

# **More Than a Name**

**Module: IDENTIFIED WITH**

**Lesson 2: WITH HATRED**

## **Objectives:**

- Students will understand the difference between anger and hatred
- Students will realize that holding onto anger is actually hurting themselves

## **Materials Needed**

- ☐ Large sheet of paper
- ☐ Markers
- ☐ Scissors

## Minds On

To start, have each student write a famous name down on a piece of paper. The person can be real or fictional. When they are finished, collect all of the papers. Have someone read out each of the names that you collected two times. After the second reading, the game begins. If your group is larger, you may want to only read through the names once, but have someone record them on a piece of paper or a blackboard. The goal of the game is to identify which person wrote which name. Have one person start by guessing who wrote one of the famous names (for example, I think that Bobby wrote down Batman). If the person's guess is wrong, then their turn is over and the next person gets to take a turn guessing. If they guessed correctly, the person whose name was identified moves to join the person who guessed, forming a team, and together they continue guessing, adding more to their team until they get one wrong. When a person who has correctly identified others has his or her name discovered, their entire team would move to join the person who got the correct answer. For example, if Sally has gotten three people's names right, and then Tim identifies Sally's name, Sally and the three others would join Tim's team. The last person to have their name guessed wins.

*Say something like: In our game it was both good and bad to be on your own. It was good because you were not eliminated yet, and it was bad because you had to remember all the names yourself. If you had a team of people behind you and you lost, then you were, in a sense letting them down. There were also times when people were teaming up on each other to try and "capture" them to your team, which can be tough on the person trying to stay on their own. While this sort of thing is fun in a game, in real life its things like this that can cause conflict and anger. It's in moments like this that the seeds of hatred are sown.*

## Action

As a large group, ask the students to define what hatred is and record these on a large sheet of paper or whiteboard. [Dictionary.com defines it as – “intense dislike or extreme aversion or hostility”.]

Have the students divide into groups handing out playing cards. Have the suits gather together to make four different groups. Make sure to have an equal number from each suit before handing out the cards. Then have a student or leader read 1 Samuel 20:24-34, and ask the students to list all of Saul’s actions.

Some of the things that they are looking for are:

- Vs. 23 Saul sat to eat
- Vs. 26 He did not say anything about David being missing
- Vs. 27 The second day he said something
- Vs. 30 Saul got angry with Jonathan
- Vs. 33 Saul threw his spear at Jonathan

*Say something like: Saul made assumptions about David being gone and let the problem stir him up to anger rather than simply asking for clarification or trying to find out what was really going on. He ended up showing his anger towards Jonathan, even though his frustration was David. His anger caused him to act in a way that he probably wouldn’t have otherwise.*

Have your students work in their groups to create a 2 modern skits based on or inspired by what they have looked at with Saul and Jonathan. The first skit should be similar to the story of Saul, where a person reacts poorly or is overcome by their anger. The second skit should start with the same situation, but demonstrate how it could have been handled to avoid anger. Once the groups have had a chance to prepare, let them present to each other.

## Consolidate/Debrief

*Say something like: We have all been angry in our lives. This is not the problem however. The problem is when we hold onto that anger that it becomes hatred.*

Have someone read Ephesians 4:25-27.

*Say something like: We are encouraged to not let our anger sit and fester, because by not dealing with it, it starts to become part of who we are and we allow the enemy to have a place to work in or lives to move us away from God.*

### Option 1)

Have your students think and reflect by themselves about a time when they held onto their anger. Then have students pair up and discuss this with their partners. Encourage them to pray about these things and after you feel enough time has passed, lead a prayer to close the time together.

### Option 2)

Have your students think and reflect to themselves about a time when they held onto their anger. Then, have them write it down on a piece of paper to be destroyed. The more dramatic the destruction of the paper, the better the effect can be. For example, use a shredder or put the paper into a fireplace. At the very least, give students access to a pair of scissors and invite them to cut the paper in to a number of tiny pieces before throwing them out. Before they destroy their reflection, ask them each to privately pray over what they wrote.