



## Fruit of the Spirit

### Love - Lesson 4

"Love the Lord your God with all your heart; love your neighbor as yourself." Luke 10:27

#### Circle Time

Last week we decorated flowerpots. Does anyone remember who they are for? Remember, we closed our eyes and spent time thinking about someone we could share God's love with. Today we are going to plant a seed in them and you are going to get to take them home and give them away. Does anyone want to share who they are going to give their flower to?

Remember our verse, "Love the Lord your God with all your heart; love your neighbor as yourself." (Luke 10:27) Do you remember how we talked about who our neighbor is? Who are our neighbors? That is right. They are all the people around us. The people who live next-door, your brother or sister, your teachers, your friends at church and school, and people that we see at the park or doctor's office. Should we love all of these people? Yep! But, what about the mean kid who won't stop calling you names or laughing at you? What about the kid who takes a toy away from you? Is he or she your neighbor? Should you love them?

Jesus said "But here is what I tell you who hear me. Love your enemies. Do good to those who hate you. Bless those who curse you. And pray for those who treat you badly." (Luke 6:27-28) God calls us to love our enemies and pray for people who treat us badly. So if a child takes your toy away what does God tell us to do? (Love.) What if someone is making fun of you and saying mean things to you? (Love them.) That's right, we should love them. Should we say mean things back? (No!) When people are not loving towards us, we can still choose to be kind to them. It can be very difficult to love people who don't love us, but if we love God with all of our hearts His love pours out of us to others. His love makes it possible for us to love even our enemies.

## Prayer Time

### Activity Time

The goal of this time is to utilize a variety of engaging activities –passive and active play, crafts, application, and more – to reinforce what was taught in the lesson. While you may not get to every activity, we encourage you to complete the “Take-Home” activity so children leave with a tangible reminder of what was discussed today.

If numbers are high and/or time and space allow, you may want to use a center format: divide the class into groups (one for each activity) and rotate through the centers after an allotted time.



### Love Pots

Supplies:

Potting soil

Seeds

Decorated cups/pots from last week (and extras for kids who weren't here for that)

Give each child his or her pot from last week. (If any children weren't here last week, give them new cups/pots and help them catch up on the decorating.) Help children put soil in the pot, about 2/3 of the way. Then have them put a couple seeds on the soil and cover the seeds with more dirt. Have a student helper lightly water them so the soil isn't loose and messy. Remind children that they will be taking them home to give them to someone they need to show God's love to.



### Love Lived Out

Supplies:

1 hula-hoop per child

List of love scenarios

Read the different scenarios out loud. Have the children jump in the hula-hoop if the scenario is showing God's love or out of the hula-hoop if the scenario is not. (If the group is large, assign a child or two to jump in or out at a time.)



### Love is Magnetic

Supplies:

Set of large magnets

Use two magnets that repel on one side and attract on the other side. Have the magnets face the repelling side. Try to slide the magnets together. As they repel, share how most people feel like this towards their enemies. Now turn the magnets so that they attract. Explain that Jesus wants us to love

our enemies and pray for those who want to hurt us. Show the kids how the magnets stick together. Now let the kids try.



## **“How Can I Show Love?”**

Supplies:

Paper faces

Have a series of faces with different unhappy expressions (sad, angry, scared, sick). Put the paper faces in a basket and ask kids to take turns choosing a face and acting out the feeling. For example, a “sad” child might pretend to cry. It’s the job of the other players to help her feel better. First, they should ask questions: “Why are you sad? How can I help?” After the “upset” child gives his/her explanation like “my friend was mean to me” the other kids role-play solutions. They might choose to give the child a hug or say something like, “I’m sorry, you can play with me.”



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