

Fruits of a Loving Heart

Month: Feb.

Week #: 23

Day: c. Wed. Time: 30 min.

Patience

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Objectives/Aims

The students will: understand what patience is and how use apply it in real life situations.

Materials

none

Illustration

The tennis coach is using one of the 'Fruits of a Loving Heart.' In fact, he is using a whole of it!



Background

According to some ancient Christian stories, Valentine used to secretly send little notes of love and encouragement to his Christian friends while he was in prison. Many people believe that this is why we send Valentines on his feast day. Other people think that the Valentine custom is celebrated on February 14 because that was the day of the year when Romans, whom the Christians regarded as pagans, used to choose their boyfriends and girlfriends. When these Romans converted to Christianity, they

kept up this custom but carried it out in honor of St. Valentine. (See References.)

Today, Valentine's Day is celebrated by the giving of flowers, candy and cards. Amongst adults, it is typically a day of romance, while for children and students, it is more of a day of fun and parties. To make this day, and week, more meaningful and relevant for you students, I've taken the idea from the Roman Catholics, for whom St. Valentine is the patron saint of love and friendship, and decided to focus on the attributes of friendship: Fruits of a Loving Heart. These fruits include: kindness, gentleness, patience, generosity and joy.

Group Activity

1. Say, "Patience. It's another attribute of friendship, but what is it? Please put your hands down. I'd rather that you show me what it is through short skits then tell me. I'll understand it better that way. In the first act, show me a lack of patience, and in the second act show me patience. Who wants to volunteer to do the following skits?" Choose 2 - 3 students for each play including at least one precocious, mature student that will help direct it. Give the teams 5 - 10 minutes to prepare their plays. Remind them of their acting techniques such as facing the audience, projecting their voices, using dramatic gestures, etc. Additionally, they need to title and introduce the play and tell the audience when they switch to the second act.

Note: If the students are reluctant to do the skits, you can model a play. For example, do a skit about training a puppy. Another option is to use 'people puppets' where you tell the student actors what to do or say.

Group Activity (continued)

Possible skit topics:

- A child trying to train a puppy who keeps having accidents on the floor
- A friend trying to teach a friend, who has never played soccer before, how to play
- A teacher trying to teach a student how to do a hard math problem
- A grandchild trying to tell his or her grandparent, who has Alzheimer's, about something important in his or her lives, but the grandparent keeps forgetting what was said and continually asks questions
- A student trying to help another student, who is dyslexic, learn to read

Group Discussion Questions (after each skit)

1. What was different between the first and second act?
A: In the first act they did not show patience, in the second one they did show patience.
2. How did they show patience?
A: Answers will vary.
3. By a show of hands, how many of you would like to be treated, with patience, like in the 2nd act? Why?
A: Answers will vary.

Variations/Extensions

Conclusion

Say, "What is patience? A: Merriam-Webster defines it as: **1** : bearing pains or trials calmly or without complaint, **2** : manifesting forbearance under provocation or strain, **3** : not hasty or impetuous, **4** : steadfast despite opposition, difficulty, or adversity" Ask the students to put each definition into their own words. Conclude by saying, "Remember how you felt the last time someone was impatient with you? Keep that in mind the next time you are helping someone."

Feb. 23 c. Wed.

Fruits of a Loving Heart: Patience



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