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| **Strands** | Christian Ethics and Ethical Theory; Faith in Action | | | |
| **Stage of Development** | Primary (Years 3-6) | **Created** May 2021 | | **Review** 2025 |
| **Aim** | This unit considers the Fruit of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control) and encourages students to consider these as a gift from the Holy Spirit. The unit helps students consider how they can demonstrate the Fruit of the Spirit in their lives at home and school. You could add some service learning onto this unit e.g. showing kindness to more vulnerable members of society such as those with a disability. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * Christians believe the Fruit of the Spirit is a gift of the Holy Spirit * The Fruit of the Spirit are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control * Knowledge of what the Fruit of the Spirit could look like in Christians’ lives | | **Religious Studies Skills & Virtues**   * Faith in action | |
| **Resources** | Bible Gateway [www.biblegateway.com](http://www.biblegateway.com) | | This website allows you to look up Bible passages. It has different translations. New International Version is a standard translation. You can change the translation to find translations that are more appropriate for Children and easier to understand e.g. New Living Translation. | | |
| RE:Quest [www. request.org.uk](https://request.org.uk/) | | This website has been developed by an agency of the Anglican church in the UK and has great videos of key Bible stories. | | |
| www.bible.com/videos | | This website has short videos of all the Gospel stories. | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
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| **1** | Introduction | What is the Fruit of the Spirit? | 15min  5min  25min | Activity: Play a game of Fruit Salad (Children pair up and each pair chooses a different type of fruit. They then stand opposite each other in two lines (like line dancing) and make a tunnel with their hands. The leader then calls out fruit names randomly. Once a pair’s fruit has been called, they run through the tunnel, then back round the outside and race back to their original places. You can also make it competitive by making each line one team and scoring the winning participant from each race.) If completing this unit with younger children, you could read the Very Hungry Caterpillar instead.  Discuss: Why do plants produce fruit? How do plants produce fruit? What would stop a plant from producing fruit? Explain that the Fruit of the Spirit is a gift from Jesus that allows Christians to live like Jesus. Just like healthy trees produce good fruit, people with Jesus in their heart produce the Fruit of the Spirit.  Break the students into small groups and allocate each group Love, Joy, Peace, Patience, kindness, goodness, faithfulness, gentleness or self-control ask them draw a symbol that represents their attribute.  Extension: complete some memory activities that help students memorise the Fruit of the Spirit. | Large space  Fruit  Paper, pencils |
| 2 | Love | What is love?  Are there different types of love?  How can students demonstrate love to others? | 10min  10min  10min  15min | Activity: make a list of all the things we would not need if people really loved one another e.g. jails, locks on doors, police officers, detentions etc. Discuss how we know if someone loves someone else e.g. actions. Can we love strangers? Yes, with our actions. We can show them kindness and expect nothing in return etc.  Read: 1 Corinthians 13 and John 3:16. Discuss what love looks like. Is love an action or a feeling? Or both? Are there different types of love?  Activity: Break the students into small groups and ask them to write 1 Corinthians 13 in their own words.  Activity: place the picture cards around the room and ask students what they think they represent (love, joy, peace, patience, kindness, gentleness, and self-control). Ask the students how they think they can demonstrate the Fruit of the Spirit at school this week. Each group could be given one area to focus on. | Bible  Paper, pens  Worksheet: Picture cards Fruit of the Spirit |
| 3 | Joy | What is joy?  How can students demonstrate/experience Christian joy? | 10min  30min  5min | Activity: Ask the students to describe the differences between happy and sad, angry and grumpy, happy and joyful. Discuss what it means to be joyful. Define Christian joy *(*Christian joy is more than happiness. Christian joy is produced by the Holy Spirit. The Spirit causes us to see the beauty of Christ and the hope he brings for now and the future). Christian’s rejoice in God.  Read: Psalm 150. Ask the children to paint or draw an artwork that represents this Psalm.  Activity: come up with a class list of the way’s students can be joyful this week. Philippians 4:4-7 might help students reflect on this. | Philippians 4: 4-7  **4**Rejoice in the Lord always. I will say it again: Rejoice! **5**Let your gentleness be evident to all. The Lord is near. **6**Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. **7**And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus. |
| **4** | Peace | Why do we need peace?  How can students experience God’s peace?  How can students be peacemakers? | 5min  5min  5min  5min  10min  15min | Activity: Ask the students to describe what a world without peace would look like.  Explain: Jesus came to bring peace on earth – he is sometimes called ‘The Prince of Peace”. This kind of peace looks like forgiveness! Forgiveness from God for all of us and help us forgive each other.  In Ephesians 4:32, the writer tells his readers “Be kind and merciful, and forgive others, just as God forgave you because of Christ.” This peace also looks like a new way of doing things when trouble comes – not responding by fighting. And a new way of doing things when someone different comes along – making friends instead of making enemies. Matthew 5:9 says Blessed are the peacemakers, for they will be called children of God. In summary, Jesus is the ultimate peacemaker. God’s plan for Christians is for them to have peace with him and be peacemakers in their lives.  Discuss: the roadblocks that might stop us from being peacemakers e.g. I like to be right, I want my own way, I want more, I want to be liked, I want what others have, I want someone to myself.  Reflection: Ask students to reflect on a time where they have put up a roadblock to peace and describe what they could have done differently to foster peace e.g. apologise, discuss, forgive, show kindness etc  Give each student a large Post-It note and ask them to write a couple of sentences describing what peace looks like. Place the Post-It Notes on a piece of butcher’s paper with ‘peace’ written in the middle. Get the students to decorate the blank paper around the Post-It Notes and hang the display in the classroom.  Worksheet: Ephesians 4:32, the writer tells his readers “Be kind and merciful, and forgive others, just as God forgave you because of Christ.” | Bible  Post-It Notes, Butchers Paper.  Worksheet: Ephesians 4:32 |
| **5** | Patience | What does patience look like?  Why do Christians value patience?  How can the students show patience? | 15min  5min  25min | Activity: Set up several buckets in the classroom or outside. Break the students into small groups and ask them to practice throwing a beanbag into the bucket. The aim is to be able to do this consistently from the furthest distance possible. At the conclusion of the activity ask the students how they had to demonstrate patience in the activity. Define patience (Patience has to do with time. It is the capacity to accept or tolerate delay, problems or suffering without becoming annoyed or anxious) and discuss how people can show patience. Discuss what your school would look like if nobody showed patience. Before you move onto the next part of the lesson you could put something on each child’s desk that they will struggle not to fiddle with e.g. iPad or small lolly and see who can wait the whole lesson before touching this object. You could come back to this at the end and discuss.  Read: James 1:2-5. How does the passage call us to respond when we face hard times? (with patience). The passage describes patience a little bit like a muscle in our body. The more it’s used the stronger it gets. Discuss what actions students think they can take to grow their ‘patience muscle’.  Activity: Get the students to plant a seed in a pot. Discuss how students will need to take care of the seed and show patience while they wait for it to grow. Keep the pots at school and re-visit them and the idea of patience in coming weeks. | Buckets, bean bags  Bible  Seeds, pots, dirt, space in the classroom or outside to grow seedlings. |
| **6** | Kindness | What does it mean to be kind?  How can the students demonstrate kindness? | 15min  10min  20min | Read the students a story about kindness (e.g. The Smartest Giant in Town– Julia Donaldson) and discuss how the character/s in the book demonstrate kindness. Develop a class definition of kindness. Explain that God shows kindness to all people and does not limit his kindness to those people who love him back (Matthew 5:45).  Activity: Bring in some dress-ups. Place the Dress-ups in a pile out the front. Ask for three volunteers and time the students to see who can put the dress-ups on the fastest. Explain that the Bible tells us to cloth ourselves with kindness. Colossians 3:2 “Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, **kindness**, humility, gentleness and patience.” Discuss what this might mean.  Reflection: Ask the students to write a short reflection on how they can show kindness at school. You may need to give them some ideas e.g. including those that are always left out, helping younger students at recess. During the last 5 minutes get the students to move around the classroom and ask another student ‘how they can show kindness at school’. You could set up a timer and two lines so that students have a certain amount of time before they move onto the next student. | Kids story about kindness e.g. The Smartest Giant in town– Julia Donaldson  Dress-ups  paper |
| **7** | Goodness | What is goodness?  What does it mean to be good? | 5min  10min  30min | Activity: Ask the students to write a list of things that are good and things that are bad. Discuss what makes something good.  Read or watch: The story of the Good Sarmatian (Luke 10:25-37) and discuss what the man did to be called ‘good’.  Activity: Ask the students to re-tell/role play the story of the Good Sarmatian using a modern-day example. Students could share their stories with the class. | Bible or [video of the passage](https://www.bible.com/videos/250-in-the-beginning-was-the-word-from-lumoproject-dot-com)  Paper, pencil |
| **8** | Faithfulness | What does it mean to be faithful?  How can the students be faithful? | 5min  5min  20min  15min | Intro: Faithfulness is being willing to stand by someone’s side during the good, the bad, the challenging, the fun, the hard – even when we don’t feel like it. Sometimes we don’t want to stay loyal to a friend or family member. However, we are taught that, in love, we are to stick it out with people. This is how God treats us.  Psalm 57:10  For great is your (God) love, reaching to the heavens; your faithfulness reaches to the skies.  Proverbs 3:3  “Let love and faithfulness never leave you; bind them around your neck, write them on a table of your heart.”  Activity: Use stocking or something similar to join students together. Explain that they will need to be ‘faithful’ to the other student during this lesson. Discuss what this might look like.  Read: Matthew 25:14-30. Discuss the following questions   1. Why was the master happy with the first two servants? 2. Why was he unhappy with the third servant? 3. How can we be faithful servants of God? 4. What talents has God given you? 5. How can you use them to honour God?   Activity: Show one of the scenes from Toy Story that considers faithfulness and discuss how the various characters demonstrate faithfulness/unfaithfulness e.g. in Toy Story 2 when Buzz is trying to convince Woody to come back and live with Andy. Discuss how the students can demonstrate faithfulness to their friends and siblings. | String or stocking  Bible  [Toy Story 2 Clip](https://www.youtube.com/watch?v=uiPNEL9ealA) (2min 27 sec) |
| **9** | Gentleness | What is gentleness?  How can students demonstrate gentleness to others? | 15min  10min  30min | Activity: Stand all the students in a circle and ask them to hold hands. Squeeze the hand of the student next you and get students to pass the squeeze around the circle. Explain that a double squeeze sends the squeeze in the opposite direction. Pick one student to go outside and explain that when they come back in they will have to guess where the squeeze is up to. If they guess correctly, they can re-join the circle and the student caught with the squeeze replaces them. While the student is outside pick one person to start the squeeze off and explain they will have to squeeze gently so the student outside can’t see where it is up to. Ask the person outside back in and get them to guess. Play as many rounds as you think is appropriate. At the end discuss the difference between a gentle and a hard squeeze.  Read: Philippians 4:5 “Let your gentleness be evident to all” and discuss how students can demonstrate gentleness at both home and school. Write a list of words that students could use to encourage others in the classroom when they are struggling with a task.  Role play: Break students into small groups and ask them to role play a situation where a student shows gentleness to another student in the playground. Ask students to perform their role plays for the class. | Bible |
| **10** | Self-control | What is self-control?  How can the students develop their self-control? | 10min  15min  30min | Activity: Play a game of Simon Says. After the conclusion of the game explain that we need to use self-control to control our impulse to keep doing the action even when the leader did not say Simon says. Discuss what other things we need to use self-control for? e.g. words, time etc  Read: Proverbs 25:28 ‘Like a city whose walls are broken through is a person who lacks self-control.’ And discuss what this means. You could ask the students to complete a drawing of this verse.  One-way students can show self-control is through Meditation or a prayer labyrinth. If this is not appropriate for your class you could brainstorm things students use to help them develop their self-control in relation to screen time or another area of their lives. | Bible  School based meditation, prayer labyrinth or mindfulness activity |