



MUST KNOW BIBLE STORIES

stories worth exploring

The Good Samaritan

Second Level - Session 3



Session 3 – Being a Good Samaritan

Experiences and Outcomes	Benchmarks
<p>Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.</p> <p>RME 2-01a</p> <p>Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs.</p> <p>RME 2-01b</p> <p>I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs</p> <p>RME 2-01c</p> <p>Through investigating and reflecting upon the lives of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.</p> <p>RME 2-02a</p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.</p> <p>RME 2-02b</p> <p>I am developing respect for others and my understanding of their beliefs and values.</p> <p>RME 2-07a</p>	<p>Investigates, describes, explains and expresses an opinion with at least one reason on at least one belief from Christianity.</p> <p>Discusses ways in which own beliefs can affect actions.</p> <p>Investigates, describes, explains and expresses an opinion on at least one value from Christianity.</p> <p>Discusses ways in which own values can affect actions.</p> <p>Discusses and expresses views about the importance of values such as honesty, respect and compassion.</p>

Experiences and Outcomes	Benchmarks
<p>I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.</p> <p>RME 2-09c</p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions.</p> <p>RME 2-09d</p>	



Suggested Learning Intentions

- Children will discuss what it means to be a Good Samaritan.
- Children will discuss why it is easier to help some people and not others.
- Children will identify practical ways they can be a Good Samaritan (help others)



Suggested Success Criteria

- I can share a definition of a Good Samaritan which includes helping everyone (not just my friends).
- I can explain and justify why some people are easier to help than others.
- I can list 3 or more practical ways I can be a Good Samaritan.



Resources Required for this Session

One bag per group containing a heart, oil, wine (water bottle labelled as wine), bandage, donkey, coin, speech bubble.

A list of people/photos of people we may need to help. One set per group. (available in additional resources)

Items for Activity 5.

Whiteboards and markers.

Drama scenarios. (available in additional resources)

Resources for acting out the story.



Notes

- Please remember that it is the intention that this learning is extended into other curricular areas as described in the introductory document.
- Suggested amounts of time per activity have been included. This is a guideline.



Activity

1. Remind the children what we're learning about and recap the information in Activity 1 in 'Hear and Explore the Story'. **5 minutes**
2. Give each group a bag of items relating to the story. Ask them to talk about why they are in the story and put them in the order they appear in the story. (heart, oil, wine, bandages, donkey, coins, speech bubble) If outside/more space – turn this into a relay race, with groups racing to get objects and then discussing and sequencing them. **10 minutes**
3. Can you define a Good Samaritan? Discuss in groups before feeding back. **5-10 minutes**
4. Most people agree that whatever we believe about God we should all be like the Good Samaritan, helping everyone, even if they're different from us. Who is it easy to help? Who is it hard to help? Order a list of people/photos from easy to help, hard to help. (Outside, peg them in order going up a tree) Discuss why. **10 minutes**
5. What things can we do to help? Basket of items. Pick one a time – how can you love your neighbour? (Flower, dog food, get well card, snacks, watering can, water bottle, veggies, tins of soup, phone, first aid kit) Ensure discussion covers keeping ourselves safe while we help other people. How can we still help while staying safe?

OR

Use the drama scenarios in the additional resources and encourage the children to complete them. What ending will they choose? Will it show someone being a good Samaritan or not?

Remind them about the need to keep themselves safe while we help other people. **10 minutes**