

Rooted in Godly Living

Lesson 5: “That Lovin’ Feeling”

(Character Trait: Love)

Objectives:

Students will

- articulate the action words that describe God’s love and consider if these words can apply to themselves
- explore five different ways that people express and experience love

Materials Needed

- ☐ Bibles
- ☐ A bag or hat with slips of paper
- ☐ Pen
- ☐ Lesson 5 Handout (“The Love Passage”) (one per student)
- ☐ Lesson 5 Handout (“A New Kind of People”) (one per student)
- ☐ Lesson 5 Handout (“The Love Languages”) (optional if you can choose to just read out loud)

Minds On

Start by reminding the students that this is the final lesson in the Corinthians series. Ask them to review the four traits they have learned so far and what they have learned about them. Do they feel they are growing in their character? Why do they think these traits are important?

Give the students Lesson 5 handout “A New Kind of People,” and ask a volunteer to read it out loud. Tell the students that this piece was written by the Athenian orator Aristides to the Roman Emperor Hadrian (117-138 A.D.) to describe these “new Christians.” What about their character stood out to people? How was their character and important influence on others for Christ? Do they think people today would describe them in the same way? Should they be able to? Why or why not?

Action

Part One: Digging Into Scripture

Say: We have looked at many traits, but 1 Corinthians tell us there is one that summarizes all of them. Can you guess what it is? (Love)

Read together 1 Corinthians 13:1-13. This is a common Scripture passage, so the goal of the lesson will be to spend more time exploring the idea that love is an action and the ways we live that out. Read the passage together in some way (ask one student to read, take turns reading verses, etc.). Before you read ask the students to look for the actions that describe love that they see in the passage. When you have finished reading, ask the students to share any thoughts or questions they have about this text. Ask: why is love seen as the most important character trait? How does love cover all the traits we have seen so far in this series?

After your discussion, take out the slips of paper and bag/hat. Ask students to share the action words that described love in the passage. Write each of these actions on separate sheets of paper

(patient, kind, not jealous, humble, etc.). Get them to summarize the expressions that are longer in one word (for example “does not delight in evil” could be “righteous”).

When the students have finished coming up with the words, put them all in a bag and divide them in two teams (or more in a bigger group) for a game (you could also do the game as one big group). One student will come forward and have one minute on the clock. The goal is for them to get their team to guess as many of the words in the hat as possible in that time. They will draw out words one at a time and describe them (no saying “rhymes with!”) with actions people do (for example, for patient they might say...you wait without complaining for 45 minutes for your mom to take you to your friend’s house). Teams will go back and forth with different people taking turns until everyone has had a turn or you think it’s time to move on. One point for each word guessed - team with the most points wins!! The idea here is that students will see specific actions that show love, and think of regular day to day ways they “love” one another.

Part Two: Apply it!

Say something like: There are many different ways we show love to one another. We will all, however, show love and feel love from others in different ways. A man named Gary Chapman has written a book called “Love Languages.” He says there are five different languages of love. We each speak a different language (how we show love) and best hear a certain language (how we experience love).

You may either read or give Lesson 5 handout “The Love Languages”. In each case, invite the students to guess what the Love Language is that was described. In order they are “Words of Affirmation, Quality Time, Physical Touch, Acts of Service, Gifts”.

Likely, when you are done the students will quickly be able to identify their own “love language” (note: they may have more than one, and everyone wants a little bit of all of them, but to determine their own they would consider “What is the one thing that if you NEVER experienced it from someone you loved you would really doubt they loved you?”). Spend some time guessing the love languages of people in the group. Likely even as you read someone said “That sounds like _____!” Ask them why they identified that love language for the individual

and see if the person agrees. If a person is guessed and agrees with the assessment (for example, they say “yes, I’m definitely quality time”) get them to share why and how that works for them (they might share about feeling loved when someone spent time with them, and why).

Ask each student to also consider their own family and identify the love languages there. When they have had a few moments to ponder (they may even want to write it down), ask them to share what they chose for one family member and then consider something tangible they can do to show love to that person this week (for example, if they identify their dad is acts of service, they might say that this week they could do a chore for him, etc.)

Say something like: We are taught in Scripture that love is not just a feeling. It is what we do for others and how we live to show them love. This means that even when we don’t feel like loving someone we can always choose to love them. As Christians, let us try to find all the ways we can show love so people will hear it!

Consolidate/Debrief

Give each student the Lesson 5 handout “The Love Passage,” where there are blanks where the word love should be. Ask them to identify the missing word. Remind them that God is described as love in the Bible. Ask them to take a moment to look over the sheet, filling in the word “God” in all the blanks in their minds. What does this teach us about God? Finally, remind them that as believers we are called to be like God in our lives. Ask them to go through the sheet and consider: Can you fill your own name in the blanks? When they have had time to consider, pray together that they would be able to be loving people, who show love through all these ways of living. Go around the group and invite each person to finish the sentence “God help me to be.....,” completing it with one of the words in the love passage (whatever one they feel they most need to learn from God).