

Kindergarten—Unit 5

The Fruit of the Spirit

This unit helps children recognize that the good things we do come from God. They will learn the characteristics of *loving* by comparing it with *liking*. Through painting and playing instruments, the children will express joy. They will begin making a “peace comforter” to share as a class. A play activity will encourage kindness, goodness, and gentleness. Children will discover patience and self-control, often hard for kindergarteners to practice, in an art activity. Lessons emphasize bearing good fruit and recognizing that it comes from God.

LESSONS

1. Love
2. Joy
3. Peace
4. Kindness, Goodness, Gentleness
5. Patience, Faithfulness, Self-Control

Unit 5: The Fruit of the Spirit

Unit Information

SUMMARY

This unit celebrates God’s gifts of love, joy, peace, kindness, and self control. Various activities promote recognition and practice of each gift. Practical questions and situations help students apply lessons to their everyday life.

KEY BIBLE TEXTS

- Galatians 5:22-23
- Psalm 66:1; 95:1
- Matthew 5:9; 25:40
- Luke 8:15
- Ephesians 4:32
- 1 John
- John 15:11; 16:24
- Luke 6:46-49
- Acts 16:11-15
- Acts 3:1-10
- 2 Kings 4:8-11
- 2 Kings 5:1-18

BIBLICAL BACKGROUND

In the book of Galatians, Paul describes a new way to know God. Through *grace*, not the law, we are God’s children. In Galatians 5, Paul gives a list of sinful acts and warns against such behaviors. In contrast, he lists the characteristics of those who live by the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22).

Paul exclaims, “Since we live by the Spirit, let us keep in step with the Spirit” (Galatians 5:25). There is no doubt that the Spirit is present. Christ’s followers can choose to live in a way that pleases God. This can only be done with the help of the Spirit. It cannot be accomplished solely through self-will.

Love

Love is the cornerstone of the Christian faith. In 1 John, we are repeatedly admonished to love each other as Christ loves us. This is sometimes called the eleventh commandment, the greatest commandment, and the commandment that includes all others.

With God’s help, we can choose to love. We can consistently choose actions that show love, regardless of the feelings we have.

Joy

References to joy flow through the gospels! Jesus suggested that his message should bring joy. In John 15:11, Jesus proclaims, “I have told you this so that my joy may be in you and that your joy may be complete.” Jesus also said, “Ask and you will receive, and your joy will be complete” (John 16:24b).

The psalmist described worship as joyful. “Shout with joy to God, all the

earth!” (Psalm 66:1). “Come, let us sing for joy to the Lord; let us shout aloud to the Rock of our salvation” (Psalm 95:1).

Peace

Jesus said, “Blessed are the peacemakers, for they will be called children of God” (Matthew 5:9). Jesus himself modeled peace. In 2 Corinthians 5:18, Paul reminds us that God has reconciled us to himself through Christ and enlists us in this service of reconciliation. All who follow Christ are called to treat enemies as friends. Peter, also an active peacemaker, calls us to “seek peace and pursue it” (1 Peter 3:11).

Kindness, Goodness, Gentleness

Kindness, goodness, and gentleness are all aspects of how people relate to one another. Kindness embodies love in daily acts. It is helping another person in need. A kind person will show consideration for others. When Paul described how Christ’s followers should live, he said, “Be kind and compassionate to one another” (Ephesians 4:32a).

Kindness affects the giver as much as the receiver. In showing kindness to others, we are serving Christ. “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did it for me” (Matthew 25:40).

Jesus spent a great deal of time caring for others. Choosing to do “good” takes courage because it is often inconvenient, unpredictable, and disruptive. In the image of Jesus as the Good Shepherd and in the story of the Good Samaritan, goodness, gentleness, and caring come together in serving those who need help and are unable to care for themselves.

Patience and Self-Control

The psalmist says, “Be still before the Lord and wait patiently for him” (Psalm 37:7a). The farmer must wait for seeds to grow. The seeds in good soil will bear fruit with patient endurance (Luke 8:15).

Faithfulness is used to describe God’s relationship to people. “Your faithfulness continues through all generations” (Psalm 119:90a). “God . . . is faithful” (1 Corinthians 1:9). Faithfulness implies holding fast to one’s beliefs in all circumstances, especially when unable to see the outcome.

The Greeks used the word “self-control” to describe an emperor who never let private interests interfere with good governing of his people. Self-control is a discipline; a discipline to do and to embrace all other Spirit fruit. Practice is required to achieve this kind of discipline.

ESSENTIAL UNDERSTANDINGS

- Each of us is responsible to be the kind of person that God wants us to be.
- There are certain attributes that are Godlike.

WORSHIP / BIBLE MEMORY

Before each lesson in this unit, light a candle or lamp and lead the children in a time of worship.

1. Introduce the Bible memory verse by saying, “In the Bible, God tells us exactly how we should act. If we are listening to God’s Spirit, we will be loving, joyful,

patient, peaceful, kind, and gentle. We will control ourselves. It is important that we remember these things.”

Print each fruit of the Spirit on a cutout of fruit. (*Patterns are found in the “Love” lesson, pp. 158-159.*) Point out the first letter of each, which may help children read the words. As you say the verse together each day, use the fruit cutout prompts until the children no longer need them. If you like, print copies of the fruit with pre-printed words for children to take home, to help them memorize the verse.

2. Practice the Bible memory verse with these motions:

But the fruit of the Spirit is . . .

love (*cross hands over heart*)

joy (*lift hands upward in joy*)

peace (*fold hands in prayer*)

patience (*rest head in palm*)

kindness (*stretch out hand*)

goodness (*with hand still outstretched, turn palm upwards*)

faithfulness (*lift right hand as if taking oath*)

gentleness (*stroke hand as if petting animal*)

self-control (*shake head no*)

Against such things there is no law.

(Galatians 5:22-23)

3. Sing one or more of the following songs from *Jubilee Songbook*:

—You Shall Go Out with Joy, page 12

—Love One Another, page 50

—Be Kind to One Another, page 52

—If You’re Happy, page 54

4. Pray, asking God:

For love, for those we don’t like—Lesson 1

For joy, because God can give so much—Lesson 2

For peace, when we feel like hurting someone—Lesson 3

For gentleness and kindness, to everyone we meet—Lesson 4

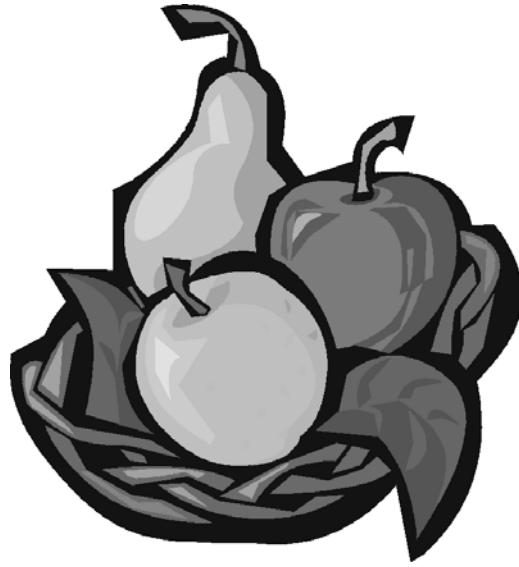
For patience and self-control, when we want to do bad things—Lesson 5

ASSESSING TEACHING / LEARNING

As you role-play and discuss, ask yourself if children understand that when they show love or patience they get the ability to do this from God. Observe students at work and play and during conversations to see how they are applying content to their everyday lives. Continuing assessment through the rest of the year is appropriate. Remind children of this unit to change behavior or help them recognize when their good behavior comes from God.

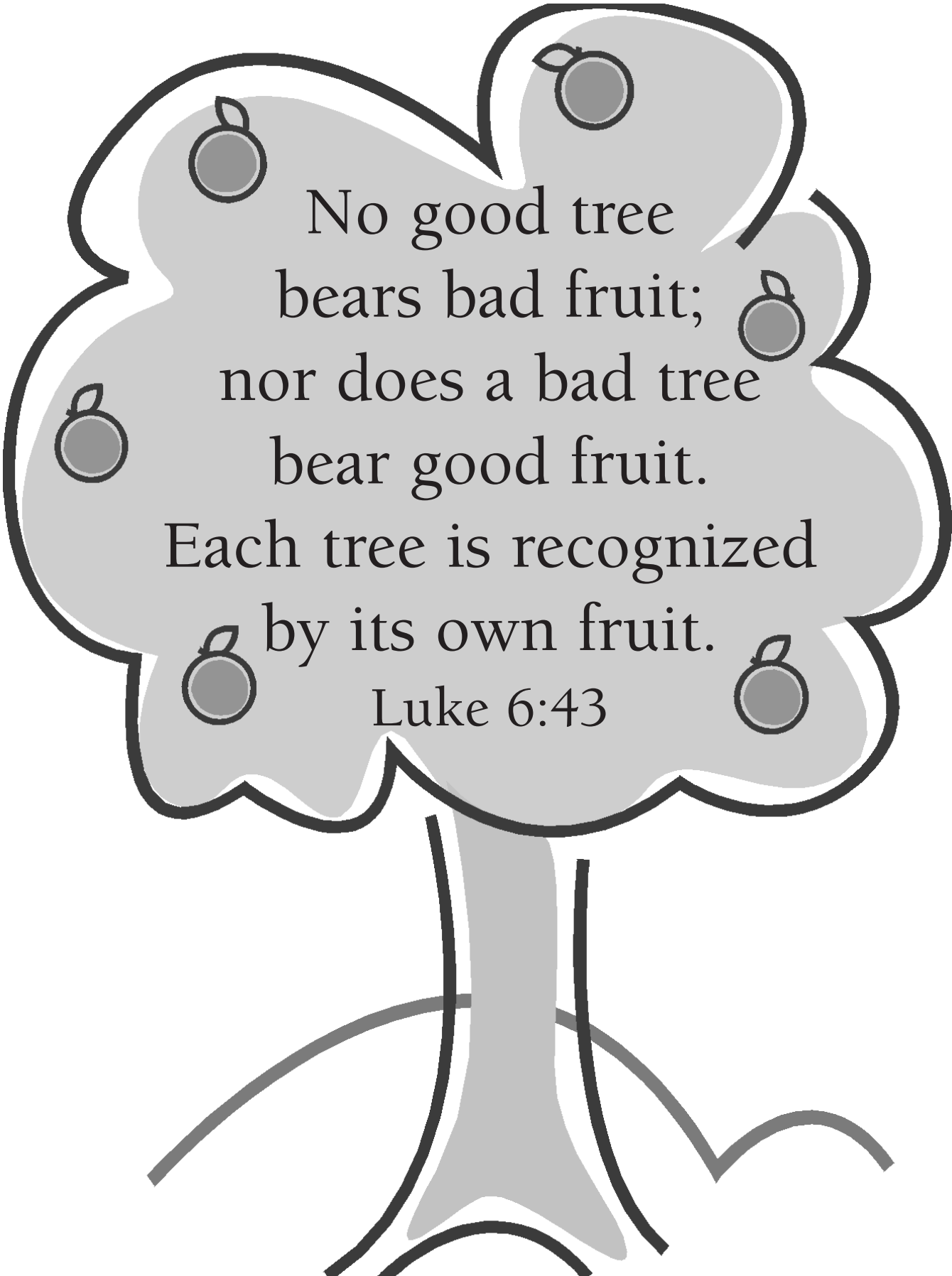
MEMORY PASSAGES

This unit offers the following verses for students to memorize: Galatians 5:22-23, and bonus verse Luke 6:43. You will find them in large format on pages 150-151, to copy as take-home sheets for students.



But the fruit of the Spirit
is love, joy, peace, patience,
kindness, goodness,
faithfulness, gentleness and
self-control. Against such
things there is no law.

Galatians 5:22-23



No good tree
bears bad fruit;
nor does a bad tree
bear good fruit.
Each tree is recognized
by its own fruit.
Luke 6:43

The Fruit of the Spirit

LESSON 1: LOVE

Objective

Children will reflect on the difference between *love* and *like*. They will come up with loving responses to those they love.

Key Concepts

- Jesus wants us to show love to others.
- Love is one fruit of the Spirit.

Text: 2 Kings 4:8-11

Estimated Lesson Time: 30-40 minutes

Materials

- *Jubilee Songbook*
- Rotten fruit, good fruit
- Story figures, story cloth, two small boxes (*one larger than other*)
- “I Like/I Love” pages (pp. 156-157)
- Construction paper, stapler, markers or crayons
- Large sheet of paper, markers, gift wrapping ribbon for “Love List”
- *The Kissing Hand* by Audrey Penn (Tanglewood Press, 2006)
- For Extend the Lesson, option one: fruit patterns (pp. 158-159), card stock or heavy paper, construction paper in fruit colors, printed list of fruits of the Spirit, markers, scissors, stapler, newspaper
- For Extend the Lesson, option three: *Honey I Love* by Eloise Greenfield (Amistad, 2002)

Teacher Preparation

- Practice telling the Bible story.
- Make copies of the “I Like/I Love” pages, enough for one or more sets for each child.
- If using Extend the Lesson, option one: copy fruit patterns onto card stock or heavy paper and cut out, and print a list of fruits of the Spirit for children to copy.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 148-149.

2. Show the children some rotten fruit and also some good fruit. Ask: Which fruit would you want to eat? If you had a tree in your yard that gave this (*rotten*) kind of fruit what would you do to the tree? (*Responses might be to cut it down, fertilize or water it; accept any answers.*)

Say, “The Bible talks about fruit. Let me read a verse to you. (*Read Galatians 5:22.*) This verse says that if God’s spirit is living in us, the things that come from us will be like good fruit coming from a tree. Let’s pretend we are trees. Stand up and spread your branches.” Do the following body play, reading the words and prompting children to do the actions:

I am a tree, growing in an orchard (*reach arms high with hands in fists*)

The rain waters me, the sun shines on my leaves, and the wind blows through my branches (*move body as if wind is blowing; keep hands in fists*)

Fruit appears on my branches (*slowly open hands and spread fingers wide*)

The fruit grows bigger and bigger (*slowly move arms down as if fruit is heavy*)

I produce love, joy, peace, patience, and kindness (*smile widely*)

I share my fruit with people I love (*have several children be “pickers” and “pick fruit” from branches*)

LESSON STEPS

1. Tell the story of the Shunammite woman who showed love. You will need a story cloth and story figures for Elisha, the Shunammite woman, and her husband. You also need a small box to represent a house and a smaller box to represent the room they built for Elisha. Place Elisha figure on one side of the story cloth. Put the Shunammite woman and man on the other side of the cloth, next to the box that represents their house.

Elisha was a prophet of God. (*Touch Elisha figure.*) That means he told the people messages that God gave to him.

One time, Elisha was traveling through the city of Shunem. (*Move Elisha figure along road and close to house.*) As he visited with people in Shunem, a rich woman urged him to come to her house to eat. (*Move Elisha, woman and man into or on box.*) After that, whenever Elisha traveled through Shunem, he stopped at the Shunammite woman’s house to eat a meal. (*Move Elisha back to other side of story cloth.*)

One day, the Shunammite woman said to her husband, “Look, I am sure that Elisha is a holy man of God. Let’s build a room on top of our house where Elisha can stay when he comes to our town. We can put a bed, a table, a chair, and a lamp in the room. That way he can stay there whenever he comes to us.” (*Put smaller box on top of larger one to represent room for Elisha.*)

Soon after that, Elisha passed through Shunem again. (*Move Elisha back to house.*) He stopped at the woman’s house. She and her husband showed Elisha the room they had built for him. They built it because they loved Elisha and wanted him to be comfortable. Elisha lay down on the bed. (*Lay Elisha on box.*) He sat in the chair and lit the lamp (*sit figure up*). He was happy that the Shunammite woman and her husband had shown him their love in this way.

(*Move Elisha figure close to woman figure.*) He said to her, “Since you have taken all this trouble for me, what can I do for you? Would you like me to say good things about you to the king or to the commander of the army?” The Shunammite woman answered, “I live among my own people.” She meant that she did not need anything in return from Elisha. She gave him a gift out of love.

2. Wonder about the story, using the following statements:

- I wonder why the Shunammite woman and her husband loved Elisha.
- I wonder if their gift to Elisha was a surprise.
- I wonder how I can show love for someone, like the Shunammite woman and her husband showed love for Elisha.

Then pray, “Dear God, you love us more than any person loves us. You want good things for us, like the Shunammite woman wanted good things for Elisha. Help us to show love to others, too.”

3. Make “I Like/I Love” books. Remind the children that your memory verse says one fruit of the spirit is LOVE. Explain that *love* is different from *like*. Ask children what they like. Then ask, “What or who do you *love*? Sometimes we say we *love* chocolate ice cream or we *love* our new game. But real love is usually something we feel for a person. Real love means that we want something good for someone else. We love some people so much that we want to do something special for them, even if it doesn’t give us anything back.” Explain that today you are going to make books that tell about things you like and things you love.

Make a list of things the children like (*food, toys, TV shows, restaurants, etc.*) and people or pets they love. If some suggest objects for things they love, ask, “Is this something you would do something special for, like your mom or grandma? If not, then it’s probably not *love*, it’s *like*.”

Send children to their tables or desks with “I Like/I Love” pages and markers. If they can write some letters or words to go in the blanks, wonderful! If not, encourage them to finish the sentences with pictures that show what they like and love. As children finish several pages, staple the pages together with a construction paper cover. Have them write the title “I Like, I Love” on the front, giving help as needed.

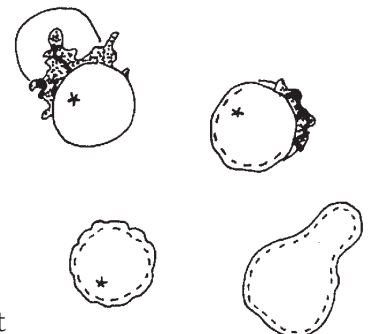
4. Read a book. When each child has at least two pages finished, gather together to read *The Kissing Hand* by Audrey Penn. Talk about the way the mother showed love in the book.

5. Make a “love list.” Remind children that if you love someone, you wish good things for them. Say, “The Shunammite woman in the Bible story loved Elisha. She and her husband gave Elisha a special gift, a room in their house. Let’s make a list of some gifts we would give to people we love.” Have children make suggestions, both things and actions that show love (*such as making your bed*). Record the ideas on a large sheet of paper. When you are finished, “wrap” the paper with ribbon (*tape a piece of ribbon vertically and a piece horizontally, with a bow on top*) and display the love gift somewhere in the room.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30-40 minutes.)

• **“Fruit of the Spirit” Thanksgiving centerpiece.** This stuffed fruit activity can extend over all lessons in this unit. Have available several sets of fruit patterns (pp. 158-161). Invite children to choose a pattern and trace around it on the appropriate color of construction paper. They will need to cut out two of the same fruit (*one for the top and one for the bottom*). Encourage them to write one fruit of the Spirit (*from the list displayed somewhere in the room*) on the fruit before stuffing it with paper. Crinkle up newspaper, place it between the two construction-paper fruit shapes, and staple around the edges. Children may collect their finished fruits at school and take them home at the end of the unit, or take each fruit home as they finish it. Encourage them to display their fruit in a basket on the table at home.



- **Say “I love you” in several languages.** Teach children the following ways to say “I love you”:

Sign language: *with right hand. bend middle two fingers down, keeping thumb, first and fourth fingers extended*

Spanish: te (*tay*) amo (*AH-moe*)

French: je (*zhuh*) t’aime (*tem*)

- **Read poems** from *Honey I Love* by Eloise Greenfield. Talk about what the author says she loves and whether it fits our definition of love.

- **Sing the following songs:**

(Tune of “You Are My Sunshine”)

I love you daddy (mommy, granny, teacher, sister)

My dearest daddy

You make me happy

When I am sad

I want to tell you

I really love you!

When I am with you

I’m just so glad!

(Tune of “Frere Jacques”)

We love mommies (daddies, grannies, teachers, sisters)

We love mommies

Yes we do; yes we do.

Mommies are for hugging

Mommies are for kissing

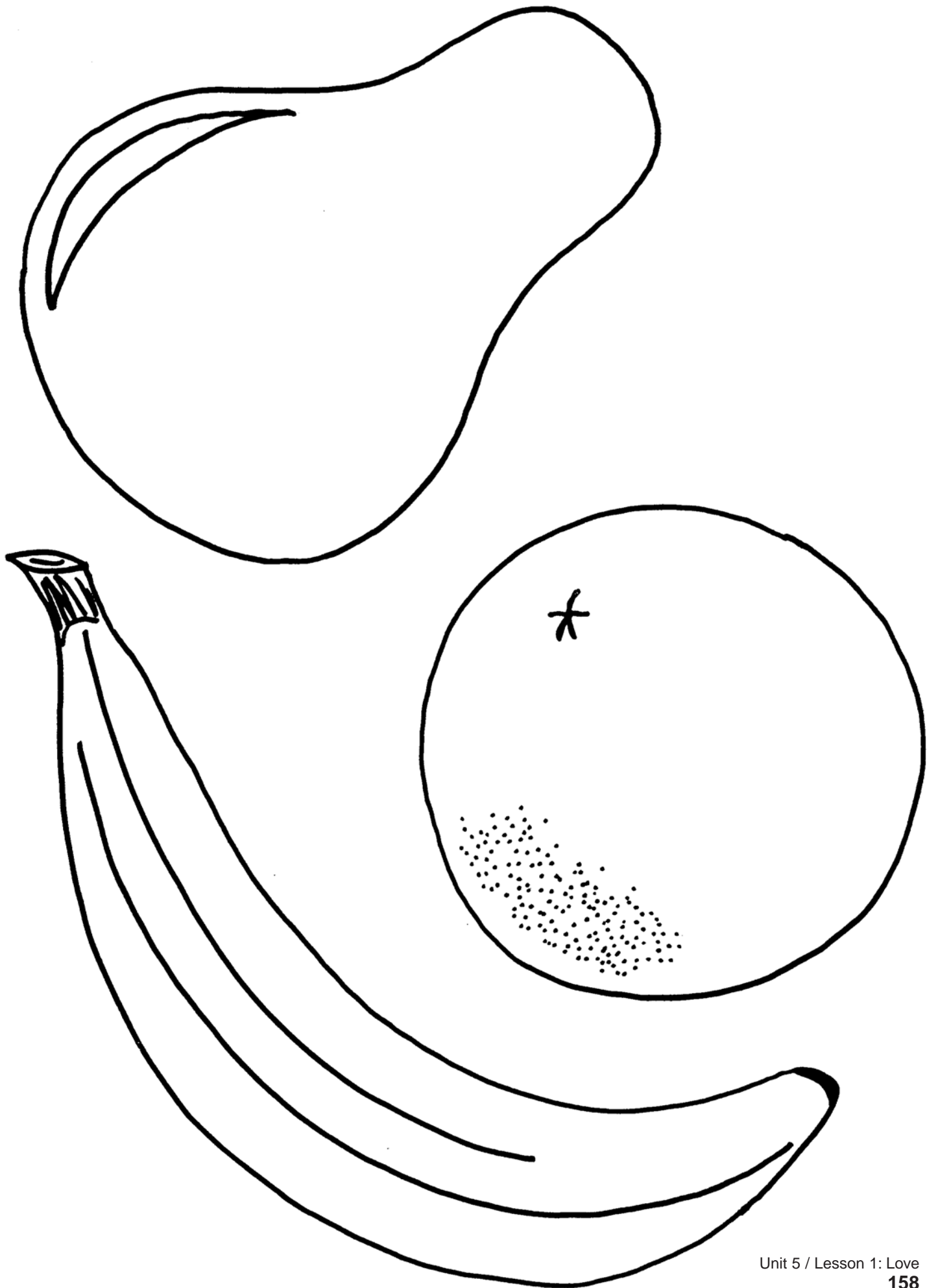
We love you. We love you.

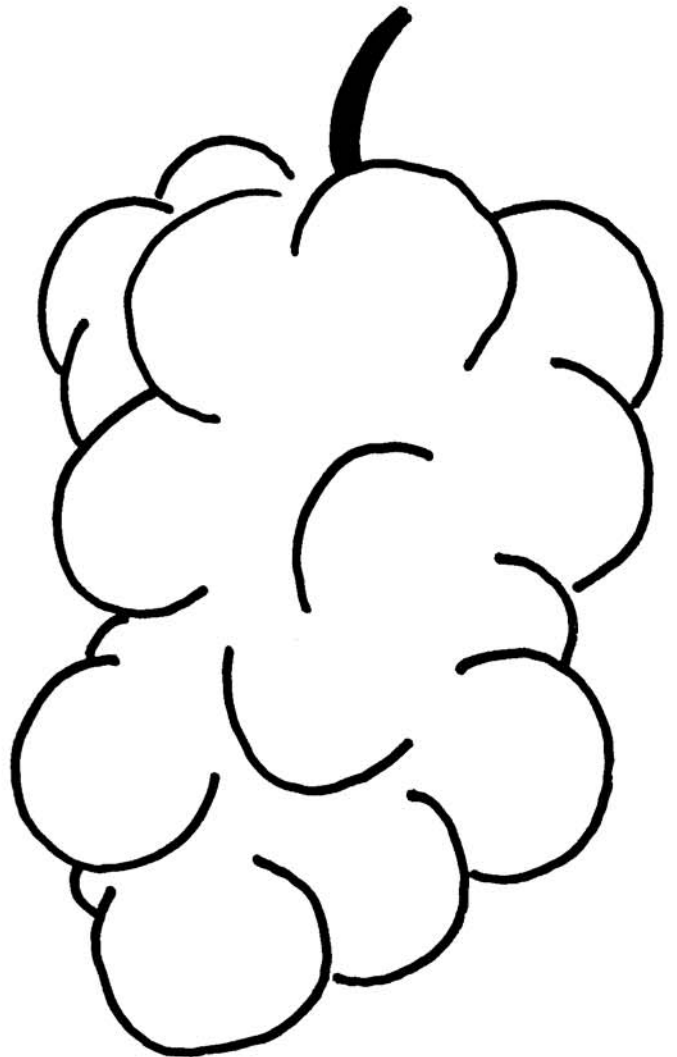
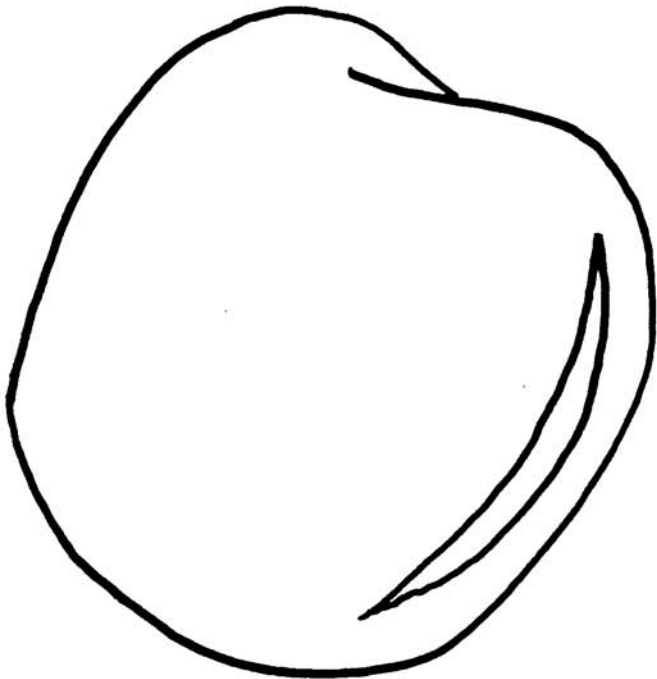
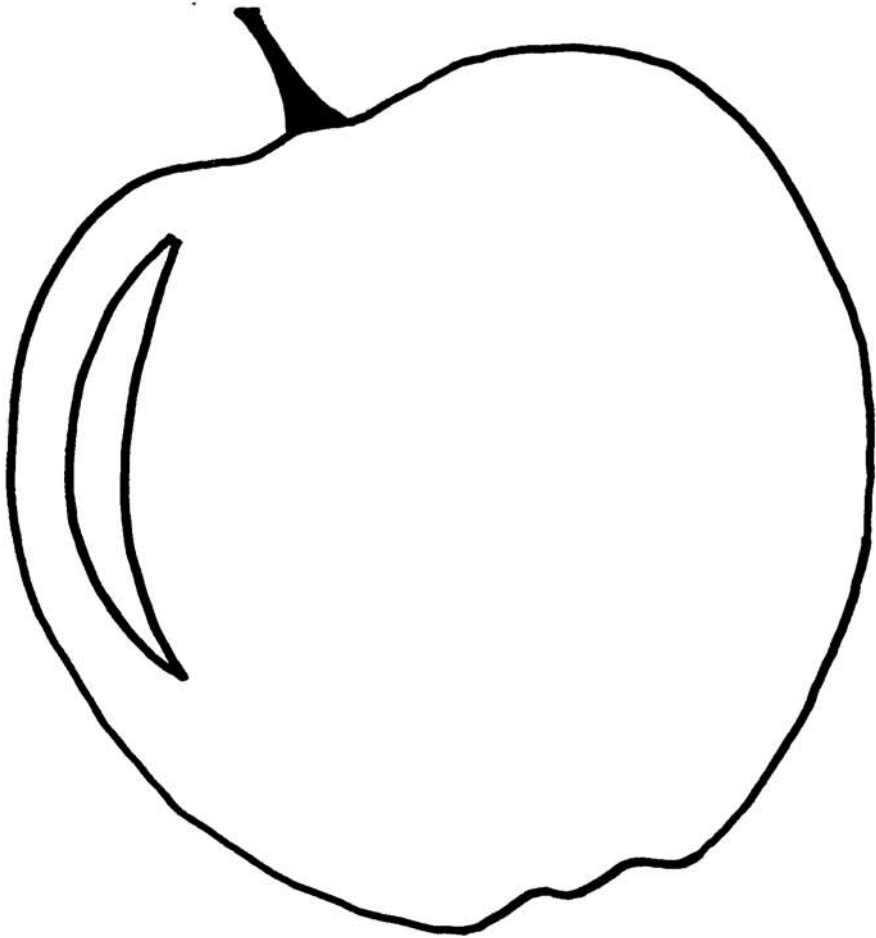
I like



I love







The Fruit of the Spirit

LESSON 2: JOY

Objective

Children will define joy as lasting happiness. They will have opportunity to feel and express joy in both quiet and loud ways.

Key Concepts

- Joy is a fruit of the Spirit.
- Jesus wants our lives to be joyful.
- Jesus brings us joy.

Text: Acts 3:1-10

Estimated Lesson Time: 30-40 minutes

Materials

- *Jubilee Songbook*
- Large card with J-O-Y printed in large letters
- Paintings that express joy (*check with local library to borrow*)
- Buckets, water
- Paintbrushes (1 for each child)
- Battery-operated CD or tape player
- One CD with energetic, joyful music; another with quiet, restful music
- Rhythm instruments
- For Extend the Lesson, option one: JOY ornament pattern (p. 164), scissors, red and green construction paper, glue, glitter, small pine cones, stickers or sequins, small photo of each child
- For Extend the Lesson, option two: materials for making stuffed fruit (*see p. 152*)

Teacher Preparation

- Practice telling the Bible story.
- If you don't have enough paintbrushes for each child to have one, ask parents to label and send in brushes.
- If using Extend the Lesson, option one, ask ahead of time for small photos of children. Copy JOY ornament pattern onto red and green construction paper, making one copy for each child.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 148-149.

2. Joy and happiness. In the front of your story area, display the word JOY on a large card. Tell children that joy is happiness that lasts a long time. You feel joy when you know that something is going to be good for a long, long time. Read the following statements and ask them to think whether each event would make them happy for a short time or a long time. If that happened, would it give them *joy*, or just make them happy for a little while?

- Your mom buys you a candy bar at the store.
- You beat the next level on your video game.

- You know that your mom and dad love you.
- You make friends with the new boy/girl next door.
- You get the toy you wanted for Christmas.
- You feel bad that you told a lie and God forgives you when you ask.

Discuss how the joy we feel from the love of our families, friends, and God all come from God. God gives joy that lasts a long time. Toys break, candy bars are eaten, but knowing that someone loves us and that we love them gives us joy for a long time.

LESSON STEPS

1. Tell the story, “The Man Who Received Joy,” acting it out with the children. Show them where to find this story in the Bible that tells about a time when a man became very joyful. Ask for volunteers or assign the roles of Peter, John, and the crippled man. *(Please use girls for some of the male roles in these dramas!)* The rest of the students can be the crowd at the temple gate. You will be the narrator.

(Begin with Peter and John at one side of the story area and rest of children gathered behind crippled man, who sits on floor.)

After Jesus went to heaven, his helpers—the disciples—were busy telling people about him. They preached, they healed people, and they worshipped together. The disciples helped the poor. They ate together and were filled with joy. God’s Spirit was with them. People could tell, because the disciples had love and joy. These are two gifts of the Holy Spirit.

One day, Peter and John went to the temple to pray. *(Peter and John walk to other side of story area, next to crippled man.)* It was about three o’clock in the afternoon. Just then, a man who couldn’t walk was carried to the temple. Every day his friends carried him to the temple and put him by the gate called Beautiful.

Because the man couldn’t walk, he couldn’t work, so he got money by begging. He put out his hand to beg for money from anyone going by the gate.

(Have crippled man say, “Please give me money. Money, please!”)

“Money for a poor man who can’t walk!” he would shout. “Please give me money.”

As he was begging, he saw Peter and John, ready to go into the temple.

(Whisper to crippled man to ask Peter and John for some money.)

When Peter heard the man, he stopped. He looked straight at him and said, “Look at us.” *(Peter can repeat these words.)* The man became excited. *They’re going to give me money,* he thought. He looked at them and waited and watched for them to take out their money. He leaned forward, eager to take the money they would give him. *(Crippled man leans forward.)*

Then Peter said, “I don’t have any money.” *(Peter can repeat these words.)*

There must be some mistake, thought the man. These were important men. He had heard them preach. They were followers of Jesus. Surely they had money to give him.

“I don’t have any silver or gold,” said Peter, “but what I do have I’ll give you. In the name of Jesus Christ, walk.” *(Have Peter take hand of crippled man, say “Walk,” and help him to stand.)*

Right away the man’s ankles and feet became strong. Without thinking, he jumped to his feet and began to walk. *(Crippled man walks around room, then continues to jump and walk for rest of story. The others watch him.)*

He walked!

He jumped!

He walked and jumped! Jumped and walked!

His heart was filled with JOY as he went with Peter and John into the temple. He walked and jumped and praised God! He had never felt so much joy. He forgot all about needing money. Peter had given him a gift no money could buy. Now he could walk and jump.

“That’s the man who used to beg, because he couldn’t walk,” said the people who saw him. “Yes, that’s the man who begged for money every day. But now he can walk!” they exclaimed.

2. Wonder about the story, using the following statements:

- I wonder what the man who couldn’t walk had heard about Jesus.
- I wonder why the man thought Peter and John were important.
- I wonder if Peter and John loved the man.
- I wonder how the man shared his joy that evening.
- I wonder how the man shared his joy the rest of his life.

Pray, “Thank you, God, for loving us so much. You give us a lot of joy. Thank you for showing us how to love and bring joy. Amen.”

3. Make “joy paintings.” Make an oral list of ways we show people we are joyful. The list might include singing, clapping, shouting, smiling, giving a hug, running, jumping, talking, etc. Explain that one way people express joy is through painting. Show examples of paintings that seem joyful (*bright colors, large brush strokes, etc.*).

If weather permits, take children outside to make “joy paintings.” Fill several buckets with water. Give children paintbrushes and take them to the playground. Explain that they are going to paint to show the joy they have because someone loves them. Play energetic, joyful music as they paint. If children seem unsure how to proceed, demonstrate large, “happy” strokes with a brush.

Children may want to “paint” on the sidewalk or the playground equipment. Set guidelines about appropriate and inappropriate behaviors using the water. Emphasize that this is NOT recess! End the time of joyful expression with a parade into the school. Hand out rhythm instruments to each child. March around the playground shouting the Bible memory verse or singing the song, “He went walking and leaping and praising God . . .” March right up to the door, then collect the instruments and allow a few moments for children to calm down. Remind them to re-enter the school quietly.

Note: If weather is not suitable for this activity, use rhythm instruments in the classroom to express joy or choose one of the Extend the Lesson activities.

4. Think about joy. Back in the classroom, invite children to find a place to lie down on the floor. Make sure there is plenty of space between children. Turn out the lights and say, “We can show joy with loud voices and big movements. But we can also show joy in quiet ways. Now we’re going to rest and think about some things that make us feel joyful. I will play some quiet music. You may close your eyes and say a quiet prayer or just smile to yourself as I list things God has given you that will make you happy for a long, long time.”

- God has provided someone to feed you and make sure you have clothes to wear.
- God has shown you how to make friends.
- God has shown you how to be kind to others who are different from you.

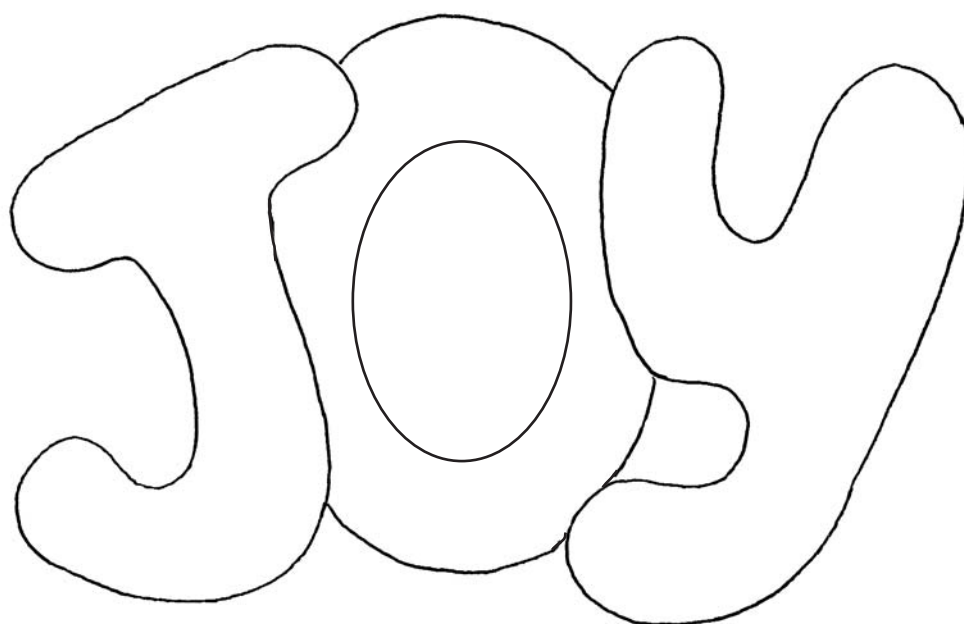
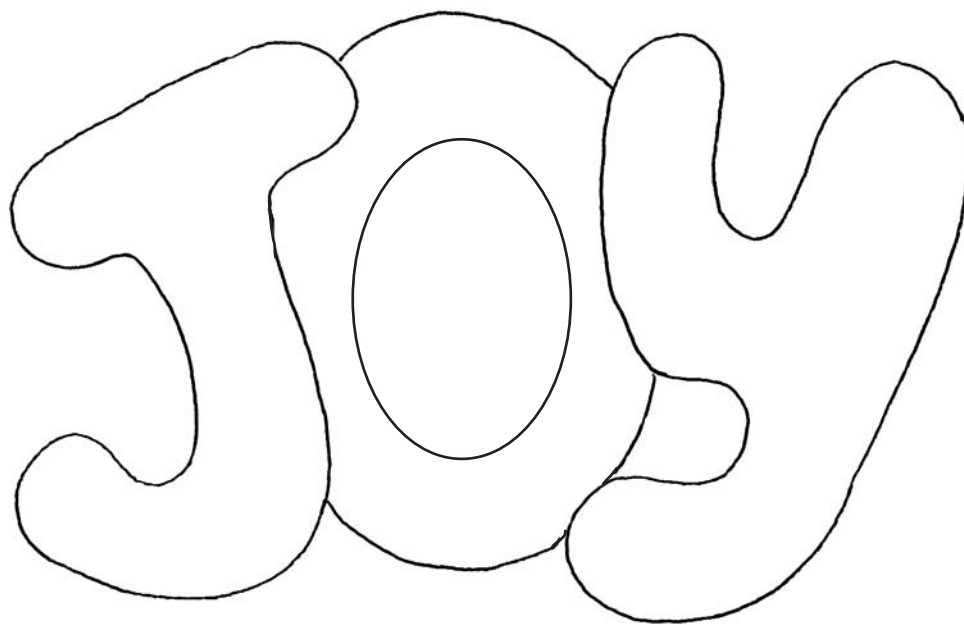
- God has given you many people who love you.
- God will listen to you when you are angry, sad, scared, or happy.
- God has promised to take you to heaven when you die.
- God forgives you when you do something wrong.

“Dear God, the things that come from you, like love and hope, make us happy for a long, long time. Thank you for giving us joy. Amen.”

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30-40 minutes.)

- **Make a JOY Christmas ornament.** Use the patterns on page 164 to copy onto red or green construction paper. Have a parent, aide, or older student cut around each ornament and cut out the hole in the center of the O. Poke a hole in the top and attach a yarn loop. Children may decorate the ornament by gluing on glitter, small pinecones, stickers or sequins. When the glue is dry, tape a small picture of the child to the back so it shows in the cutout circle.
- **“Fruit of the Spirit” Thanksgiving centerpiece.** Continue with this stuffed fruit activity described in Lesson 1, page 154.
- **Have a time for joke-telling,** letting children tell their own jokes. They often make up jokes that aren’t funny to adults, but make them laugh. Explain that jokes make us *happy*, not joyful. But if we are joyful people, we feel like telling jokes. And laughter that doesn’t hurt others’ feelings certainly comes from God.
- **Print the fruit of the Spirit.** Have children copy the fruits onto a blank page. This will give practice in forming letters, while at the same time reinforcing the memory verse.



The Fruit of the Spirit

LESSON 3: PEACE

Objective

Students will role-play peaceful solutions to problems. They will create a peace comforter to share.

Key Concepts

- Peace is a fruit of the Spirit.
- We can be peacemakers.
- Most problems have peaceful solutions.

Text: 2 Kings 5:1-18

Estimated Lesson Time: 45 minutes

Materials

- *Jubilee Songbook*
- Story figures, story cloth, small basin of water, headcloth, white powder
- 12" x 12" squares of light-colored cotton cloth (1 per child)
- Permanent markers, fabric paints (in tubes) or fabric crayons
- Newspapers to cover desks, paint shirts (*optional*)
- *Peace Be with You* by Cornelia Lehn (Faith & Life Press, 1980) or another book about peacemakers
- For Extend the Lesson, option one: materials for making stuffed fruit (*see p. 152*)
- For Extend the Lesson, option two: extra squares of cloth, markers or fabric paint

Teacher Preparation

- If you wish, ask parents to send in old shirts for children to use as paint shirts.
- Ask a volunteer to sew the children's finished squares into a simple comforter.
- Practice telling the Bible story.
- If using Extend the Lesson, option three, find the name and address of a leader to whom your class could write a letter encouraging peace.
- If using Extend the Lesson, option four, invite someone who has worked for peace to visit. Prepare questions to ask your guest.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 148-149.

2. A story-song problem. Sing the following song to the tune of "Farmer in the Dell," asking the children to join you on the chorus. You will stop before the last verse to discuss a solution to the problem with the children.

There were a girl and boy,
Who fought about a toy.
Chorus: *Heigh ho the derry-o,
God helps us work for peace.*

They only had one game
They wanted it the same.
(Chorus)

Their mother heard them yell,
She came to hear them tell.
(Chorus)

She said, “Why do you fight?
You need to make it right.”
(Chorus)

The girl said to the boy,
“How can we share this toy?”
(Chorus)

Stop and have children brainstorm solutions to the problem. Accept any response that could possibly help solve the problem.

They both received a turn,
A lesson they did learn.
(Chorus)

LESSON STEPS

1. Tell the story of the slave girl who followed the way of peace. Introduce the story in first person as the slave girl, then switch to the story figures. You will need a headcloth, the story cloth, story figures (*coat one with white powder*) and a small basin of water.

(Put cloth over head to act as slave girl.) Hello, boys and girls. I am a girl who lived long, long ago. I was happy living with my family in the country of Israel. Sometimes I would go to hear a special preacher, called a *prophet*. His name was Elisha. Elisha was God’s special messenger. Elisha could heal people and do other miracles.

One day, a sad and scary thing happened to me. Some soldiers from another country came and attacked my people. They took me away to be a slave in their country, called Aram. I was far away from my family and from the prophet Elisha. In Aram, I worked for a woman with a rich and important husband. His name was Naaman.

Naaman was a soldier in Aram’s army. He had won a big battle for his country. But Naaman had a problem. He was sick with a skin disease called leprosy. No doctor had a cure for leprosy.

I was sad to be away from my family and angry that I had to be a slave. I felt like running away or doing mean things to the people I worked for. But I remembered the message from God that the prophet Elisha had told us: God wants us to choose ways of peace. I decided that instead of doing something mean to Naaman and his wife, I would tell them about Elisha. I told Naaman’s wife that Elisha could cure Naaman’s leprosy. Right away, she went to tell Naaman what I had said.

Naaman was anxious to be cured. He said, “Surely the man of God can help me.” So he quickly got ready to go to the land of Israel where Elisha lived. He packed chariots with silver and gold and lots of clothes.

(Sit in front of story cloth and tell rest of story using story figures. Place powdered figure, representing Naaman, at one side of story cloth and figure for Elisha at other side. Near Elisha, place small basin of water to represent Jordan River.)

When Naaman arrived in Israel, he went to see Elisha and ask him how he could be cured. *(Move Naaman figure across story cloth to stand in front of Elisha.)* Elisha told Naaman to wash seven times in the Jordan River. Naaman thought this was a strange idea, but he did as Elisha told him to do. *(Dip Naaman in the basin of water seven times. Make sure the powder washes off!)* Right away, Naaman's leprosy disappeared. His skin was as soft as a little boy's skin! Naaman was so happy! He said, "Now I know that there is no God in all the earth except in Israel."

(Move Naaman next to Elisha.) Naaman wanted to give Elisha a gift. But Elisha would not take the gift. He told Naaman, "Go in peace."

2. Wonder about the story, using the following statements:

- I wonder how God does miracles.
- I wonder if the slave girl liked the people she worked for.
- I wonder if she found a way to worship God in a strange country where they did not worship her God.
- I wonder if I could do something peaceful like the slave girl, even when I feel sad or angry.

Pray, "Thank you God, for helping us show love, joy, and peace. We want to work for peace in our world rather than doing mean things back when someone does something mean to us."

3. Make a peace comforter. Have children return to their tables or desks. Explain that you are going to make something together that will remind you to be peacemakers. Ask children to each think of something that makes them feel peaceful and might make others feel peaceful, too. If they have trouble thinking of ideas, suggest watching a rainbow with your mom, camping in the forest, sharing a plate of cookies with a friend, going for a walk in the moonlight, etc. Make sure each child has an idea before you hand out the materials.

Protect desks or tables with newspapers. Give each child a pre-cut square of light-colored cloth and provide permanent markers, fabric paints, or fabric crayons. Ask children to draw pictures or symbols to represent their ideas. If some finish early, let them use the story figures to retell the Bible story.

Ask a volunteer or church sewing group to sew the squares together, including blank ones if necessary, and knot it to make a comforter. Send the comforter home with a different child each night or week to "dream dreams of peace."

4. Peacemaking role play. Present the following situations to the children, having individuals come forward to represent the characters in the role play, even if they don't say anything. This will focus the other children's attention. Have others give ideas of ways they could be peacemakers in the situation or ways the characters in the role play could solve the problem peacefully themselves.

- You and your friend are playing house. Both of you want to be the mom.
- Your mom wants you to wear a coat to school and you don't want to wear it. You argue with your mom about it.

- Your sister borrowed your brother's CD, and your brother is mad. They are saying mean things to each other.
- Two of your friends won't let a new girl/boy play with your group.
- You see some children on the playground calling another child mean names.
- You are playing with Legos. Both you and your friend want a special set of wheels to make a car. There is only one set.
- You are at your cousins' house. Your cousins are fighting about whose turn it is to use the computer.

After doing the role-plays, say a prayer asking God to provide peaceful fruit for you to share with the world.

5. Read a story from *Peace Be With You* by Cornelia Lehn or another book about peacemakers. Have children find a comfortable spot on the floor. Use classroom pillows, if you have them. Turn the lights low for the story time.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 45 minutes.)

- **“Fruit of the Spirit” Thanksgiving centerpiece.** Continue with this stuffed fruit activity described in Lesson 1, page 154.
- **Extend peace comforter activity.** Make more blocks with the names of the fruit of the Spirit on them.
- **Write a letter for peace.** Talk with the children about a place in the world that needs peace. If possible, include a specific story of how the conflict affected someone. Write a letter together to someone who may be able to help bring peace to that place (a political leader, a church leader, etc.) Tell the leader that you are for peace and that you hope they can do something to bring about peace in that situation.
- **Invite a guest** to speak to your class who has worked at peace somewhere in the world, maybe a retired missionary, a Mennonite Disaster Service worker, or a mediator.

The Fruit of the Spirit

LESSON 4: KINDNESS, GENTLENESS, GOODNESS

Objective

Children will practice kindness and gentleness.

Key Concepts

- When we care for others, we are showing fruit of the Spirit.
- Kindness, gentleness, and goodness are each a fruit of the Spirit.

Text: Acts 16:11-15

Estimated Lesson Time: 30-40 minutes

Materials

- *Jubilee Songbook*
- *Mrs. Tibbles and the Special Someone* by Jeanine Wine (Good Books, 1987)
- Props for Bible story: blue blanket or sheet, Bible, purple cloth or shirt, snack to share
- Gifts for group home or retirement center (*choose one*):
 - Canned food items (1 per child), paper to cover cans, markers, tape
 - New bar of soap, washcloth, and large safety pin for each child; stiff paper for tags; markers
 - Boxes of tissues (1 per child), paper cut to cover
- Stuffed animals, dolls with clothes, beds, play food, etc. (*Have children bring favorites from home*)
- Candy and bowl
- For Extend the Lesson, option one: materials for making stuffed fruit (*see p. 152*)
- For Extend the Lesson, option two: live animal to pet
- For Extend the Lesson, option three: chart paper, marker

Teacher Preparation

- Ahead of time, invite parents or a Sunday school class to contribute materials for the gifts.
- Cut paper to cover cans or tissue boxes, *OR* cut 6" x 6" tags from stiff paper to attach to soap.
- Practice telling the Bible story.
- If using Extend the Lesson, option two, invite a guest to bring a friendly pet that responds well in a strange place.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 148-149.

2. Read *Mrs. Tibbles and the Special Someone*, then talk about how sharing one act of kindness was better than being rich, famous or beautiful. Tell the children that whenever they see someone being kind or gentle, God is helping that person to act that way. Goodness, gentleness, and kindness come from God. They are other “fruits” that good trees grow.

LESSON STEPS

1. Tell the story of Lydia’s kindness to Paul, acting it out with the children. You will need a blue blanket or sheet, a Bible, purple cloth or shirt and a small snack for everyone.

Place the blue blanket or sheet at the edge of the story area, to represent a river. Invite half the children to be the “disciples” group. The others will be Lydia’s “household.” Have the groups sit facing each other. Choose one boy to be Paul and one girl to be Lydia. Put a purple cloth on Lydia’s head or give her a purple shirt to wear. Have Paul hold a Bible to symbolize his role as preacher. Seat Paul in the front of the disciples and Lydia at the front of her household. Have a small snack ready for Lydia’s group to offer to Paul and the disciples. You serve as narrator and read the following story.

Long ago, after Jesus went back to heaven, people still talked about what he had said and done. Many people who knew Jesus told others about him. More and more people believed that Jesus was God’s son. Paul (*acknowledge child playing Paul’s part*) did not know Jesus when he lived on earth, but he believed Jesus was the way to eternal life. He wanted others to believe like he did and receive eternal life.

Paul and others who believed in Jesus sailed in a boat to other cities to talk about Jesus. They had exciting adventures. On one of their trips, they sailed to a city named Philippi. That is where our story takes place. Pretend that we are living long, long ago, and that many of us have never heard about Jesus. Now pretend that Paul has come to our town to tell us about Jesus:

It was Sunday. Paul and his friends went outside the city gates to sit by the river. It was a beautiful, quiet place where they could pray. There were already some women and people from Lydia’s household sitting by the river. Paul spoke to them as they came near. “Good morning!” (*Have Paul and group by the river exchange greetings.*) Seated at the front of the group by the river was a woman dressed in purple. Paul asked her about her purple clothing. Purple cloth cost a lot of money back in those days. Lydia told Paul that her job was selling purple cloth.

Paul told Lydia and her friends about Jesus and what Jesus said when he lived on earth. Paul told the people that if they were sorry for their sins and believed in Jesus they would have eternal life—live forever. Lydia and her friends already believed in God, but they had not heard about Jesus. They believed what Paul said. They asked Paul if they could be baptized. So Paul baptized them in the river.

After their baptism, Lydia said to Paul, “Come to my house. You have told me important things, and now I want to show kindness to you. Please come with us!” So Paul and his friends walked with Lydia and her friends to Lydia’s house. They ate together, and Lydia showed them great kindness. (*Give Lydia snack and invite her and her group to offer it to disciple group.*)

2. Wonder about the story, using the following statements:

- I wonder what the beautiful quiet place by the river really looked like.
- I wonder what words Paul said to Lydia and her friends.
- I wonder how I could show kindness to someone like Lydia did.

Pray, “God, when Jesus lived on earth he was kind to others. He healed sick people and held children in his lap. Help us to be kind and gentle with other people, too, as Lydia was kind to Paul. Amen.”

3. Make gifts for a group home for people with disabilities or for residents at a retirement center. Choose one of the ideas below. *Note: You may choose to simply have the children make cards.*

- Provide a canned food item for each child and precut paper to fit around the can. Invite children to decorate the papers with their own designs. Tape the papers around the cans.
- Provide a new bar of soap, new washcloth, large safety pin, and a stiff tag for each child. Invite children to decorate the tags and wrap the soap with the washcloth. Use the safety pin to hold the wrapping in place and also to attach the tag to the gift. *Note: Children will need help with the safety pins.*
- Provide a new box of tissues for each child and precut paper to fit around it, with a slit cut in the middle. *(The ends will be uncovered.)* Invite children to decorate their papers, then help them tape the papers around the boxes.

4. Practice gentleness. Provide LOTS of stuffed animals and dolls for play. Also bring *(if not already in the room)* play food, dishes, clothes, etc., to practice caring activities. Allow for an extended playtime. Tell children that you will watch for acts of gentleness and kindness. When you see someone pretending to do something kind or gentle for an animal or doll, put a piece of candy in a bowl, located in the center of the room. Wander around the room, encouraging acts of gentleness such as singing to the dolls to put them to sleep, petting a stuffed animal, getting food ready for someone, holding a doll or animal when they are hurt or sad, reading a book to an animal. When interest seems to be waning, ask children to clean up. Share the candy *(add to the bowl if necessary)* and talk about how good it can feel to treat someone with gentleness. Invite children to think about gentle, kind people in their lives.

EXTEND THE LESSON

(These activities will extend the lesson to longer than 30-40 minutes.)

- **“Fruit of the Spirit” Thanksgiving centerpiece.** Continue with this stuffed fruit activity described in Lesson 1, page 154.
- **Bring a live animal** into the room that will respond well to the children. Give students some time to play with it. After a few minutes, talk about the best way to handle the animal. How does it react when people are rough? Why does it need to be handled gently? Talk with the animal’s owner about how to care for the animal. What does it need?
- **Make a chart** with three columns: Kindness, Goodness, and Gentleness. Brainstorm about ways to show these three traits. Invite students to spend the day working at doing kind acts and good deeds and relating to each other in gentle ways. Catch the students being kind, good, and gentle to each other and comment on their behavior.

The Fruit of the Spirit

LESSON 5: PATIENCE, FAITHFULNESS, SELF-CONTROL

Objective

Children will practice patience and self control. They will hear the value of building a strong foundation by doing what God asks.

Key Concepts

- God gave us tongues with which to taste food.
- We can bring joy to others by giving them foods that taste good.

Text: Luke 6:46-49

Estimated Lesson Time: 30-40 minutes

Materials

- *Jubilee Songbook*
- Blanket for a tent
- Candy
- Props for Bible story: 2 dishpans (one with sand; one with large, flat rock), small building blocks, pitcher of water
- Light blue construction paper, white chalk
- Epsom salt/water mixture, brushes
- Newspaper to protect desks or tables
- *Play With Me* by Marie Hall Ets
- For Extend the Lesson, option one: materials for making stuffed fruit (*see p. 152*)

Teacher Preparation

- Practice telling the Bible story. (*Make sure houses will collapse and hold firm!*)
- Make a “tent” by putting a blanket over some chairs. Put some candy inside the tent.

INTRODUCING THE LESSON

1. Worship and Bible memory. See Unit Information, pages 148-149.

2. Can you wait? As children arrive in the story area, let them peek inside the tent. When everyone has seen that there is candy inside, ask, “Who would like to go inside now?” Most will probably want to do it, but say, “You can go inside now, if you want, but if you wait until the end of the lesson, it will be much better.” If some children still want to go into the tent now, let them. Tell them they may only take one piece of candy. Make sure that some children wait, to demonstrate the advantage of waiting.

LESSON STEPS

1. Tell the story of the wise and foolish builders. You will need a dishpan of sand, another dishpan with a large flat rock (*or block*), small building blocks, and a pitcher of water.

Jesus wanted his friends to learn to be strong and do what he said, even when it was hard. He told them a story that showed how being patient enough to build a strong foundation for a house is like knowing the right thing to do and doing it. Listen to Jesus' story and see which man you think was a better builder.

(Set two dishpans in front of you. Have building blocks and pitcher of water nearby.) Once there was a man who wanted to build a house, and he wanted to build it quickly. A wise builder told him that he needed to be patient and find a good rock to build his house on, but the man didn't listen. He found a nice, sandy place to build his house. *(Use building blocks to build house on sand.)*

Another man also wanted to build a house. When the wise builder told this man to find a good, hard rock to build on, the second man listened. He took the time to find just the right foundation for his home. *(Use more building blocks to build home on rock.)* He dug down deep, until he found a solid rock to build upon. It wasn't easy, but he was patient. He knew this was the right way to build a house.

Then rain began to fall. The river near the houses began to rise. There was a flood! *(Pour lots of water over house built on sand.)* The house built on sand had a poor foundation. The man who built it had been foolish not to listen to the wise builder. He was impatient and did what he wanted. When the flood came, his house fell down.

But when the flood came to the house built on the rock *(pour water over house built on rock)*, the house stood firm. It did not fall. The wise man had listened to the wise builder and built a strong foundation for his house.

2. Wonder about the story, using the following statements:

- I wonder if the wise builder was tempted to be lazy like the foolish builder.
- I wonder if I could be wise and patient enough to build a good house.
- I wonder if God could help me be more patient and do things that are wise and right.

Pray, "God, you are patient and wise. You can help us to be patient and do the right things. Help us to listen and to do the things you tell us, like the wise builder. Amen."

3. "Patience" painting. Give each child a piece of light blue construction paper and a piece of white chalk. Invite them to make any scene they wish with the chalk. When they are done, have children paint their papers with an Epsom salt/water mixture *(Mix Epsom salt with just a little water. The denser the solution, the more crystals will appear when it dries)*. Set papers in the room to dry. Explain that you will need to be very patient and wait to see what the paintings will look like when they dry.

4. Read Play with Me. Ask children what is the problem in this story. *(No one will play with the girl.)* What helped the girl solve her problem? *(Patience)* Discuss the following questions:

- Do you think it was hard for the girl to keep from moving? *(Tell children that she had self-control. They probably don't know that term. Explain that God gives us the ability to control what we do. Being able to control yourself is a good thing.)*
- When is it hard for you to wait?

- What do you do when you are tired of waiting?
- When is it hard for you to control what you do?
- Do you ever know you shouldn't do something but you really, *really* want to do it?

5. Patience prayer. Pray the prayer written below, gently touching each child's head. Ask God to give them (*say names*) patience and self control.

"God, sometimes it's hard to wait. We get squirmy or we want something NOW! Help us to wait without complaining. Sometimes it's hard to control what we do. We want to do something that we know isn't good. Help us to choose the right thing to do. Amen."

6. Throw more candy in the tent. (*This candy can be more special, such as a "fun-size" candy bar or small pack of M & Ms.*) Let those who chose to wait go into the tent and share whatever candy is there equally. (*Make sure there is more than one piece per person.*) Ask the other children how they feel. "Sometimes God wants us to have self control and learn to wait for things." At this point, be sensitive to those who could not wait. If feelings are hurt too badly you may want to model goodness and kindness by sharing more of "your" candy with everyone.

EXTEND THE LESSON

(*These activities will extend the lesson to longer than 30-40 minutes.*)

- **"Fruit of the Spirit" Thanksgiving centerpiece.** Continue with this stuffed fruit activity described in Lesson 1, page 154.
- **Play self-control games**, such as the following:
 - See how long the class can sit without making a sound. Try to extend the time with another try.
 - Pair up children and have them look their partners in the eyes. The goal is to not look away or laugh. See who can last the longest.
 - Pair up children with a fun toy between them to share. Explain that one of them may play with the toy while the other child watches. The child watching must wait until the first child hands over the toy. (*Make sure there is time for several turns.*)
- **Sand and block play.** Encourage children to retell the story of the wise and foolish builders as they play.