

Good Samaritan

Scripture

Luke 10:25-37

Memory Verse

“Do to others as you would have them do to you.” – Luke 6:31

Bible Background

The Good Samaritan is often seen as a story telling us to help one another. There are “Good Samaritan” Hospitals, et. al. all over the world, and certainly there is an element of truth in that interpretation. But the story goes much deeper than that. It advocates the breaking down of cultural barriers that keep people separate from one another.

Samaritans had a common ancestry with the Jews, both claiming Jacob and Moses as their ancestors, but had other differences. The Jews considered Jerusalem/Zion as their holy center, whereas with Samaritans it was Mt Gerizim. They had different legal traditions, for instance, the cleanliness of vessels, and as a general rule avoided each other. There was a standard practice that Jews living outside of Judea who made a pilgrimage to Judea avoided traveling through Samaria, even if that made the trip inconvenient. As a religious sect, the Samaritans are people of the Torah, having for their scriptures the first five books of the Bible (the Pentateuch), but a version with significant differences from what is in the Jewish Torah, and consequently our Bible. Nevertheless, like the Jews, the Samaritans worshiped the one true God, Yahweh, and did not engage in idol worship and other pagan forms of religion. This begs the question why the Samaritans were so desperately hated when their differences with the Jews were relatively few, whereas Gentiles who had no knowledge of Yahweh and practice idolatry, were disliked but tolerated? Are we more tolerant of people with completely different religious views than we are toward people who believe almost the same as we do, but who have a couple of key points “wrong?” Is it easier to dismiss the errors of a stranger than it is to dismiss the errors of a family member?

The basic format of a parable is that a story is presented which seems to be leading toward a logical, culturally dictated conclusion, only to have the outcome turned on its head to make a point. For example, the Prince putting the glass slipper on Cinderella leads to them living happily ever after – that’s the story in our tradition. If the Prince were to put the slipper on Cinderella, and then have her arrested for impersonating a noble woman, that would be a parable. It is not the outcome we would expect, and it opens the door for discussion. In the case of this Bible story, the expected outcome is that the priest or Levite would find a way to help the man, and that the Samaritan would do more harm than good.

It is important not to make this story anti-Semitic. Despite Torah rules about cleanliness, ***it was permissible to break with laws about cleanliness in order to help someone in need.*** The priest and Levite are ***not*** following the heart of Jewish law, which is right relationship with God and neighbor, they are twisting Jewish law by following the “letter of the law” rather than the “spirit of the law.” It is important to note that this is not a passage where Jesus is condemning the law (because the law would have the priest and

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the Levite do the right thing.) Rather it is a criticism of the *people in charge* of keeping the law and an accusation that they do what is best for themselves, not necessarily what is best for their people. That's the first twist of the parable. Do we ever do this? Keep the letter of the law so strongly that we lose the spirit of the law – right relationship with God and neighbor?

The second twist of the parable is the Samaritan's charity. In order to fully understand this we need to understand that the man lying in the road (and the people listening to Jesus) would have completely despised the Samaritan. He would have been brought up believing that the Samaritan was the worst sort of person. The idea that a Samaritan could do the right thing was a complete surprise. Playing the story forward, it also causes the listener to think about other people who it is assumed are "no good." The main emphasis on the story is not so much "act like the Samaritan," which is how we most commonly think of it, but "be open to the goodness in people."

Teaching this Story to Kids

Titles – the terms Priest, Levite, and Samaritan can easily be translated into phrases the kids might understand. What about school Principal, Teacher, and the school bully? Or Pastor, Sunday School teacher, and a homeless person coming to church for a handout?

Unclean – What does it mean to be spiritually unclean? It means you did something that is against the rules. What are some rules that kids have in school? Which of them make sense? Which of them are kind of silly or unnecessary?

Parable – A parable is a story that has an outcome different from what you might expect. Help the children see that this story had some unexpected twists.

Beaten, Hurt – There are other ways to be hurt than beaten up by robbers. What are some ways that kids have been hurt – physically or emotionally? Who would they expect to help them in those situations? Who would they be surprised to have help them?

Lesson Summary

<i>Creation Station</i> -	Children will do a weaving project to remind us that we are all connected with each other.
<i>Fisherman's Net</i> -	Good Sam CD from Sunday Software narrates the story and explains it in detail.
<i>Loaves and Fishes Café</i> -	Some Middle Eastern foods will be sampled amid a discussion about the differences between Jews and Samaritans.
<i>Make a Joyful Noise</i> -	Children will learn the Jazz Chant and "Good Sam" song.
<i>Mountaintop Movies</i> -	"The Good Samaritan" from Animated Stories from the New Testament OR "Are You My Neighbor" (Veggie Tales) from Big Idea Productions.
<i>Moved by the Spirit</i> -	Re-enact the story as Bible characters, and in a silly spatula puppet version.
<i>Temple Courtyard</i> -	Option A storytelling with helpers: A field trip to Philly's firehouse to discuss having a profession that helps others. OR Have guests talk about the homeless shelter or community

meal program. Option B: Children will play a Question and Answer Game “The Road to Jericho” using dome cones and star bases

Good Samaritan – Creation Station

At a Glance

Children will weave a bookmark for their Bibles

Outcome Objectives

- 1) Children will realize that we are interconnected with a lot of different people
- 2) Children will make a bookmark to symbolize interconnectedness.
- 3) Children will make a definition of neighbor based upon this information and the Jesus' question in The Good Samaritan story.

Supplies Needed

Maps (Israel, world)

Daily items that come from other places (banana, clothes made in another country, etc.)

Soda straws

Yarn

Masking Tape

Large needles (optional)

Scissors

Advance Preparation

Make a sample of the soda straw weaving so you get the idea of the project.

Opening Activity

Show the children the items that you brought in and ask them to identify where on the map they came from. Ask them to think of anything that they might use that doesn't in some way depend upon someone in another country. Help them to trace the source of items. (For instance, clothes made in the U.S. still use buttons and zippers and cloth made in Central America; any item delivered by truck depended on someone because there are no vehicles made in this country that don't have at least some parts made in Mexico or other countries.)

Main Lesson

To help us remember the many ways we are connected to other people, we are going to weave a bookmark. Explain that weaving helps us remember that we are connected. What would happen if one of these strands was pulled out? Would the woven material look the same? How would it be different?

As you do your Bible bookmark weaving project, encourage children to use a variety of colors and textures to represent many different people. Also, use this opportunity to remind children that they should be bringing their Bibles to class with them every week.

Life Application

Read Luke 10:25-37. Who do you think the lawyer considered to be his neighbor? Do you think he would have included a Samaritan in his list of his neighbors? Show where Samaria is on the map. Do you think Jews and Samaritans depended on each other in Jesus' day? Why or why not? Why do you think Jesus picked a Samaritan to be the hero of his story? If Jesus was telling the story today, who do you think he would make his hero? Why?

How do you think Jesus would define "neighbor?" With the children, come up with a working definition and write it on the paper easel.

Journaling

"My unexpected neighbor"

To take home

Bring your Bible reminder (kids grades 3 and older, only)

Adjustments for age levels and abilities

Younger children might need help getting the project started. You may want to do the initial threading and/or start the weaving before class for the younger students.

Older students could use thinner straws and make a more elaborate weaving, using twine instead of yarn, and incorporating beads.

If you have extra time...

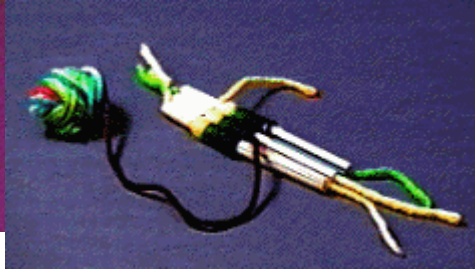
Work on your memory verse and recall the Great Commandment (Luke 10:27) which was learned last rotation.

If time runs short...

Children can take unfinished looms home along with some extra yarn. Make sure you have time for your closing conversation, or kids won't make the leap between the activity and the Bible story.

Be creative

Children could use the technique to make friendship bracelets rather than bookmarks. (In some ways this is a better symbolism for the story of "neighbor," but boys tend to shy away from wearing bracelets, which is why we chose bookmarks instead.)



Soda Straw Weaving

The Imagination Factory

Art/Weaving Activities

The ancient craft of weaving is found in countries all over the world. People have woven yarn and fibers to make useful items such as clothing and rugs as well as beautiful tapestries which hang in castles, museums, and churches.

Most weaving is done on a machine called a loom. Before the actual weaving process can begin, the craftsman or weaver must first string the loom. These threads are called the warp, and the yarn that is woven over and under them is called the weft.

Weaving does not have to be done on a traditional loom, however. It's possible to weave on anything that can be strung with the warp threads. This includes recyclable items like cardboard, an old picture frame, or sticks you collect in your yard or along a river bank.

We can even weave on soda straws! You may have a few unused straws from fast food restaurants in your car's glove box or a kitchen drawer. Help save landfill space by recycling them to make a simple loom.

You will need:

- **Three or four plastic soda straws**
- **Yarn scraps**
- **Masking tape**
- **Scissors**
- **Large needle (optional)**

How to:

There are many items you can weave on a soda straw loom. You may want to make a bracelet or a bookmark. If you are making a bracelet, cut all the straws so they are about 4 or 5 inches long. The straws for a bookmark should be about 6 or 7 inches long.

Now you are ready to warp or thread the loom. Measure the length of a straw and add 5 or 6 inches to this number. Cut one piece of yarn this length for each straw in your loom. Thread the straw by dropping the yarn through it. This may be easier to do if you shake a threaded needle through each straw.

With their ends even, tie an overhand knot in the strands of yarn. Push the straws up to the knot, and tape them together at the top by running the tape around the straws, front to back. Now you are ready to weave! Tie one end of the yarn onto an

outside straw just below the tape. Start weaving by going over that straw and under the next.

Continue the over-under pattern until you want to change colors. Knot the yarn onto an outside straw, and cut it off from the ball or skein. Begin a new color as before, and continue weaving. Tuck loose ends inside the weaving. If you use yarn made of several colors (variegated), you will need to tie only the knots at the beginning and end, because colors will change automatically.

When you come to the end of the soda straws, tie off the yarn and cut it. Remove the masking tape. Hold the weaving lightly in one hand as you pull out the straws, one at a time. Push the weaving up to the knot, and finish it by tying another overhand knot in the other end just below the weaving. If necessary, trim the ends so they are even.

It's possible to weave something longer, like a headband or belt, with a soda straw loom. Just make sure the warp threads, the ones that go through the straws, are long enough to tie around your head or waist. Don't cut the straws, because you will need all the length and then some.

When you are weaving a longer item and you come to the end of the straws, remove the masking tape. Then move some of the weaving off the straws and up onto the warp threads. Do this by pulling the straws partially out of the weaving, being careful to leave the last inch or so attached to the straws. Repeat this process as often as necessary, and continue weaving till you come to the end.

Tips and Tricks:

Weaving on straws with a large diameter, like milk shake straws, will be easier to thread. You can recycle used straws for this project, but be sure to rinse well before using. This loom is small, so you can take it with you on car trips and to doctor appointments. Probably the best thing about the soda straw loom is that it can be used over and over and over again! © 1996 Marilyn J. Brackney

Don't Forget Your Bibles!

Hey, whatever happened to the Bible you were presented with in church?

When you bring your own Bibles, you become better at looking up passages, can bookmark stories you want to learn more about, and highlight or underline your memory verses.

Bibles... They aren't supposed to look pretty!

Bring your Bible every week! Read your Bible every day!

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Good Samaritan – Fisherman's Net

At a Glance

Children will explore the Good Sam CD from Sunday Software.

Outcome Objectives

1. Children will know and be able to repeat the essential details of the story of the Good Samaritan.
2. Children will understand the motivations of the different characters of the story.
3. Children will name ways that the church collectively, and they individually, help others.

Software Summary

This program does an EXCELLENT job of telling the story and digging the meaning out of it. If you think the kids can handle less structure, you COULD “turn them loose” in the program with the reminder that they need to carefully go through each section at least once in order to be able to take the quiz at the end. *The gray binder in the computer lab cabinets contains a complete printout of what can be found in the program.*

1. Luke 10:25-37 is an illustrated reading of the story using the NRSV, KJV or Bildad's colloquial retelling of the story. I would recommend the children listening to *all three*, so they can hear how the story sounds different in each version.
2. Sam Cam. There are two sections here. One is a game – excuses, excuses – for not helping others. The other are video clips of five people from the story: The lawyer, the priest, the robbers, the innkeeper, the Samaritan. Each piece ends with a question. Questions are good discussion launchers.
3. Sam Land Interactive Map. Tells a little bit about the area, including some pictures. Helps the children visualize the difference between Jews and Samaritans.
4. Who Wants to be a Samari-tan Quiz Show. Ten regular questions, 3 question lightning round, and memory verse games. Note that there is a bar “next question” on the top right of the page – you need to press that for the next question. There is some silliness built into the game, which should help hold the children's interest. Questions recycle if the children get them wrong – you have to get them all to move to the next section.
5. Sam TV—Some music videos and lyrics, which is a good way to lead into discussion, particularly with older children.

Supplies Needed

Outline for the kids to follow (attached)

Pens/pencils for each child

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Advance Preparation

Make sure you spend some time with this program to know how it works and to know how to get out of trouble if something should go the wrong way.

Opening Activity

Have children listen to all three versions of the story (NRSV, KJV, and Bildad's version)

Discuss:

What did you like most/least about the KJV? NRSV? Bildad version?

Which version did you like the best? Why?

Did hearing the story different ways help you understand it better?

Main Lesson

Invite the children to dig into the story by looking at Good Sam Cam and the interactive map. Give them about 20 minutes to thoroughly dig into the story.

Discuss:

What did you learn that really surprised you?

Ask the children to think of a modern equivalent for each of the people in the story. (See Teaching this story to kids in Bible Background notes, above.)

Application

Take the who wants to be a Sam-aritan Quiz. Explain that the questions will keep cycling through if you get the answer wrong, so pay attention to your wrong answers – you'll get another chance.

Close by listening to the video on SamTV.

Journaling

If there is time (ha!) listen to the music video on Sam TV again, and write a reflection on it in your journal pages.

To take home

Lyrics from video.

Adjustments for age levels and abilities

Older children and youth will enjoy the music video. If it's not the first week of the rotation, consider letting them start with the video, and determining how it fits in with the story. Youth could also look at video clips from Actual Reality to find other music and videos that fit with the Good Samaritan story.

For younger grade-school children, who may not be as good at reading, consider a tag team approach to the Sam-aritan Quiz show. Line up 4-6 chairs (if there are more than six children, have your shepherd help and use two computers.) Turn up the volume. The first child answers the first question, then goes to the end. Everyone else moves up one chair. Continue going through the line until all the questions are answered.

Children who speed through the program may not collect enough information to be able to answer the quiz questions very effectively. Encourage fast movers to slow down and to listen attentively. If necessary, ask them questions as they go along about what they just heard/read.

Pre-schoolers will enjoy the Bildad version of the story and Sam-Cam. They will not get anything out of the map, and probably not enjoy the quiz show (10 questions is too much).

If you have extra time...

Spend some more time looking and responding to the videos in Good Sam TV

If time runs short...

The Quiz show reinforces the learning that goes on in the other sections. However, rushing kids through other sections so they can get to the quiz is unproductive – learning and exploring is more important than testing.

Be creative

Inspire detective work by giving each child a phrase that they must find somewhere in the program.

If it's the last week of the rotation, start with the quiz show, and have children look for the answer to any questions they might have missed.

Provide other copies of the text and compare them to the versions used in the game.

Good Samaritan – Loaves and Fishes Cafe

At a Glance

Children will sample some Middle Eastern foods or other “strange” foods and discuss differences in food, culture.

Outcome Objectives

- 1) Children will try something different.
- 2) Children will determine foods they like and dislike and look at foods that aren't liked or eaten in other parts of the world.
- 3) Children will learn that having different customs and cultures doesn't mean we dislike each other.

Supplies Needed

Foods to sample
“What I Like” handout

Advance Preparation

The “olive” bar area at Giant has a number of things that are Mediterranean/Middle Eastern including:

Olives (for younger children, pitted kinds only)

Roasted Eggplant

Wrapped Grape Leaves

Couscous

Hummus and Pita

Flatbread

You may also want to try (if you can find it):

Different cheeses. Goat's cheese is native to the region, but quite expensive.

Plain, unsweetened yogurt (or yogurt mixed with peeled, seeded cucumber)

Lentils

Goat or sheep's meat (if you can find it) or lamb

Figs, dates

Pomegranates

Feel free to include some “strange” foods that are not Middle Eastern, but unusual for the children. Stay away from foods that are highly allergenic such as peanuts and shellfish.

Opening Activity

Pass out the “What I Like” handout and explain that today's lesson will include some taste tests. Explain that they may not like all the foods, but that they are required to try them. (You may want to let them “pass” on one food only – this gives them some choice.)

Explain that the foods being presented today are foods they may not be familiar with. Show them a list of the foods, and explain what part of the world they come from, what it is made with, and what they can expect.

Have them write in turn the name of each food and its information in their chart. Then allow them to taste it and record their impressions. Note: try and have everyone eat together on the count of three – that will prevent others refusing to eat because the first child said “yuck.”

After the tasting is complete, figure out what each child liked/disliked. Allow children to have more of the things they liked as you continue your discussion.

Main Lesson

Discuss:

Who in the group was very open to trying new things?

Who was very reluctant?

Was there anything that you thought you wouldn't like that you ended up liking?

Was there anything that you thought looked good that ended up tasting yucky?

Is there anything that you would not under any circumstances agree to eat? What?

Somewhere in the world, there are people who eat the foods we tasted every day. To them, these are not strange foods at all. In fact, to them, some of the foods that you eat would be really yucky.

What would you say to someone who thought pizza looks yucky?

Or who thinks an ice cream sundae looks gross?

Our idea about something we've never eaten before is called a “prejudice.” Prejudice comes from the greek word “pre” which means before and the word “judge.” It means to judge before we know something (or someone). We all pre-judge things, and we all pre-judge people. For instance:

There's a new kid in your class named Melanie. She is dropped off in a limousine; she is wearing really nice and expensive clothes, she talks with a fancy British accent, and when you ask her where she lives, she gives you the address of a really big mansion. What would you pre-judge about her? (She is very rich, etc.) Well, here's the real story. Her parents are the servants of that really rich family. Her dad is the chauffeur and her mom is a maid. The clothes that she is wearing are hand-me-downs from the rich family's daughter. Melanie is from England, which is why she has an accent, but her family is actually rather poor.

Did you pre-judge Melanie? What did you use to make up your mind? Is it fair to judge a person based on what they look like on the outside? Why or why not?

Ask the children to think of what prejudices (pre-judging) are going on in Jesus' day as you read the story of the Good Samaritan. At the end of the story ask: who did people in Jesus' day pre-judge? (The Samaritan – people thought he was bad, but also the priest

and Levite, who they assumed would be good). What is Jesus saying about pre-judging people?

Life Application

How would our taste test have been different if you had all said “Sure, I’ll try anything” rather than “OOH Yuck!”? Why is it good to be open about trying new foods?

How would our world be different if we all said “Sure, I’ll meet anyone” rather than “Ooh, yuck, they look kinda weird.”?

What does the parable of the Good Samaritan teach us about how we should treat others?

Journaling

Who are my “Samaritans?” or Who do I pre-judge?
Or draw a picture of yourself making a new friend.

To take home

Food Tasting Chart – encourage the children to try one new food this week, and to talk to one new friend this week.

Adjustments for age levels and abilities

Older children can benefit from some longer journaling time and more time reflecting about their own prejudices.

If you have extra time...

Let the children exchange ideas about different foods they can each try.

If time runs short...

Limit the taste testing at the beginning of class and make up the difference at the end if you have extra time.

Be creative

There are lots of different foods that you can get the children to try. Have fun!

Good Samaritan – Mountaintop Movies

At a Glance

Children will watch a Veggie Tales video and compare and contrast it to the Bible story.

Outcome Objectives

- 1) Children will articulate the basic outline of the parable.
- 2) Children will draw parallels between their world and the story
- 3) Children will remind themselves to help one person this week.

Movie Summary

Veggie Tales “Are You My Neighbor?” contains two sections: The Story of Flibber-o-loo and The Gourds Must Be Crazy. Flibber-o-loo is a retelling of the Good Samaritan story in Seuss-like verse and Veggie Tales antics. It is not intended to be a verbatim retelling, but they do a very good job of getting most of the points across. The two towns on the mountains have a long-standing animosity much as the Jews and Samaritans did, and their dislike for each other is based upon trivial differences (wearing a shoe or pot on their head). Instead of a priest and Levite, who are people modern children aren’t familiar with, they have a mayor and doctor who pass poor, beat-up Larry by before the “other” represented by Junior Asparagus comes by and rescues the cucumber.

Supplies Needed

Are You My Neighbor? (Veggie Tales) from Big Idea Productions
Something with the phrase WWJD? on it.
Paper easel and markers
Bandages, two per child

Advance Preparation

Preview the video if possible. Be familiar with Bible background notes, especially explanations about Jew-Samaritan relations.
Arrive about half an hour before class to pop popcorn and made sure all equipment is on and running properly. Don’t forget floor lights – they add a nice effect.

Opening Activity

Set up the story: The Jews considered the Samaritan people to be inferior, unclean and despicable. They hated the Samaritans. Jesus deliberately makes the hated Samaritan to be the hero of the story. Jesus is telling us that WHO you are makes no difference. WHAT you do does make a difference.

Hold up the WWJD? item. Ask them to look at the phrase WWJD? It means What Would Jesus Do? not, What Would Jesus Say? Doing is important.

We are the hands and mouth of God. God relies on us to carry out God’s work in the world. When we talk, we say God’s words. When we help others, we are God’s hands.

The purpose of this workshop is to learn how to be a good neighbor.

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Main Lesson

Scripture/Bible Story:

Read the text Luke 10:25-37 together. At verse 25 stop and ask the children to listen for the answer to the lawyer's question: What must I do to have eternal life? At verse 29 stop and talk about the question "and who is my neighbor?" Explain that the video will be answering that question. Remind the children to remember the details of the story because there will be discussion after class. Pass out popcorn and start the movie.

After the movie, read the rest of the Bible story. Ask the children what they remember seeing in the movie for that part of the story. How is it different/the same from what you see in the Bible story?

Life Application

Re-read the question in 10:29 "Who is my neighbor?" and answer it as a class. Make a list of the things the Samaritan did to be a good neighbor. Brainstorm other ideas about who a good neighbor is and add to your list.

Pass out two adhesive bandages per child. (One is for journaling, see next) Ask the children how the bandage relates to the story we just heard. Tell them that sometimes people tie a string around their finger to remind them about something. Today we are going to put the bandage around our finger to remind us to help someone. Here's the deal you have to wear your bandage home and can't take it off until you help someone in need. Invite them to put their bandage on.

Journaling

Have the children stick a bandage on the page and write "I helped someone." They are to write a real or fictional story of themselves as a helper to someone in need.

To take home

"About the bandage" handout.

Adjustments for age levels and abilities

Video alternatives are:

The Good Samaritan from Animated Stories of the New Testament – this is a cartoon, but a straighter telling of the story than the Veggie Tales version.

Skate Expectations from McGee and Me – this is a story of kids and bullies and making the decision to do the right thing, with animated clips of the Good Samaritan story interspersed. If you decide to use this, note that the clothing and hair styles are very "80s." Warn the kids ahead of time and remind them to focus on the message, not to laugh and be the fashion police.

If you have extra time...

Watch the other half of the movie "The Gourds Must be Crazy" – about 10 minutes.

Be creative

Are there other ways than bandages to help the children remember the lesson?

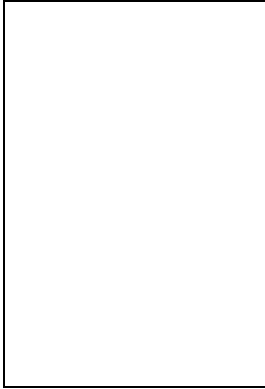
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Dear Parents,

About the bandage... no, your child didn't get hurt in class today. This bandage is a symbol of the story of the Good Samaritan. It is supposed to serve as a reminder to help someone this week. The children were instructed not to take the bandage off until they had found a way to help someone. Please help them fill out this form when they are done.

Thanks!

Box for used bandage



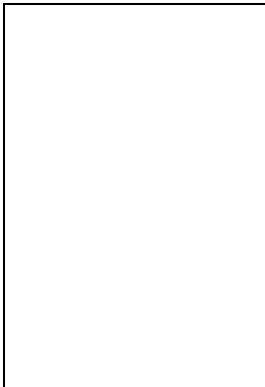
How I helped someone this week:

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Thanks!

Box for used bandage



How I helped someone this week:

Good Samaritan – Moved by the Spirit

At a Glance

Children will use kitchen utensils for shadow puppets and act out the parable of the Good Samaritan with the skit “The Good Spatula.”

Outcome Objectives

Children will learn story details

Supplies Needed

Costumes

Bibles

Overhead projector and screen

Good Spatula script

Cheese grater

Egg beaters

Ladel

Slotted Serving Spoon

Spatula

Advance Preparation

Collect the items you will need. Record the skit text if you want to play it and simply have the children act out the lesson.

Opening Activity

Read the Bible story and have children go through the actions. Repeat several times, until you feel they know the story well.

Main Lesson

Apply the story to kitchen utensils. Have the children hold the appropriate utensil up to the light of the projector when it’s part of the story comes up. (It should cast a shadow on the screen). Repeat several times, until you feel they know the story well.

Life Application

Using the paper easel, make three columns. List “Bible story” characters in the first column, and “Kitchen Utensil” characters in the second column, next to their story equivalent. Label the third column “Pottstown, 2004” Brainstorm with the children for ways to bring the story into their current day and age.

Journaling

Ask children to retell the story of the Good Samaritan in their own words.

To take home

Give each child a copy of the play “the Good Spatula” and encourage them to find an audience this week – put on a performance for their parents, siblings, or friends. They should have the necessary kitchen supplies.

Adjustments for age levels and abilities

Older children can take turns reading the Bible and the Good Spatula script. For younger children, or poorer readers, the teacher can do more of the reading.

If you have extra time...

Pair up children and invite them to write their own plays set in year 2004.

If time runs short...

Limit the Good Spatula to one telling. They are encouraged to try it out at home.

Be creative

Don't tell the Good Spatula story. Have a whole basket of kitchen utensils. Encourage children to pick out the kitchen utensils they think will represent the story best. Then read the Bible while their utensils act the story out.

The Good Samaritan – Cast of Characters

Jesus

Lawyer

Man traveling on the road

Robber

Priest

Levite

Samaritan

Donkey – The least essential role, but adds some fun to the story

Innkeeper – Not an essential role

There are up to nine parts. The parts in bold are essential (4)

IF YOU NEED to omit parts, cut the donkey and innkeeper first. After that, you can omit Jesus and the lawyer and the teacher can simply read that part. Last you can cut the robber.

IF YOU NEED to add more parts you can have additional robbers.

The Good Spatula

This version of The Good Samaritan was written for use with Object Theatre. Object Theatre is the use of household objects as puppets. This story is performed in a traditional puppet stage. Additional information about Object Theatre can be found in "[Puppets, Kids, and Christian Education](#)." The script is available for personal use, but may not be redistributed.

The Good Spatula

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One day, a cheese grater was journeying from the kitchen to the garage. Maybe he was going on a picnic or something. I don't really know. Anyway, it was a nice day and he was enjoying the walk. But suddenly he met up with a band of renegade egg beaters. He was very scared. They ganged up on him and beat him. They took his money and they left him for dead.

Well, the cheese grater lay there all dented and bent, when a ladle came walking by. Now, in the kitchen utensil society you can't get much more important than a ladle. In fact, all of the serving utensils were thought of quite highly. Well, the ladle saw the poor cheese grater laying there, but he just looked away from the cheese grater as he passed and went on his way.

A little while later, a slotted serving spoon came by. Like the ladle, the slotted spoon was also highly thought of by the other kitchen utensils. When the slotted spoon saw the poor beat up cheese grater laying there, he quickly looked all around him. When he saw that there was no one around to see him, he also looked away and quickly passed by the grater.

The poor cheese grater was beginning to think that no one would stop to help him, when he saw a spatula approaching. Now, this was not a kitchen spatula. This was an outdoor grill spatula. All the kitchen utensils shunned and hated the grilling utensils, so the grater knew this spatula would not stop to help him.

Much to his surprise, though, the spatula did stop. He helped him up and helped him all the way to a repair shop. The spatula even paid to have the cheese grater fixed ... and he was fixed, fixed up and shined up as good as new.

Now, who was a friend to the cheese grater? The Spatula!!!

Go and do likewise.

Good Samaritan – Temple Courtyard

At a Glance

Children will be making a trip to the Philly's Fire Company to find out what it feels like to help others.

If that is not possible, arrange for someone from the Ministries at Main Street homeless shelter and/or the community meal program to come in and talk about that program and what it means to help others. NOTE for 2016, the homeless shelter will be at Trinity when the lesson starts.

Good Samaritan – Temple Courtyard

At a Glance

Children will play a Question and Answer Game “The Road to Jericho” using dome cones and star bases.

Outcome Objectives

Children will remember details of the Good Samaritan Story and the memory verse.

Supplies Needed

Bibles or Story Bible

6 star bases

36 dome cones (you could use fewer)

1 6-sided die (giant size preferred)

Colored bean bags in a bag

Game questions

Advance Preparation

Cut apart game questions.

Become familiar with the game rules – it sounds more complicated than it is.

Set up dome cones.

Opening Activity

Read Luke 10:25-37. For younger ages you can use puppets of flannel board to illustrate the story, but all age groups should be able to understand the story using the original text.

You can have copies of the map to show where Jerusalem and Jericho are.

Main Lesson

Play the game “The Road to Jericho” (attached)

Life Application

If there are any questions that were repeatedly missed, go over them as a group. Ask older children to write additional questions for the story.

To take home

You can give copies of the game cards to children. They can play with any standard trivia game, such as Trivial Pursuit.

Adjustments for age levels and abilities

Ask the questions open ended instead of multiple choice for older students or in later weeks when the story is better known. Change the questions to True/False for younger children and in early weeks of the rotation.

Be creative

How else could you use cones, stars, beanbags, and jump ropes, and other supplies to make a quiz game?

Road to Jericho Game

Question Cards (8 of each color)

Red – Background Questions
Orange – Bible/Memory Verse Questions
Yellow—Story details
Green – People
Blue – Places
Purple – Are you my neighbor?

The questions are printed on the card in a multiple choice format (A, B, C, D with the correct answer **bold**) except for the purple cards which are more reflective. To make the game easier, you can eliminate one of the wrong options and make the question (A, B, C) or change it to True/False. To make the game harder, make the questions open-ended without any options.

The purple cards are largely subjective, but it is possible to give a wrong answer. For instance, it is wrong for a child to go off with a stranger to look for a lost puppy. It is wrong to ignore a problem and walk away.

Most of the questions will get asked more than once. As you play, mix in the questions the players got wrong so they have a chance to learn them.

Board Set Up

This is the “Road to Jericho.” Set the course out so that there are six cones of the same color set out in a slight zig zag pattern (enough so that a player could skip a cone occupied by another player). At the beginning of six cones, place a star of the same color, slightly to the side so that it can be a good jumping off place for the color that came before, too. The cones should be spaced so that going from adjacent cones is a comfortable step, but that jumping over a cone is a bit of a challenge.

Rules

Starting the game. Place beanbags in a bag beginning with two red and continuing through all the colors until you have one bag for each player. For example, if you have seven players, you will have 2 red, 2 orange, 2 yellow, 1 green. Players draw a beanbag and hold onto it throughout the game play.

Game play. The player furthest ahead starts each round. If there is a tie (two or more on a star, roll the die, or come up with another means of deciding who goes first.

At the beginning of the turn, the player rolls the die. They will either jump forward the number of spaces rolled on the die (1, 2, 3 or 4) provided they answer the question correctly, challenge another player or roll again (5) or lose their turn (6)

Jumping. You can only jump on unoccupied cones. Multiple players can stand on the same star. If another player is on the cone you would normally jump on next, you have the option of jumping instead to the cone in front of that player, or ending your turn where you are. Jumping past another player increases the distance you can go, as you only count the number of spaces you actually step on, but it also increases the chance that you will fall. If there are two players on the two next cones, you are blocked and must stop where you are.

Falling off. If you fall off your cone during your turn, or while another person is taking their turn, you must return to the star immediately before your current color. It is permissible for your hands to touch the ground to help with balance, but not your foot or part of your foot.

Knocking a player. If you knock off another player during a reasonable jump to another space, AND land safely on the space, that other player is considered to have fallen off and must go back to the starting star. If you miss your jump, you return to the star and the other player stays where s/he is. If you are unnecessarily rough in your jump (arms waving, pushing, etc.) you return to the star, and possibly get further penalty as decided by the instructor. No one may touch another player accidentally or purposely except during a jump or when acting neighborly.

Neighborly Play. If need to jump over another player, and that jump seems too difficult, or the jump is too much in a straight line, a player may ask the person he is jumping over “Will You Be My Neighbor?” If the person says “yes” then players lock hands and the “neighbor” aids the jumper onto the next cone or star, but without falling off their own cone. If either the jumper or the neighbor falls off the cone it counts as a miss. After the third miss, the jumper returns to the star. The neighbor does not lose any ground. [Note: The jumper must include the neighbor’s cone in his/her count -- that means you won’t be moving quite as far.] If through “neighborly play” you would end on the space that your neighbor occupies, the player and neighbor lock hands and both move forward one space at the same time. Again, they get three attempts. If they miss on the third attempt, the neighbor stays on the same space and the jumper falls back to the star.

Rolling a 5 (Challenge or Roll Again) – When a 5 is rolled, the player can roll again or challenge another player. In a challenge, the player can challenge any player up to two rows ahead of him/her. (A player on red could challenge a player on red, orange, or yellow, but not someone as far away as green, blue, or purple.) When the challenge is issued the player challenged has to answer the question. The one issuing the challenge can choose whether to ask the color they are standing on, or the color the other person is standing on, but cannot choose the specific question. If they are correct they move ahead five spaces and the challenger moves back five spaces. If they are wrong, the players switch places. [Note: for younger groups, make this an automatic roll again.]

Stars – Stars act as safe spaces. Any number of players can stand on a star space and you cannot fall off. You cannot jump over players on stars because it is legal for you to step there, even if there are other players.

Winning – The player who makes it around the board and back to the same star color as on their beanbag wins. [Note that if a challenge takes a player behind their starting point, they still need to make it around the board.]

Questions – Players are asked questions based on the color they are standing on when play starts, not where they will end up. Questions will repeat. Part of the strategy is to listen to other people getting that question.

Strategy – Being “neighborly” never loses you any places and ensures that you won’t lose your balance in the normal course of the game. It also increases the likelihood that someone will be neighborly to you. On the downside, it helps the other player move ahead. Challenges work better earlier in the game when there’s a better chance that no one has heard the questions. Later, there’s a greater chance you will lose a challenge.

Shepherd Notes

Weekly Responsibilities

Your role is to be the group's nurturer, who provides continuity from week to week. Remember that the teachers have different students every week and don't get to know them all very well. That's where you come in. Some suggestions include:

- ❖ Greet children from your group as they arrive to opening time – try to remember specific things about each one of them, and ask them about their week.
- ❖ Take attendance (stamp passports if they are being used)
- ❖ Get complete information on any visitors and give that information to the church office for a mailing. Introduce visiting children (and their parents) to teachers, students, and other church members.
- ❖ Make a note of any children who have missed more than one week and either send them a note yourself, or make a note for the church office to contact them.

In addition you are responsible for:

- ❖ Keeping track of each student's journal and placing journal pages in their journals.
- ❖ Reminding teachers to leave time for journaling.
- ❖ Running errands, i.e. to get more glue or make extra copies.
- ❖ Discipline problems that involve a child leaving the classroom.
- ❖ Escorting children to and from the bathroom.

Specific Responsibilities this rotation

<i>Creation Station -</i>	<i>This is tricky and will require you to help some of the children get started with the weaving project.</i>
<i>Fisherman's Net -</i>	<i>help younger children read parts of the lesson.</i>
<i>Loaves and Fishes Café -</i>	<i>help with clean up</i>
<i>Make a Joyful Noise-</i>	<i>With a large group, it may be helpful to divide the kids into two working groups. In which case, you can help one of the groups.</i>
<i>Mountaintop Movies -</i>	<i>make and clean up popcorn.</i>
<i>Moved by the Spirit -</i>	<i>This is a fun puppet skit, with potential for horseplay. Keep a close eye on the kids most likely to misuse implements.</i>
<i>Temple Courtyard -</i>	<i>If we take a field trip, several extra shepherds are needed.</i>