



## Advanced-/Advanced

### At All Cost – Get Wisdom

#### Lesson Goal

- Students will learn and practice new vocabulary in conversations concerning wisdom.

#### Classroom Learning Activities

##### Activity 1 – Defining Wisdom

#### Resources Needed:

- Chart – Definition of Wisdom, preferably laminated
  - Wisdom is the ability to think, make good decisions, and act - integrating knowledge, experience, understanding, common sense, and insight. The ability to use your experiences and knowledge to make sensible decisions.
- White Board
- Dry Erase Marker

#### Procedure:

- Display Definition of Wisdom Chart and read with the students
- Circle laminated chart with words students might not understand:
  - Integrating – *bringing together or incorporating parts into a whole*
  - Knowledge – *facts, information, and skills acquired through experience or education*
  - Understanding – *the ability to comprehend or be aware*
  - Experience – *a particular instance of personally encountering or undergoing something*
  - Common sense – *good judgment*
- Students will brainstorm: **What are qualities of wise people?** Teacher will write their ideas on the whiteboard.
  - *Teacher may add to student ideas IF needed:*

- *tolerance for the uncertainties of life, as well as its ups and downs; an awareness of how things play out over time; share an optimism that life's problems can be solved, and wise people experience a certain amount of calm in facing difficult decisions; disciplined; admit their mistakes and learn from them; listen to correction and seek understanding; patient; take instructions humbly; can handle rejection and failure; know their priorities; trustworthy; make the most of their relationships; don't live beyond their means; know there's a lesson to be learned in everything one experiences etc.*
- Allow 8-10 minutes.

## **Activity 2 - Words from the Wise**

### **Resources Needed:**

- Print 12 copies of hypothetical scenarios.
  1. A 15 year old girl plans to get married next week.
  2. Joe is an unhappy person who is dissatisfied with his life. He believes that having more material things will bring him the happiness he desires.
  3. Mary was hurt deeply by a loved one and is not willing to forgive. She is having serious health issues, depression, and is experiencing bitterness toward the one who betrayed her.
  4. Andrew hates his job and feels "burned out". He dreads going to work every day and sees no way out. This "burn out" is affecting every area of his life, but he must work to support his family.
  5. Victoria has been warned that she may lose her job because of being late for work and habitual absences when she or her two children are sick. She is a single mom and must provide for her family.

### **Procedure:**

- Teacher should read scenario one to the group and have group discussion about the advice a wise person would give to the person in this hypothetical situation.

- Teacher will pair the class up and each pair will be given a copy of the hypothetical scenarios.
- Pairs will read scenarios and decide wise advice for the hypothetical situations.
- Allow 10-12 minutes.

### Activity 3 – Proverbs/Lessons in Life

#### Resources Needed:

- Definition of proverb written on the whiteboard:
  - **A proverb is a short saying that gives advice about how to behave, or expresses a belief that is generally thought to be true.**
- Large copy of each proverb – found in resource file.
  - A soft answer turns away wrath, but a harsh word stirs up anger.
  - A good name is to be chosen rather than great riches, loving favor rather than silver and gold.
  - It is easier to shape a child than to repair an adult.
  - Worry does not empty tomorrow of its sorrows; it empties today of its strengths.
  - Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned. (*For teacher – Bitterness is like drinking a cup of poison and hoping the other person dies.*)
  - Learn from other people's mistakes because you don't have time to make them all yourself.
  - Things turn out best for people who make the best out of the way things turn out.
  - Our character is what we do when we think no one is watching.
  - Speak when you are angry, and you will make the best speech you'll ever regret.

#### Procedure:

- Place students opposite each other in non-stop talking position.
- Teacher will clarify meaning of any underlined words in the proverbs.
- Non-stop talk about the proverbs, allowing 1 minute for each student. There will not be time for all nine proverbs.
- Allow 15 minutes.

## Activity 4 – Idioms

### Resources Needed:

- **Idiom Chart**
  - Don't put all your eggs in one basket.
  - You can't judge a book by its cover.
  - I would like to pick his brain.
  - Two heads are better than one.
  - Great minds think alike.

### Procedure:

- Display Idiom Chart.
- Discuss meanings of each idiom.
- Students will use idioms in sentences as time permits.
- Allow 5-6 minutes.

## Activity 5 – Sand and Stone

### Resources Needed:

- Copy of Sand and Stone for Advanced Minus classes

#### SAND AND STONE

Two friends were walking through the desert. During some point of the journey they had an argument, and one friend slapped the other one in the face. The one who was slapped was hurt, but without saying anything, he wrote in the sand, "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE." They continued walking until they found a desert spring, where they decided to take a bath to remove the dust. The one who had been slapped became stuck in quicksand and started drowning. His friend immediately came to his rescue and saved him. After the friend recovered from the near drowning, he carved on a stone: "TODAY MY BEST FRIEND SAVED MY LIFE."

The friend who had slapped and saved his best friend questioned him, "After I hurt you, you wrote in the sand, and now you write on a stone. Why?" The other friend replied: "When someone hurts us, we should write it down in sand where the winds

of forgiveness can remove it forever. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

- Copy of Sand and Stone for Advanced and Super Advanced classes

### SAND AND STONE

Two friends journeyed through the desert. At some juncture of the trek, they had an altercation, and one friend slapped the other one in the face. The one who was slapped was hurt, but without verbalizing anything, he wrote in the sand, "TODAY MY BEST FRIEND SLAPPED ME IN THE FACE." They resumed their walk until they encountered a desert spring, where they decided to take a refreshing bath to cleanse the dust from their bodies. The one who had been slapped became stuck in a quagmire and started drowning. His friend quickly came to his rescue and extricated him from the quicksand. When the friend recuperated from the near drowning, he engraved on a stone: "TODAY MY BEST FRIEND SAVED MY LIFE."

The close friend who had slapped and rescued his best friend asked him, "After I hurt you, you wrote in the sand, and now you write on a stone. Why?" The other friend expounded: "When someone hurts us, we should write it down in sand where the winds of forgiveness can remove it forever. But, when someone does something beneficial for us, we must engrave it in stone where no wind can ever erase it."

- Advanced Vocabulary Chart
  - **juncture** – a particular point in time or events
  - **trek** – to travel, especially slowly or with difficulty (as in mountains)
  - **altercation** – a noisy argument or disagreement
  - **verbalizing** – expressing (ideas or feelings) in words
  - **encountered** – unexpectedly experienced
  - **quagmire** – swamp or marsh
  - **extricated** – freed from a constraint
  - **recuperated** – recover from illness or exertion
  - **engraved** – cut or carved on the surface of a hard object
  - **expounded** – explained
  - **beneficial** – good for one
  - **grievances** – a wrong or cause for complaint
  - **chisel** – synonym of engrave

### **Procedures for Advanced Minus:**

- Display the story and allow students to take pictures of it with their mobile phones.
- Students read the story aloud, one sentence at a time.
- Ask the students what lesson is to be learned from this story. (*For teacher: Learn to write your hurts in the sand and to carve your blessings in stone.*) Call on students for their ideas.
- Teacher should make one ending comment about the story to conclude today's lesson.
- Allow 10 minutes.

### **Procedures for Advanced/Super Advanced:**

- Display Advanced Vocabulary Chart and clarify definitions as needed.
- Display Advanced Super Advanced story and have students take pictures with their mobile phones.
- Students read the story aloud, one sentence at a time.
- Ask the students what lesson is to be learned from this story. (*For teacher: Learn to write your hurts in the sand and to carve your blessings in stone.*) Call on students for their ideas.
- Teacher should make one ending comment about the story to conclude today's lesson.
- Allow 15 minutes.

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Our character is what we do  
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Speak when you are angry,  
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