

Lesson 10 / May 17, 2020

Don't Miss the Mark

By Jill Meek

for use as

STEP 1 

Lesson 10

Focus:

The mark of a Christian is active love.

Lesson 10

Bible Basis:

1 Corinthians 13

Lesson 10

Memory Verse:

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.
—1 Corinthians 13:4-5

Students will consider what love looks like as they watch a video about children trying to explain love to an illustrator.

Materials:

Internet access

Love is a funny thing. Maybe it is something we have experienced or can recognize when we see it, but it is intangible and hard to describe. It is something we give and something we receive, but where does it come from? It is something we feel but it is more than an emotion. Love can cause us both happiness and sorrow. It can be “tough” or “mushy gushy.” We can fall into it and out of it, but who can explain why?

The children in the video we are about to watch attempt to explain what love is, describing it to an illustrator who gives shape to their ideas.

Play the following video [5:15]:

Kids Describe Love to an Illustrator | Kids Describe | HiHo Kids

https://www.youtube.com/watch?v=I0_T-Sb-Loc

Kids’ ideas about love may come from their friends or family, the things they enjoy, and the stories they have heard or seen. And that is probably how we get our ideas about love, too, though our experiences may be wider. The kids had varying ideas about love—some found it scary or gross and others thought of it in a friendlier or more whimsical way.

➤ **What do you think the kids got right about love? Did they miss anything in their descriptions?** (Honestly, sometimes love feels bubbly like Sprite, or scary like thunder, or like a thump of our heart. Sometimes it does look like a hug, or a curly-haired friend, or mom or dad. Kids may have missed out on love as service or sacrifice, or mundane but meaningful actions.)

➤ **Where have you experienced love? Where do your ideas about love come from?** (Our friends and family show us love—often in imperfect and sometimes in very powerful ways. We sometimes experience love most when we are down and someone is there for us.)

Additionally, the stories we watch, read, and listen to shape our ideas about love. All of this, for better or worse.)

➤ **Could you describe it as a sound or a season, as the kids tried to? If so, what would it be?** (Accept all reasonable answers. This is a fun way to help students put love into words and for you to get a sense of their understanding of love. Is it warm like the summer sun? Hopeful like spring? Ever-present like the ticking of a clock? Swelling and emotional like a movie score?)

➤ **How would you attempt to illustrate love?** (Accept all reasonable answers. This is an open-ended prompt to help students picture what love looks like. Later you can compare this to the Bible's description and to what our lives actually look like.)

The Bible gives a detailed description of love—in flowery language and then in straightforward terms about what it is and isn't. Love is so important to the Christian faith that it should define who we are as Christians. We all have the capacity and responsibility to live lives of love according to the gifts we have been given.

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)

high school



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STEP 4 

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Materials:

- Paper
- Pens/pencils

Make sure your students have access to paper and something to draw with. **It's time to do some drawing of our own. Illustrate your life. As you draw, think about the things you see, touch, hear, taste, and smell the most. Consider what settings or objects surround you. Who else is with you? How do you spend your time? What posture or action best captures your essence? What are the thoughts that fill your mind? What emotions color the scene?**

Give students a chance to work on their drawings and then invite them to share if you are using a social conferencing platform that makes that possible.

➤ **How does this picture compare with the descriptions of love we've discussed today? Is there similar or different imagery in the picture?** (Perhaps there are familiar faces or emotions, or favorite things, or perhaps daily life is drawn without the imaginative imagery used to illustrate the power, depth, or feelings of love.)

➤ **Where do you see love in the picture of your life?** (Whether intentional or not, students may have drawn love into their lives in their relationships, their hobbies, or in the mood they've expressed in their picture.)

➤ **Where is there potential to enact love in the picture of your life where it is currently missing or not clearly evident?** (There is potential to demonstrate love in all we do. Sometimes it might just mean expressing a word of kindness or gratitude that you felt on the inside but would have otherwise gone unsaid. Maybe it means having an extra measure of patience with someone you find difficult, showing up for someone who is having a hard time, or simply looking out for others instead of just yourself.)

Maybe the illustration of your life showed many marks of love, or perhaps it was a pretty picture but the marks of love were less obvious. Either way, you will have opportunities this week to bring the idea of love to life so that others might see it, through your attitude and actions.

Using your unique gifts and particular settings, you can give love shape, depth, and color that will bring meaning and richness to those who need it. What will that look like for you this week? Will it be humility, kindness, patience, gratitude, or faithfulness? Will it come in the form of words, gifts, or service? Will it be shared with a family member, friend, neighbor, or nemesis?

Ask your students to consider this for a moment as you close in prayer—as a group, or individually with each student.

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