for the whole group
 - iv. Ask the questions to the whole group
 - c. Allow any general discussion that emerges from 'a' and 'b'.
4. Pronunciation: Take note of any difficulties and responding as you are able. "Speaking Clearly" is an excellent text with resources.

Topic to Life (20-30 min.).

CASE STUDY

1. Look at the 4 Pictures, contrasting German and Chinese cultures in 4 areas. (The left portion of each picture represents German culture. The right represents the Chinese.) Be sure everyone understands the point.
2. Ask: which is closest to your culture? Discuss freely.
3. Look at the pictures again, one by one, asking: How would 'humility' be understood differently by these different cultures?

Life (5+)

1. Memorize one quote from the list given.
2. Keep a Journal noting the following:
 - a. Take note of situations in which you observed 'humble behaviour'
 - b. Take note of situations in which you wish you had had more humility
 - c. How did your 'quote' work out in your experience.
3. Continue your PANning.

HUMILITY--Lesson #2

Student Handout

You will be assigned a group. In your group, do and discuss the following:

- a. Read the quotes to each other.
- b. Are there any unknown words or meanings?
- c. Do you understand the quotes?
- d. Do you agree or disagree with the quotes?
- e. Do they seem “North American”? If so, why?
- f. Each person decide which are your 2 favourites? Be prepared to tell the larger group why these are your favourites?

Quotes

(http://www.forbetterlife.org/be_inspired/quotes.asp?offset=510)

1. “Nothing is more deceitful than the appearance of humility. It is often only carelessness of opinion, and sometimes an indirect boast.” –Jane Austen (1775-1817), novelist.
2. “I am resolved that I will not through humility become the devil's attorney. I will endeavor to speak a good word for the truth.” –Henry David Thoreau (1817-1862), philosopher, author, naturalist.
3. “Early in life I had to choose between honest arrogance and hypocritical humility. I chose honest arrogance and have seen no occasion to change.” –Frank Lloyd Wright (1867-1959), architect

http://www.wisdomquotes.com/cat_humility.html

4. I long to accomplish a great and noble tasks, but it is my chief duty to accomplish humble tasks as though they were great and noble. The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker. - Helen Keller
(http://www.absolutelyhonest.com/subjects/quotes_about_Humility.html)
5. Always acknowledge a fault. This will throw those in authority off their guard and give you an opportunity to commit more. - Mark Twain, US humorist, novelist, short story author, & wit (1835 - 1910)
6. If I only had a little humility, I'd be perfect. - Ted Turner
7. I am no more humble than my talents require. - Oscar Levant, (1906 - 1972)
8. Humility is no substitute for a good personality. - Fran Lebowitz, US writer and humorist (1950 -)

Stories Related to N. American Culture

A. Lincoln once got caught up in a situation where he wanted to please a politician, so he issued a command to transfer certain regiments. When the secretary of war, Edwin Stanton, received the order, he refused to carry it out. He said that the President was a fool. Lincoln was told what Stanton had said, and he replied, "If Stanton said I'm a fool, then I must be, for he is nearly always right. I'll see for myself." As the two men talked, the President quickly realized that his decision was a serious mistake, and without hesitation he withdrew it. (Source Unknown. <http://www.sermonillustrations.com/a-z/h/humility.htm> 14-6-08)

1. Do you understand the story?
2. Compare Lincoln and Stanton. How are they alike? different?
3. Are they 'humble'?
4. What is the lesson?
5. What about you? Are you more like Lincoln or Stanton?
6. Is there a third alternative?

B. For many years Sir Walter Scott was the leading literary figure in the British Empire. No one could write as well as he. Then the works of Lord Byron began to appear, and their greatness was immediately evident. Soon an anonymous critic praised his poems in a London paper. He declared that in the presence of these brilliant works of poetic genius, Scott could no longer be considered the leading poet of England. It was later discovered that the unnamed reviewer had been none other than Sir Walter Scott himself! (Source Unknown. <http://www.sermonillustrations.com/a-z/h/humility.htm> 14-6-08)

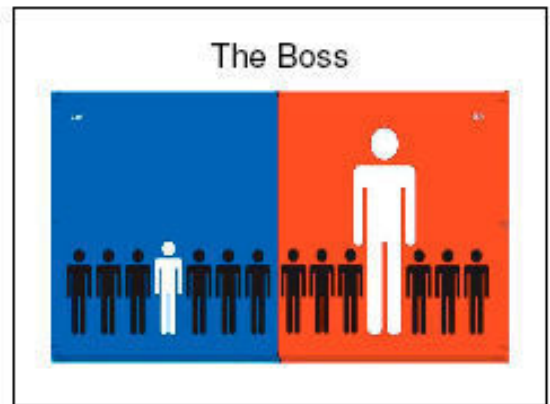
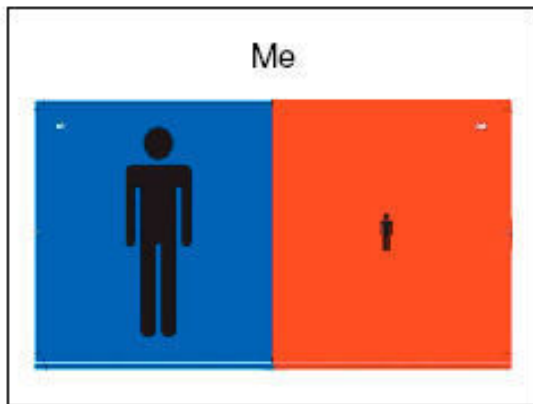
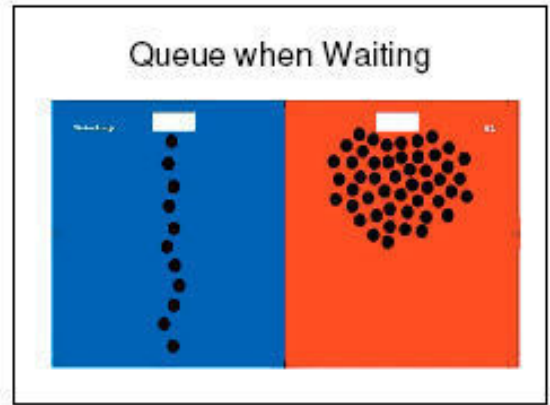
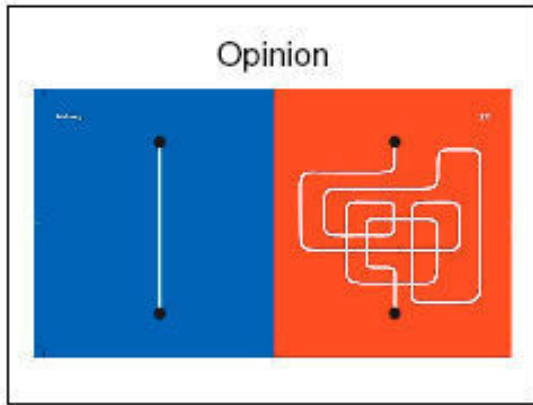
1. Do you understand the story?
2. How does Scott display humility?
3. Is there a lesson for us?
4. What about you? Would you do what Scott did?

CASE STUDY

Is humility culturally understood? Look at the pictures on the following page. Follow your teacher's instructions.

HOMEWORK

1. Memorize one quote from the list given.
2. Keep a Journal noting the following:
 - a. Take note of situations in which you observed 'humble behaviour'
 - b. Take note of situations in which you wish you had had more humility
 - c. How did your 'quote' work out in your experience?
3. Continue your PANning.



HUMILITY--Lesson #3

Teacher's Notes

Life - Community Building (10)

Warm-up

1. Small talk: How are you? How was your week? Introduction of new students
2. PAN questions
3. Review of homework. Ask for:
 - a. Recitation of memorized quote from last lesson. How did your 'quote' work out in your experience?
 - b. Review of situations in which you observed 'humble behaviour'
 - c. Review of situations in which you wish you had had more humility

Life to Topic (10-15): Quotes

1. Read the quotes together.
2. Are there any unknown words or meanings?
3. Do you understand the quotes?
4. Are there any new thoughts in these quotes?
5. Do you agree or disagree with the quotes?

Topic (30-35 minutes): Readings from the Bible

Jesus is our example of humility

1. Read Philippians 2:5-9
 - a. What 4 'steps down' do you notice in this passage?
 - i. "he gave up everything, even his place with God...appearing in human form"; v. 7
 - ii. "he accepted the role of a servant"; v. 7
 - iii. "he humbled himself by being fully obedient to God"; v. 8
 - iv. "even when that caused his death"; v. 8
 - b. What was the result of this 'humiliation'?
 - i. "raised him up to the most important place and (v. 9)
 - ii. gave him the name that is greater than any other name"; v. 9.
 - iii. Read the following quote. Ask: do you understand it?

"Jesus' humility was not a sense of defect in himself, but a sense of fullness in himself put at the disposal of others for their good. It was a voluntary lowering of himself to make the height of his glory available for sinners to enjoy." (Piper, <http://www.desiringgod.org/Blog/> [17-12-08])

2. What did this look like during his life on earth? John 13
 - a. What was the situation? V. 1-2
 - b. What does v. 3 tell us about Jesus?
 - c. What did Jesus do? Vv. 4-5
 - d. What was Peter's reaction? Vv. 6-9. Can you relate to Peter?
 - e. Why did Jesus do this? Vv. 12-17.
 - f. What do you think about this as an example of humility?
3. Pronunciation: Take note of any difficulties and responding as you are able. "Speaking Clearly" is an excellent text with resources.

Topic to Life (20-30 min.).

1. Read each passage. Discuss together: What advice does Jesus have for us about being humble?
 - a. Matthew 11:28-30
 - b. Philippians 2:1-4
 - c. 1 Peter 5:5
2. Act out the Case Study...encourage them to 'ham it up' with drama.

Life (5+)

1. Keep a Journal noting the following: What questions do I have about this Jesus? What do I admire? What do I have doubts about?
2. Continue your PANning.
3. Read the little story about the famous inventor Samuel Morse. (see Student Handout).

Background:

Samuel Finley Breese Morse (April 27, 1791 – April 2, 1872) was an American painter of portraits and historic scenes, the creator of a single wire telegraph system, and Morse Code. ... Samuel F.B. Morse was born ... in Charlestown, Massachusetts, the first child of geographer and Pastor Jedidiah Morse (1761-1826) and Elizabeth Ann Breese (1766-1828).

([http://en.wikipedia.org/wiki/Samuel Morse](http://en.wikipedia.org/wiki/Samuel_Morse); 19-12-08)

HUMILITY--Lesson #3

Student Handout

Quotes

- a. Humility is the ‘shy virtue’. “Humility is so shy. If you begin talking about it, it leaves” (Tim Keller, *Christianity Today* Dec. 2008, p. 51).
- <http://www.sermonillustrations.com/a-z/h/humility.htm> 14-6-08
- b. "Humility does not mean thinking less of yourself than of other people, nor does it mean having a low opinion of your own gifts. It means freedom from thinking about yourself one way or the other at all." (William Temple, "Christ in His Church")
- c. "They that know God will be humble, and they that know themselves cannot be proud" (John Flavel, 1627 - 1691; British pastor).
- d. “Whoever exalts himself will be humbled, and whoever humbles himself will be exalted” (Jesus, Matthew 23:12).

Readings from the Bible

A. PHILIPPIANS 2

(http://www.wbtc.com/site/PageServer?pagename=downloads_main)

5 In your life together, think the way Christ Jesus thought. 6 He was like God in every way, but he did not think that his being equal with God was something to use for his own benefit. 7 Instead, he gave up everything, even his place with God. He accepted the role of a servant, appearing in human form. During his life as a man, 8 he humbled himself by being fully obedient to God, even when that caused his death—death on a cross. 9 So God raised him up to the most important place and gave him the name that is greater than any other name.

- a. What 4 ‘steps down’ do you notice in this passage?
- b. What was the result of this ‘humiliation’?

“Jesus’ humility was not a sense of defect in himself, but a sense of fullness in himself put at the disposal of others for their good. It was a voluntary lowering of himself to make the height of his glory available for sinners to enjoy.” (Piper, <http://www.desiringgod.org/Blog/> [17-12-08])

- c. Do you understand this quote?

B. THE GOSPEL OF JOHN, CHAPTER 13

(http://www.wbtc.com/site/PageServer?pagename=downloads_main)

1It was almost time for the Jewish Passover* festival. Jesus knew that the time had come for him to leave this world and go back to the Father. Jesus had always loved the people in the world who were his. Now was the time he showed them his love the most.

2Jesus and his followers were at the evening meal. ... 3The Father had given Jesus power over everything. Jesus knew this. He also knew that he had come from God. And he knew that he was going back to God. 4So while they were eating, Jesus stood up and took off his robe. He got a towel and wrapped it around his waist. 5Then he poured water into a bowl and began to wash the followers' feet. He dried their feet with the towel that was wrapped around his waist.

6He came to Simon Peter. But Peter said to him, "Lord, you should not wash my feet."

7Jesus answered, "You don't know what I am doing now. But later you will understand."

8Peter said, "No! You will never wash my feet." Jesus answered, "If I don't wash your feet, you are not one of my people."

9Simon Peter said, "Lord, after you wash my feet, wash my hands and my head too!" ...

12When Jesus finished washing their feet, he put on his clothes and went back to the table. He asked, "Do you understand what I did for you? 13You call me 'Teacher.' And you call me 'Lord.' And this is right, because that is what I am.

14I am your Lord and Teacher. But I washed your feet. So you also should wash each other's feet. 15I did this as an example for you. So you should serve each other just as I served you. 16Believe me, servants are not greater than their master. Those who are sent to do something are not greater than the one who sent them. 17If you know these things, great blessings will be yours if you do them.

- a. What was the situation? V. 1-2
- b. What does v. 3 tell us about Jesus?
- c. What did Jesus do? Vv. 4-5
- d. What was Peter's reaction? Vv. 6-9. Can you relate to Peter?
- e. Why did Jesus do this? Vv. 12-17.
- f. What do you think about this as an example of humility?

APPLICATION

- A. “Come to me, all who labour and are heavy laden, and I will give you rest. Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls. For my yoke is easy, and my burden is light” (Matthew 11:28-30).

- B. Think about what we have in Christ: the encouragement he has brought us, the comfort of his love, our sharing in his Spirit, and the mercy and kindness he has shown us. If you enjoy these blessings, then do what will make my joy complete: Agree with each other, and show your love for each other. Be united in your goals and in the way you think. In whatever you do, don’t let selfishness or pride be your guide. Be humble, and honour others more than yourselves. Don’t be interested only in your own life, but care about the lives of others too. (Philippians 2:1-4).

- C. “Clothe yourselves, all of you, with humility toward one another, for ‘God opposes the proud but gives grace to the humble’” (1 Peter 5:5).

CASE STUDY: Here is a conversation between Jesus and some of his students:

Jesus asked them, “What were you arguing about on the road?”

But they kept quiet. On the way, they had argued about which one of them was the most important person. . . Then he said,

“If you want to be first, you must be the very last. You must be the servant of everyone.” (Mark 9:33-35)

HOMEWORK

1. Keep a Journal noting the following: What questions do I have about this Jesus? What do I admire? What do I have doubts about?
2. Continue your PANning.
3. Read the following little story about a famous man:

The famous inventor Samuel Morse who was once asked if he ever encountered situations where he didn’t know what to do. Morse responded, “More than once, and whenever I could not see my way clearly, I knelt down and prayed to God for light and understanding.”

Morse received many honors from his invention of the telegraph but felt undeserving: “I have made a valuable application of electricity not because I was superior to other men but solely because God, who meant it for mankind, must reveal it to someone and He was pleased to reveal it to me.” (Tim Hansel, *Eating Problems for Breakfast*, Word Publishing, 1988, pp. 33-34)