

**Learning Intention**  
**Hey, why this lesson?**

To learn the power of initiative and how to use it effectively in their lives



As Jesus carried his cross, he took one step at the time but needed help from Simon Peter to carry the cross. To understand that 'hard work works'. Identify steps that help reach your goals.

Hint: To get students to recognise/discover that there is no easy way to succeed. Also that 'hard work works' but work up to it a little at the time. Look at historical figures who have achieved through hard work.

**Scripture**

*Wait for the Lord;  
be strong, and let your  
heart take courage;  
wait for the Lord!*

– Psalm 27:14

Ask the students who they know has shown amazing courage – perhaps someone who is /was sick. How did their courage affect them?

**ACARA Connection**

**RE Key Understanding**

*Connect to your own State/  
Territory's key understandings  
of Religious Education e.g.  
Christian Living, Religion and  
Society*

**History / Year 8 / Historical Skills / Perspectives and interpretations**

**Curriculum content descriptions**

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)

<https://www.australiancurriculum.edu.au/Search/?q=ACHHS155>

Before beginning activities ask students about someone they know who have demonstrated the three virtues to achieve success. Maybe look at the following YouTube involving Nick Vujicic and Bethany Hamilton who have both overcome huge obstacles.

**NGU – Never Give Up attitude**

**NICK VUJICIC AND BETHANY HAMILTON, 3:10 DURATION**

<https://www.youtube.com/watch?v=eBLuRDqu584>

**INITIATIVE at its worst**

Watch this funny elevator YouTube

1. **STUCK ON AN ESCALATOR – TAKE ACTION, 2:29 DURATION**  
[https://www.youtube.com/watch?v=VrSUe\\_m19FY](https://www.youtube.com/watch?v=VrSUe_m19FY)
2. Why is this so humorous? Discuss/share and write your take on this in REAL life. E.g. wi-fi or I.T. devices – we yell for help instead of just rebooting or checking on a few simple steps. Where else we do this without showing INITIATIVE?

The three virtues are discussed on page 113 (initiative), page 114 (determination) and page 115 (endurance). Which one of these would the students like to be labelled as having?

**Virtues**

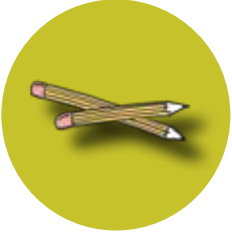
- **determination** – showing will power and purpose
- **endurance** – to tolerate and withstand
- **initiative** – to show resourcefulness and imagination without being asked



## Warm Up Activity

### The Virtue of Wisdom

1. Look at page 113 and ask the students to identify something they have achieved, then to consider what the first step was in the process of reaching this achievement. E.g. swimming – learning to dog paddle. Fill in the ladder on page 113.
2. Talk about the BIG 'I' – initiative. Ask students to consider where they can show it, while acknowledging that it does involve some risk. Fill in page 113 about ways to show initiative.



## Main Activity

### There is no easy way

1. Ask the students to research a person who showed 'Initiative and took it at one step at a time' – it may help if you use the following words:
  - Learning – asked for help from a coach
  - Success – 'Never Give Up' attitude
  - Failure – they learned from mistakes
  - Improving – it was slow progress
2. Examples might be Jessica Watson (sailor), Steve Bradbury, (speed ice skater), Katy Perry, (singer), Michael Jordan (basketballer), Emily Blunt (actor), JK Rowling (author), Walt Disney etc.
3. Use page 114 to record the inspiring person's details.

## Spiritual Connection

### Connection Activity

To follow the teachings of Jesus takes risk and initiative. Emphasise that students are now old enough to make their own decisions concerning Jesus. Do they:

- i) believe in him
- ii) have doubts or struggle with aspects of their faith
- iii) not follow up his message with positive actions.

Ask them to write their thoughts on these questions on page 116 in their journal. Emphasise that it is okay to have doubts – we all have them.

## Prayer/Reflection

A prayer 'Initiative' is where a group focuses on one theme for a time. Do you have an area you would like the class to concentrate on for a set period e.g. somebody sick, poverty or something more specific.

Ask the students to go to page 133 of their journal and write a meaningful prayer for someone or something (maybe a pet) who is sick. Google images 'Prayer for those who are sick' for excellent examples of these prayers.

## Reflection Questions



## Reflection Activity

Good questions to focus on 'One step at the time' might be...

1. When have you set a bigger goal and then broken it down to smaller steps?
2. Fitness – rather than go the whole hog and train flat out initiate some small steps that might ease you into it.
3. Completing a major school project – set out stages and when you wish to complete these.

## Success Criteria

That the students can...

- write about a situation where initiative is involved but break it up into smaller steps, e.g. a problem
- explain what 'initiative' means and give them opportunities to show it in the classroom and in the playground
- articulate about both 'talking and walking' rather than just talking about it and not doing it
- write about people they know who have completed something by 'taking one step at the time'.

## Take Away



Get the students to name ONE thing they might use in the future from this topic.

## Extensions

### Extension Ideas

1. *In all toil there is profit, but mere talk leads only to poverty. Proverbs 14:23*  
Reflect on this scripture reading from the point of view when Jesus said 'Come follow me!' This is A LOT harder to do than just talking about it. Give two examples of 'DOING' that demonstrate actions that show you are striving to follow in his footsteps e.g. not bullying, following the virtues etc.
2. Ask the students to identify a time when they have given up - how could this have changed if they had taken it one step at the time?

## Relatable Quote

*Faith is taking the first step even when you don't see the whole staircase.*

– Martin Luther King Jr

Discuss the Martin Luther King Jr on page 113.

