

UNIT THREE

GOING FOR THE GOAL

Conceptual Foundation

The theme for this section indicates that we are going to discuss goals. We know that people are making goals all the time, but frequently we ignore or forget that fact. However, goals are an integral part of the Science of Mind. When Religious Scientists do spiritual mind treatment, they are focusing on their target in whatever situation they are treating about. We learn that we need to look away from the problem and affirm the solution. That is a goal: where you want to end up.

Basically, the children will be able to tell someone what a goal is, why it is important to have goals, and how to go about making goals. Through the use of jigsaw puzzles, practice sessions, and stories the students will explore goals. You can use the following PREP model as the basis for discussion and presentation of material.

POINT - A goal is the place that you want to end up. Goals are important. We need to have them so we know where we are going. When you have a goal, you can decide what you have to do to get yourself there. We can identify goals by exploring our feelings and seeing if we have a problem that can be put into words. The solution to the problem is the result we want.

RATIONALE - Have you ever had a goal? Did you try to save up money for a particular thing you wanted to buy? That is a goal. If you are being teased at school and would like that to stop happening, that is a goal. Who else has ever had a goal? What was it? What about the goals in games like football, basketball, or even Monopoly?

EXAMPLES - Use the day's lesson, your own experiences and insights, and sharing from the children to provide examples that support the point. Continuously have the children attempt to put the "problem" into words and then choose a solution to the problem.

POINT - Life seems to be a series of choices or setting of goals. Ernest Holmes tells us in THE SCIENCE OF MIND that Divine "Mind as Law is helpless without direction." (SOM 396.3) Learning how to set reasonable and realistic goals is a way of learning how to direct the Power of the Universe. When you know how, your life works better!

Lesson 9 - Activity Week

PRE-SERVICE PREPARATION:

Select enough jigsaw puzzles to have one for every 4 or 5 children. Use puzzles that are suitable for each age group. Have pencil and paper available for each group.

WELCOME:

ASSEMBLY: (10-15 minutes) Optional.

CREATIVE GOD-TIME: (15 minutes for Kindergarten, 25 to 30 for lower elementary and 40 for upper elementary grades)

OPENING INFORMATION. Use the PREP model and your own ideas to set the scene for the activity. If your group is large, break them into smaller clusters of 4 or 5 students. Give each small group a jigsaw puzzle, a pencil and paper.

Have them choose a secretary who will list all of the goals that they would set in order to complete the jigsaw puzzle. Have them discuss it as a group project, and have them begin to put the puzzle together as a group. Of course, the main objective is to get the picture together. But how many other goals can they come up with?

Explain to the children that a good way to start is by asking yourself what the problem is. When you put the problem into words, you know what you are dealing with and can decide what you need to do next. For example, the problem with the puzzle is that it is in pieces. The goal is to put it together. In order to search out interim goals, the children might want to put the interim problems into words. Look for ideas such as these:

The problem is that we can't see what we are doing. The goal then is to turn all the pieces right side up.

The problem is where do we start? A goal could be to find all the edge pieces and put them together, or put the sky together first, etc.

Work until they complete the puzzle (easy puzzles go quickly!) or have a number of goals written down.

When they are done, compare all the goal lists. Does everyone have the same goals? Was it easy to choose the goals in your group? Were they able to put problems into words and then find a solution to the problem? Did that help? Did different group members want to solve the puzzle in different ways? How did they work out disagreements? How are the goals they came up with similar to or different from goals we set in life? When you put puzzles together before, did you know that you were setting goals? Do we set other goals that we are not aware of? Have a general discussion of goals.

Be sure to clean up all the puzzles and get them in the right boxes for later use!

BENEDICTION

PEACE SONG: Join the congregation to sing the Peace Song.

Lesson 10 - Story Week

PRE-SERVICE PREPARATION:

Select the story you want to read to the children and prepare ahead of time. Choose appropriate props, pictures, or an art activity to support the presentation.

WELCOME:

ASSEMBLY: (10-15 minutes) Optional.

CREATIVE GOD-TIME: (15 minutes for Kindergarten, 25 to 30 for lower elementary and 40 for upper elementary grades)

Begin by setting the scene for the story. Explain to them that we are studying goals. If you have a lot of different children than last week, tell them again what a goal is: where we want to end up, the results we want to have. Use the PREP model as a basis for your explanation. A good way to decide on goals (or to discover what someone else's goal is -- such as the main character) is to analyze what feelings are present, then put the problem into words, and finally state where you want to end up.

In preparing the story, you may want to select places to stop the story to ask questions. Pick a place filled with expressions of feelings and have the students identify those emotions. Is the character angry, afraid, happy, sad? The next stopping place will fall when the problem is easily understood. Have your class put that problem into words. What exactly is going on here? Who has a problem? What is the difficulty? What do they think the goals are? What is it that will solve the problem? Continue the story to find out if they are right. Do the characters reach their goal? How do you know?

KINDERGARTEN/LOWER GRADES: Three Little Pigs - Minus Two is the story for this age group. It is actually a very short (one page) play. Read Using A Play for Story Week in this lesson plan for ideas on using plays in church. When discussing the story of this play, ask such questions as, "What is the wolf's problem?" or "Does Pig have a problem? What is it?" Then go on to ask, "What is it that Wolf wants?" "What would Pig want the evening to be like?" This is the goal.

UPPER GRADES: Project Forest by Rosalie Bock. Suggested questions you might ask are 1) How did Max feel when she decided to state her opinion? (p.1 paragraph 3 - "her stomach got a big knot in it"); 2) Max attempts to put the problem into words, at least in her mind (the girls will pick on her, too). Can your students state what the exact problem is?; 3) What is Max's goal? (page 2, paragraph 4 - "I'm not going to take it like Marcie does. I'm going to help her fight back."); 4) Does the story end when Max sets this goal? No. Have the students search out additional problems and goals.

BENEDICTION

PEACE SONG: Join the congregation to sing the Peace Song.

USING A PLAY FOR STORY WEEK

This month's Story Week offers a short play for the lower grades. The particular selection is based on one from the book, LET'S PRETEND by Helene Chirinian (Price/Stern/Sloan Publishers, Inc., Los Angeles, 1987) which is available through a teacher's supply store. Suggestions are given for simple props and costumes and the play requires only two actors and they can be of either sex.

There are a number of ways that you can use plays effectively in Children's Church.

** The teacher can simply read the play as if it were a story, inserting such phrases as, He said or She asked, in order to identify the speakers. Puppets or flannelgraph characters can be used to add a visual effect.

** Children can be offered the opportunity to work hand puppets as the teacher reads the play.

** If your students are readers, you can ask them to read the parts aloud and act out what is going on.

** You can have your whole class work on the play as a group and present it that day or at the next session. This means doing the art work to create the props and costumes, choosing the "actors", and practicing the play. You may want to send the script home with your actors in order to provide ample time to learn their parts. Be sure to ask parents if your stars will be at church at presentation time!

As with any story, be sure to read the play over several times yourself to familiarize yourself with it. Check what props you might need to bring to the church. Note any difficult words that your boys and girls might not be able to read. Loosen up and enjoy the make-believe aspect. Plan to have fun!

Encourage children to use their imaginations. If someone has an idea about how to change the play, listen to their suggestion and use it if possible. Look for places where you can expand on the theme of Going For The Goal. Are there goals that you have for presenting the play? Does the class have goals as they work on the props? Point these out to the class and get their ideas as well.

THE THREE LITTLE PIGS - MINUS TWO

A Play About Problems and Goals

PRETENDERS: Pig, Wolf

PROPS: Door for knocking, pig & wolf masks (optional) **SCENE:** Wolf is on one side of door, pig is on other

(Wolf knocks on door.)

PIG: Who is knocking on my door? (Pig goes to door.)

WOLF: It is the Wolf, little Pig. Let me in, or by the hair of my chinny-chin-chin, I'll huff and I'll puff and I'll blow your house in!

PIG: Wolf, it's very late. My brothers told me you were coming. I'm ready for you.

WOLF: Where ARE your tasty little brothers?

PIG: They heard you were going to blow their houses down, so they moved away.

WOLF: Well, you are still here.

PIG: We both know you can't blow my house down. I built a good strong house. I'm hungry. Please go away so I can eat my dinner.

WOLF: Look, Pig. I am very tired. I've been running after piggies all day. I am hungry, too. I sure would like some dinner. May I please come in?

PIG: But you want to eat me!

WOLF: If you can give me something better to eat than piggies, I won't eat you. Maybe we can even be friends.

PIG: I feel afraid! How do I know you won't eat me? Isn't pig your favorite dish?

WOLF: I don't know. I never liked chasing piggies because, to tell you the truth, I never did catch any.

PIG: I thought so. Well, how about some mush and honey?

WOLF: Sounds great. Let me in, let me in.

PIG: (Opens door.) Don't forget to wipe your feet.

WOLF: (Wipes feet.) Nice place you have here.

PIG: Thanks. Wash your hands and come eat dinner.

PROJECT FOREST

by
Rosalie Bock

Max snuggled under the covers and tried to sleep. It had been a long day, and she was really tired, cold, and cranky. Max, whose real name was Monica, was on a trip with her class to learn about the forest environment. The whole sixth grade got to go to the woods for three days. It sounded great, but after having to get up at four-thirty to catch the bus, ride four hours to get to the camp, and then hike three miles before supper, she was worn out.

Just as she was falling asleep, Arlene burst into the room, "I've got it!!!" she shrieked.

"Got what?" asked Cynthia who was in the bunk under Max. "I've got Marcie Doud's sweat shirt!"

"Great, but so what?" responded Darice, the other girl in the room.

"Don't you clods know anything? Come on! I've got 'Mousie Marcie's' sweat shirt. And now we're going to show everyone what she really is!" Max curled up tighter in her blankets. She wished she were home. This didn't sound like a good idea. "See," continued Arlene, "we're gonna write 'NERD' on her pretty pink sweat. Then I'll put it back in her room, tomorrow, and everyone will know what she really is."

"Arlene," Cynthia interrupted, "I don't think that's a good idea. That sweatshirt was really expensive, and it'll be ruined if you write on it."

"That's the idea, Stupid!" Arlene was searching her duffel bag for her markers as she talked. "We'll really fix her this time! And since she has only one sweatshirt with her, she'll have to wear it. Now look, each one of us can write one letter to spell 'NERD'. Let's get busy so I can get this back fast."

After three girls had written their letter on the back of the sweatshirt, Arlene called up to Max. "Hey, sleepy head, it's your turn, come on!"

Max looked down on the group and her stomach got a big knot in it. "Count me out," Max answered.

"What do you mean?" Arlene didn't take this answer well.

"I mean that I don't want to mess up Marcie's shirt. I really don't have anything against her, and I don't want to ruin her things" Max's voice was shaking now.

Arlene looked at her with disgust. "Look here, Miss Perfect, if you don't we're going to give you the same treatment we give her. She's a wimp and so are you. Now get down here and put your letter on this shirt." Arlene was really mad. And when Arlene was made, everybody did what she told them to do.

"No, Arlene, I'm not going to do it. Marcie has never done anything to any of you. I don't understand why you want to hurt her like this." Max knew she was now an outsider in this group, and that the next two days were going to be horrible. She'd have to keep watch on her stuff, and she knew that when she was back in school this group would continue to taunt

her, as well as Marcie. "Look, I don't want to upset your plans, Arlene. I just don't want to do it." Max felt the tears on her face as she said that.

"Okay, Kiddo. Just don't ever say that I didn't warn you." Arlene turned back to the shirt and filled in the last letter herself.

Max pulled the blanket over head and cried. This was hard; after all, Marcie wasn't her friend or anything. But this group of girls had been plain rotten to Marcie ever since she transferred to their school. Sometimes Max wondered how she stood the comments and tricks they pulled on her. Now, Max would get the same treatment. She could hear it now, "Max the Wimp", or "Max, the Nerdy Gerdy". She was wide awake now.

Arlene finished the shirt, folded it so that the letters were hidden, and slipped out into the hall to return it.

"Poor Marcie," thought Max, "she was so proud of that shirt. I still can't understand it. Maybe it's because she is such a good student. Or it's because she gets along with the teachers so well. Whatever it is, she doesn't deserve this, and neither do I. Tomorrow, when they start on me, I'm not going to take it like Marcie does. In fact, I'm going to help her fight back, too. This stupid stuff has to stop."

Once more the tears welled up and spilled down her face. "Yeah, I'm going to fight back, but I know that it won't be easy. These girls have been doing this kind of thing since first grade." Max couldn't stop her fears.

Just then there was a noise in the hall. Arlene had gotten caught. Miss Hackensack caught her in the hall with

the sweatshirt. The door opened and in came Arlene and the teach-

er. Miss Hackensack was new to the school this year, too, and she didn't care for what she saw these girls doing to other people. She must have been waiting to catch Arlene as she tried to return the shirt.

"Okay Arlene, what do you have there?" Miss Hackensack asked forcefully.

"Just a shirt," responded Arlene, trying to look innocent as she always did when she was caught.

"Just a sweatshirt? Let's see it please." Miss Hackensack put out her hand to take it from Arlene, who handed it over carefully so as not to show the letters. The teacher opened it up and looked at the front. "This shirt belongs to Marcie. She's been looking for it. How is it that you have it?" Before Arlene could answer, Ms. Hackensack turned the shirt around.

"I found it in the girl's bathroom, and I was just returning it when you met me in the hall." Arlene opened her eyes even wider to look innocent.

"Really, now. Do you expect me to believe that story? How do you suppose these letters got here?"

Arlene shrugged her shoulders, and the other girls in the room shook their heads. Max just pretended to be asleep.

"As far as I am concerned, this group owes Marcie a new sweatshirt. I suggest that while we are up here, one of you can give her your shirt and wear hers." Ms. Hackensack was not kidding.

Arlene protested, "I didn't do it! It was Max. It was all her idea."

The teacher looked up at the shaking person under the covers. "It was Max? Let's just check this out. I want

everyone to put out their hands palm up so that I can see them," ordered the teacher. "You too, Max!" The girls did as they were told.

"Well, as you can plainly see, three of you have marker ink on your hands. Now, I'm not going to ask Max to tell me what happened here, but I am going to ask the rest of you to come with me while we phone your parents and tell them what has been going on." Miss Hackensack was really angry. "It's bad enough that you think you can treat other people like this, but then to lie about it and accuse someone else is horrible. I guess you won't have to wear Marcie's sweatshirt, because you three are going home."

The girls all started to cry, and accuse Arlene of the act. Max could hear them all the way down the hall as they went to make their phone calls.

She stretched out a little in the tight bunk. "This isn't going to be easy. If those girls haven't learned from this, they'll be worse than ever." Now Max cried out loud. She was alone, so it didn't matter. She fell asleep finally, but when the morning bell rang she felt terrible.

Breakfast was a noisy time. All the kids were asking about Arlene, Cynthia and Darice. Max was afraid to talk about it, so she just shrugged her shoulders. Then the camp leader blew a whistle to announce the morning's activities. He told them what happened to the three girls, and how angry their parents were at having to come for them in the middle of the night. Every kid was stunned; they knew the rules were tough, but they hadn't believed that anyone would really be sent home.

When the group left the dining hall to go to their classes, Marcie came to Max and said, "Thank you." A whole bunch of kids gathered around them and chattered all at the same time. They were saying that they thought what Arlene and the others had been getting away with was terrible. They seemed to be agreeing that they were going to help Marcie, and Max too, to stop that kind of behavior. Nobody liked it, but nobody knew how to stop it.

Later that day, Ms. Hackensack called Max aside. "I'll help all that I can. Those girls have gotten into bad habits in the way that they treat people. If we work together, I know that we can help them to be better. You don't have to snitch, just stand up to them and don't be afraid. You did the right thing, and it will be all right."

Max didn't know what she was going to do, but just knowing that there were others on her side, and the teacher as well, made her feel better ... much better! It really would be all right.

Lesson 11 - Lesson Week

PRE-SERVICE PREPARATION: WELCOME:

ASSEMBLY: (10-15 minutes) Optional.

CREATIVE GOD-TIME: (15 minutes for Kindergarten, 25 to 30 for lower elementary and 40 for upper elementary grades)

Sometimes Religious Scientists make the word PROBLEM into a “bad” word! We almost deny that we have any. Problems often annoy us and make life difficult. However, they also can be solved. Problem is just another word for anything that needs to be dealt with. Part of the goal setting process requires that we look at whatever is going on for us that we want changed -- we need to identify the problem or the challenge. We require information about where we are and where we want to go in order to direct Universal Mind as Law into the proper mold. If we ever have a hard time deciding what to do treatment for, it is usually because we have not stated what our challenge or problem is clearly. Only then can we truly say where we want to end up and then treat for that result.

KINDERGARTEN/LOWER ELEMENTARY: These students have a picture that may be used as a coloring exercise. Read the story problem that relates to the picture to the class and have them answer the questions as you ask. Even five year-olds can put a problem into words if you assist them with questions and suggestions such as these: What do you think this character might be feeling? What are some signs that he/she is feeling that way? (frown, scowl, tears, etc.) Would you say that he/she is (state a feeling)? Why do you think he/she might be feeling that way? Can you put the problem into words? What do you suppose the problem is? What could this character do about the problem? How do you think he/she would like to have this problem solved? What does he/she want to have happen?

The worksheet for older elementary students takes them through some story problems. Either individually or with partners have the students identify the problem or situation clearly and then choose an appropriate goal. Point out that there are different words for problem and for goal. Share the responses and have the children offer situations of their own if there is time.

BENEDICTION

PEACE SONG: Join the congregation.

Ray and Jimmy are brothers. Sometimes they get along very well. Sometimes they have fights! Today, Ray wanted to play with Jimmy's ball, so he took it. That made Jimmy unhappy. Now Ray is sorry. What do you think Jimmy wants to have happen next? What does Ray want?



DISCOVER THE CHALLENGE

Answer the questions following each situation. If you are working with one or more partners, be sure to get everyone's answers before going on to the next problem story. The first one has been done to give you an example.

1. Someone took Ted's new bicycle for a ride without asking his permission.

How do you think Ted would be feeling when this happened?
Ted might feel angry or he might feel hurt.

If you were Ted, you would have a problem. Put the problem into words. What could the problem be?

Ted's bike might have gotten broken.
What would Ted want to have happen?

Ted needs a way to be sure no one can take his bike without his permission.

2. Elizabeth has just been chosen for an important part in a class play.

How do you think Elizabeth would be feeling when this happened?

If you were Elizabeth, you might have a problem. Put the problem into words. What could the challenge be?

What might Elizabeth's target be?

3. Your best friend just told you he or she is going to move far away.

How do you think you would be feeling when this happened?

You would have a problem. Put the problem into words. What could the problem be?

What would your goal be?

4. Your poem is going to be put on a special bulletin board. How do you think you would be feeling when this happened?

You would have a problem. Put the problem into words. What could the problem be?

Put the results you want into words.

5. Someone drew on Martha's new blouse on purpose.

How do you think Martha would be feeling when this happened?

If you were Martha, you would have a problem. Put the problem into words. What could the problem be?

What do you think Martha's objective would be?

6. You really want to buy the latest fad outfit like all your friends have, but you don't have quite enough money saved.

How do you think you would be feeling when this happened?

You would have a problem. Put the problem into words. What could the problem be?

State what your goal would be in this situation.

Lesson 12 - Treatment Week

PRE-SERVICE PREPARATION:

Make word slips for younger grades. Copy and cut the “challenges” for the older students. Provide paper and pencil for treatments.

WELCOME:

ASSEMBLY: (10-15 minutes) Optional.

CREATIVE GOD-TIME: (15 minutes for Kindergarten, 25 to 30 for lower elementary and 40 for upper elementary grades)

In talking about treatment today, focus on reaching the goal. Treatment is a great way to help us get to any goal we have chosen. It helps us keep our mind focused on the reliability of the Universe. God does desire us to achieve our goals and all of God helps us to do that when we stay centered on the goal. A treatment supports us in “keeping the faith” long enough for the demonstration to happen.

Review the steps of treatment with the class. Explain that Step 3 - Realization is always a statement of the goal that is desired. We word it as if it is already here, now!

KINDERGARTEN/LOWER GRADES: On 3 x 5 cards or small slips of paper write words for things that people often treat for, such as HEALTH, MONEY, FRIENDS, HAPPINESS, LOVE. Have more slips than you have students, some can be duplicates. Explain that these words are things that we all like to have in our lives. Treatment is one way that we can have these things. However, we have to know what it is that we want, we have to believe that we can have it and that we already do have it. Discuss goals again. Let each child choose a word for a goal that he or she has. Do an out loud treatment for the class and have the children stand and show their word, and say it out loud, when you get to Step 3, realization.

UPPER GRADES: Have your students write individual or group treatments on goals that they choose. Or have them write a treatment for a story character they are familiar with. Another option for the upper grades: Run copies of last week’s lesson worksheet “Discover the Challenge”. Cut the pages so each situation is on a separate slip of paper. Divide your class into pairs and give each pair a slip. Have them go through the questions on the slip again and then write a treatment for the situation. Share prayers.

BENEDICTION

PEACE SONG: Join the congregation.

Lesson 13 - Review

PRE-SERVICE PREPARATION:

Choose a special activity for this Sunday or use it as a review of the term.

PLAN A PARTY.

Have an open house. Invite the adult congregation to tour your classrooms and get to know the teachers after the service. Use the service time to get decorations and demonstrations ready.

Show a movie that relates to making choices.

Take a walk. Talk about the various choices humankind has made for the world, for your community, for this neighborhood. What would your students like to do differently?

WELCOME:

ASSEMBLY: (10-15 minutes) Optional.

CREATIVE GOD-TIME:

(15 minutes for K; 30 for 1st & 2nd grade; 40 for 3-6th.)

Discuss all of the unit topics in an overall review of this fall term. Remember how you chose to make new friends, re-explore how to choose calm and meditation.

Present the special activity you have chosen for this End of Term day.

BENEDICTION

PEACE SONG: Join the congregation to sing the Peace Song.