



MUST KNOW BIBLE STORIES

stories worth exploring

The Good Samaritan

Second Level - Session 1



Session 1 – Hear and Explore the Story

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 become familiar with the Biblical account of the Good Samaritan.
- Children will learn why the characters in the account of the Good Samaritan are crucial to help us understand the meaning of the story.



Suggested Success Criteria

- I can demonstrate my knowledge and understanding by sequencing pictures from the story.
- I can list the characters in the story and explain their similarities and differences.
- I can demonstrate my knowledge and understanding by answering questions about the characters in the story.



Resources Required for this Session

Children's Bible.

'Find Someone Who' activity sheet, 1 per child, plus pencils. (available in additional resources)

Descriptions of the characters in the story. (available in additional resources)

Characters/descriptions matching game for each pair of children or true/false questions about the characters. (available in additional resources)

Story script (available in additional resources)

Pictures from the story to sequence. Use the images found in the Good Samaritan PowerPoint (downloadable at bibleworld.co.uk/resources) and print 2 to a page.



Key points from the story

Christians believe:

- in eternal life (living forever after we die)
- the Bible teaches them how God wants them to live.
- that they are to love God most of all but also to love other people. This love is to be demonstrated through action.

Christian values discovered in the story

- We should be willing to help everyone, not just our friends and family.
- We should be willing to use our own resources (time, money, possessions) to help others.



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. Show the children a children's bible and tell them you're going to tell them a story from it. Then ask:

Q: Who can tell me the name of this book?

A: The Bible

Q: Does anyone know what we call people who believe the Bible is a special book?

A: Christians

Q: Does anyone know why Christians think it's a special book?

Accept answers and then affirm/give answers. They might be:

- Christians believe that God and Jesus exist and the Bible is about them.
- They can learn more about God and Jesus by reading it.
- They believe it's true.
- They believe that God wrote/inspired it.
- They believe that God speaks to them through it.
- They believe it helps them know what God wants them to do.

Q: Is anyone willing to share what they think about the Bible?

Allow respectful answers and debate. Extend the discussion – do you have enough knowledge to make a decision? Do you need to research it a bit more?

Q: Some of us here will be Christians and some won't. Why do you think we are all going to listen to and explore a story from it? If we don't believe in God why should we do that?

Accept answers and then affirm/give answers

- It will help us understand what Christians believe and how that impacts on how they live.
- Maybe we can learn something – values, morals, emotions.
- We need to read it so we have the knowledge to make an informed choice, to help us develop our beliefs.

Q: The Bible is split into two parts. Does anyone know what they're called?

A: Old Testament and New Testament.

Q: Which comes first?

A: Old Testament, it starts with the account of God making the world and goes all through the history of God's people until God sends Jesus to earth as a baby which is the first story in the New Testament. Then the New Testament is all about Jesus living on earth and everything that happened after that.

Q: Our story today is from the New Testament. So does that mean it happened before or after Jesus came to earth as a baby?

A: After

5-10 minutes

2. Game. Explain that the story will help us understand more about what Christians believe but it will also make us think about being the same as people or different from people. So before we have the story we're going to have a game to help us think about who are we the same as and who are we different from.

Play: 'Find Someone Who ...' Provide each child with a sheet (available in additional resources) which is like a bingo sheet with squares to fill in, finding people who have similarities to them or are different from them. They find someone in their class who meets the criteria and gets them to write their name in the appropriate square.

OR (If reading and writing tricky or outside)

Read out the criteria on the sheet (one at a time) and ask them to get into groups/find someone who meets that criteria. E.g. find people who like the same pizza as you. **10 minutes**

3. Who's who in the story – before you tell the story, help children to understand all the different characters, PRIEST, BANDIT, JEW, SAMARITAN, EXPERT IN RELIGIOUS LAW, TEMPLE ASSISTANT, JESUS. Explain them (descriptions available in additional resources) and highlight which characters are the same (Jews) and which are different.

Reinforce their understanding with a game/activity. Give them the character names and the descriptions and ask them to match them up. (available in additional resources) Then ask them to choose some who are the same, then choose some who are different from each other.

OR

Ask them True/False questions about the characters and they make a 'T' shape with their arms if they think it's true, and an 'F' shape if they think it's false. (Questions available in additional resources) **10 minutes**

3. Tell them the story of Jesus' encounter with the Jewish man and the parable of the Good Samaritan. Encourage the children to act out the story as you tell it. There is a story script in the additional resources. **10-15 minutes**
4. In groups sequence pictures from the story. Use the images found in the Good Samaritan PowerPoint (downloadable at bibleworld.co.uk/resources) and print 2 to a page. You could use bandages to peg the pictures onto.
5. Ask and discuss questions. This could be a ball with questions written on, throw the ball around the group, when you catch it you read out the question your hand is touching. Or just ask the questions! Either take answers as a class discussion, or leave them in their groups, give them a couple of minutes to write down the answers to the questions before feeding back to the bigger group.
 - What did the expert ask Jesus?
 - If he was an expert (and knew lots already) why do you think he asked?
 - How do you think the Jewish man felt when the Priest walked past him?
 - How do you think the Jewish man felt when the Temple Assistant walked past him?
 - How do you think the Jewish man felt when the Samaritan man stopped?
 - Why do you think the Samaritan man stopped?
 - Why do you think the Priest and Temple Assistant didn't stop?
 - Was it easy for the Samaritan to stop?
 - Did it cost the Samaritan anything to help the Jewish man?
 - Why was the expert surprised when Jesus said the Samaritan helped the Jewish man?
 - How do you think the expert felt when Jesus answered his first question?
 - How do you think the expert felt at the end of the story?
 - What do you think the expert did after Jesus told him the story?**10 minutes**

Extra ideas to reinforce learning

1. Inside – read story for yourself. Either from Children’s Bible or actual Bible passage. If from Bible passage ask them to underline words they didn’t understand. Give out post it notes and get them to write down questions they have. Discuss if they found any differences between what they read and how you told it last week. **10 minutes**
2. Outside (or inside with loose collage parts) – ask children to use natural objects to create a picture of their favourite part of the story. Then ask them to create a picture of what they think is the most important part of the story. **10 minutes**
3. In groups retell the story. Person 1 says one sentence to start the story, person 2 says the next sentence etc. **5-10 minutes**
4. Play: ‘Who am I?’ With some of the main characters. Describe a character without saying his name. Model an example then pupils can come up to explain to the class which character from the story they are describing. **10 minutes**
5. Give each group a different character from the story – Jesus, Expert, Bandit, Priest, Temple Assistant, Samaritan man, Injured man. Ask the group to draw or create the character and all the way around the picture write words which describe the character. Feedback to the class. **10 minutes**
6. Reinforce who are real people – Jesus, expert, and who are characters in a story Jesus told. Remind them that Christians believe the encounter between Jesus and the Jewish expert really happened (Christians believe the Bible is true) but Jesus made up the story of the Good Samaritan. **5 minutes**