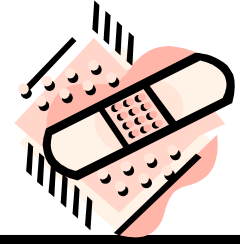


Get Ready!

Living Love: The Parable of the Good Samaritan



By: Jennifer Wetzel

Text

Luke 10:25-37 (NIV)

Key Quest Verse

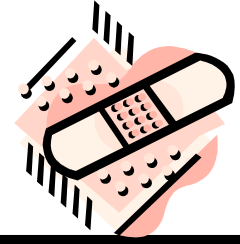
“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: ‘Love your neighbor as yourself.’ There is no greater commandment than these” (Mark 12:30-31, NIV).

Bible Background

Though Jericho is about 23 miles northeast of Jerusalem and five miles west of the Jordan River, Jesus said the man went “down” from Jerusalem to Jericho due to the fact that Jerusalem is on a mountain and Jericho is down in a valley. This mountainous road, which was desolate and rocky, made a good place for robbers to hide. The road was at one time called the Red or Bloody Way, which is illustrated in verse 30 in the actions of the thieves.

Though the setting was daunting, several passersby could have assisted the beaten man. Instead, their selfish actions reject the loving example of which Christ is speaking. Many of the priests lived in Jericho, and, when their turn came to minister in the temple, they had to walk “up” to Jerusalem. This priest must have just finished his service in the temple and was returning home to Jericho because he was going “down.” After having just served in a sacred place, wouldn’t you think he would have been the first to help the “half dead” man? Instead, he crossed to the other side of the road to avoid the man. The Levite, a helper to the priest, showed a hint more compassion, for he looked at the man before passing by. The actions of these men illustrate that our worst sins can be not to do what we ought to do.

The Samaritan was the one person the Jewish lawyer did not consider his neighbor. In this story, Jesus told the lawyer it was the Samaritan who had love and mercy for the wounded man by doing everything he could to help the man. This example of true love shows what it means to love our neighbors. This parable shows love is to put ourselves in the other person’s place and treat them exactly how we would want to be treated. Neighborly love will be living the Golden Rule daily in every situation.

Get Ready!**Lesson Quest****What I want my students to:**

- Know:** Other people, no matter what their characteristics, must be treated with the same love and respect with which we want to be treated.
- Feel:** Compassion, mercy and love for others.
- Do:** Demonstrate Christ's love in their relationships with others.

Leader's Devotion

In the high school where I work as a library media specialist, my days are filled with opportunities for people-watching, one of my favorite activities. Observing how peers treat one another is an eye-opening exercise that teaches me about the changing world we live in. At times, I am saddened and bewildered by the cruel, though seemingly harmless, actions that teenagers inflict on each other. And at other times, the depth of compassion among my students awes me.

As I write this devotional, I wish that I could illustrate the point of “neighborly love” with one great act of compassion or mercy. However, no great feats of love stand out in my memory. Instead, it is the little shared moments between peers when they assume no one is watching that grab my attention. These acts of neighborly love come daily in a variety of ways. Holding back a friend's long hair as she becomes ill in the bathroom, reaching for a book on a high shelf for the wheelchair student, retrieving a pencil from the floor so someone does not trip on it, buying your friend's lunch so that she does not have to stand on tired feet in the longest lunch line ever, telling a funny joke to the frazzled librarian, letting someone cut in front of you at the copy machine, and so on.

These little moments of love, which seem to cost nothing, are reminders to me of how I should live my life. Neighborly love does not come in great moments of sacrifice only to be shown a few times in one's life. Typically, we read about the noteworthy examples of love and compassion. Instead, acts of neighborly love should be lived every moment of your life. They do not have to be earth shattering, just simple acts of love. Neighborly love is seeking out ways to ease someone's life and to show them Christ. Instead of doing “random acts of kindness,” shouldn't we live “constant acts of kindness?” Then, we shall truly live neighborly love.

Get Set!



Option A

THE PRESENT PREDICAMENT

Materials: old, tattered clothes, worn out shoes, battered hats, broken toys, etc.

Procedure: Before students arrive for class, wrap each of the battered clothing items and broken toys as beautiful presents, making them look inviting. When your students arrive for class, show them all the presents that you have waiting for them. Explain that you loved them and to show your love, you decided to give each of them a small present. Let the students come up and select a gift. Then, let them all open their “gifts.” Watch their reactions and then discuss the concept of neighborly love with them.

What’s the matter? Don’t you like these presents? Do you expect me to give away my good clothes and toys? I’m not selling these old items. I’m being generous and giving them away as gifts. I thought that I would even take them to the local charities. Wait for students’ reactions against giving these items as gifts or as compassionate contributions to charities. They can be prompted to discuss loving your neighbor as yourself.

That’s right, Jesus said to ‘Love your neighbor as yourself.’ I guess I wouldn’t want someone to give me old broken toys and worn out clothes as a present. I should treat my neighbors exactly as I want to be treated. To show someone that I love them, I should act towards them as I would want them to act towards me, even it means giving away my nice, newer clothes. Let’s all try to remember to love our neighbors just as ourselves.

GO TO THE BIBLE STORY

Get Set!**L I V E**

Option B**LIVING AND LOVING: WHAT IS THE DIFFERENCE?**

Materials: Five 11”x14” sheets of poster board

Procedure: Before class begins, write each of the following letters (L, I, V, E, O) on a separate piece of poster board. Put the “O” aside until the last section of the object lesson. When your students come in, have four volunteers hold the letters L, I, V, and E up to form the word “live.” (Letters may also be propped against a chalkboard.)

Today, I’m going to talk about a four-letter word – live. We’re glad that we’re alive and want to keep on living. But how are we living? Are we living in God’s way? Let’s take a look. In the Bible, God gives many commands and directions on how we should live. However, some people choose to live in the ways of EVIL. Switch the four letters around to spell the word “evil.” Many people break God’s commands and live evil lives. God condemns living in sin and even warns us of the consequences of evil actions. Evil lives can lead to VILE lives. Switch letters around to spell the word “vile.” Vile is when a person is corrupted and does not care about their actions or thoughts. You know, it seems that there is just one letter messing up this word – the letter I. I stands for self and sin begins with selfishness. To make this word perfect, we need to substitute and O for the letter I. We need to always consider others and put them before ourselves. In the New Testament, Christ instructs us to ‘Love our neighbors as ourselves.’ Put a letter O in place of I and change the letters to read the word “love.” By putting others first, we have a perfect word which will help us guard against sin. Love – putting others before self. Lead your life with neighborly love.

GO TO THE BIBLE STORY

Get Set!



Bible Story

Teacher Tip: Provide markers for students to highlight portions of the story in their Bibles. To introduce students to the text of the lesson, first have them read through the passage of Luke 10:25-37 on their own. Then, assign parts and have students conduct the following dramatization of today’s Bible story.

<u>Characters</u>	<u>Props</u>
Lawyer	Tattered garments for wounded man to wear
Jesus	Caps that pull over the faces for the robbers
Wounded man	Bibles for the priest and Levite to carry
Robbers	Bandages for the wounds
Priest	Hotel sign for the inn
Levite	Money to pay the innkeeper
Samaritan	Briefcase for lawyer to carry
Innkeeper	Stage area or open room to act out the scene

The Skit

(Lawyer and Jesus should be standing off to one side. The other characters should be grouped at an entrance point for the stage or acting area.)

Lawyer: Hey, Jesus. I have a question for you – how can I receive eternal life in God’s kingdom? What should I do?

Jesus: You’ve read God’s word, the Bible, what does it say? What do you think His commands mean?

Lawyer: Well, it says to love God with all our hearts, souls, minds, and strength. Oh yeah, we’re also supposed to treat our neighbors like we want to be treated – the Golden Rule.

Jesus: (In excited voice) **Correct! The Bible does say ‘Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’; and, ‘Love your neighbor as yourself.’ If you follow these greatest two commandments, then you will surely live.**

Lawyer: (In confused voice) **But Jesus, I’m not sure who my neighbor is . . . who do you think my neighbors are? The people who live on either side of me?**

Jesus: **Oh, it’s much more than that. Let me tell you a story about the Good Samaritan.**

(The lawyer and Jesus can move aside. Now, the others will act out the parable of the Good Samaritan. The wounded man should begin walking across the stage while the robbers skulk behind him. After he reaches halfway across the acting area, the robbers should “attack” the man and steal his wallet.)

Wounded man: **Help! Help! Somebody help me! They’re stealing my money! Help!**

Get Set!



Bible Story

CONTINUED . . .

Robbers: **Hush!**

(The wounded man should lie on the side of the stage. Robbers should pretend to take the man's belongings and then run from the scene. After the robbers are gone, the priest should begin to walk across the set. When he sees the wounded man, he should cross in front of him without looking down at him. Then, the Levite should begin crossing the stage. He should look once at the man with pity and then proceed across the stage. After he exits, the Samaritan should enter.)

Samaritan: (Rushing up to the wounded man) **Oh, no. I've got to help him. What should I do? I know! First, I'll put bandages on his wounds.** (Should wrap bandages on the wounded man.) **Now, I'll take him to that inn over there!**

(The Samaritan should assist the wounded man to the inn. He should pretend to knock on the door and wait for the innkeeper to come.)

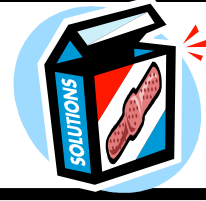
Samaritan: **Do you have room for this man? He needs to be taken care of. I will pay you for the room and whatever costs are associated with tending to his wounds. Whatever you spend for this man, I will repay you.**

(Innkeeper should nod assent and welcome the two into the inn. Then, Jesus and the lawyer will reemerge to finish the skit.)

Jesus: **So, who do you think was neighbor to the wounded man?**

Lawyer: **The one who showed mercy and compassion towards him.**

Jesus: **Go and do likewise. Love your neighbors as yourself.**

Go!**To the Rescue**

DRAMA (adapted from http://northamerica.adventist.org/cm/SS/helps/K0108_00.txt)

Materials: Three sheets, 6 strips of cloth, 5-6 Ace bandages, Band-aids

Quest Connection

In the parable of the Good Samaritan, Jesus teaches us about who deserves our love and compassion. We are instructed to treat our neighbor just as we would want to be treated. In this activity, students will react to a situation in which personal opinion can sway their actions. They will learn that regardless of circumstances or a person's characteristics, everyone needs to be shown Christ's love.

Procedure: Prior to class, prepare the “accident scenes” at the front of the classroom. Divide the “medical supplies” into three piles. Each pile should include 1 sheet, 2 strips of cloth, an Ace bandage and some band-aids. Before your class begins the lesson, choose three “accident victims.” When the activity begins, have these three children each lie down in front of a different pile of medical supplies. (For classes with fewer children, this activity can be down with two accident victims.)

Explain to the class that three accidents have just occurred in town. The three victims of the accident all arrive at the emergency room at the same time, and at this point, no one knows the extent of the injuries. However, the three victims are the school bully, the town drunk, and the chief of police. (Point out each accident victim as you refer to him or her.) As you explain the scenario, tell the students that they are the team of doctors who must work to save the victims. However, they can only work on one victim at a time and the whole group must work on that victim together. Before making their decision, brief the students on the “injuries” of the accident victims. Victim 1, the school bully, has head injuries and a broken leg, Victim 2, the town drunk, has cuts on his face, a broken arm, and internal bleeding, and Victim 3, the chief of police, has scratches and bruises on his arms and possibly a broken leg. After explaining the injuries to the students, tell them that they must administer medical treatment to each victim, based on the order they feel is important. Give them approximately 10 minutes to make their decisions and work on the victims.

Go!

When the accident scenario is finished, gather all of the students together for a group discussion. Let students give their reactions to the accident scenario and to the following questions:

1. What factors helped you decide which accident victim to help first?
2. What was the most important piece of information in deciding whom to help first?
3. Did the character of the people involved in the accident play a role in the decision of who to help?
4. Was it hard to treat a “bad” person before helping a “good” person?
5. Is it hard to love and help those that we feel are sinful?
6. Would Jesus want us to deny compassion to those we do not like?
7. Can we pick and choose whom we want to show neighborly love to?
8. Who must we show compassion towards?

**Close**

Prayer: Dear Lord, Thank You for showing us Your love. Help us to show others this same love, regardless of who they might be. I want to love my neighbors as I want to be loved. In Jesus' name. Amen.

Go!**Nesting Hearts**

ARTS/CRAFTS (adapted from http://northamerica.adventist.org/cm/SS/helps/K0108_00.txt)

Materials: construction paper, four heart patterns in the sizes of 8", 6", 4", and 2" (can be made out of poster board), scissors, markers, Bible, glue, glitter, hole punch, yarn or ribbon

Quest Connection

As students review the concept of loving your neighbor as yourself, they will be learning the key quest verse. This activity illustrates the hierarchy of love. As students create the nesting hearts, they have a visual to show them that others must be placed before one's self.

Procedure: Have the students use their Bible to look up the key quest verse. Then, have the class recite the Key Quest Verse aloud twice. Now, students may begin creating their nesting hearts. Each child should use the heart templates to trace one heart of each size on their construction paper. Then, students should cut out each heart and punch a hole in the top of the heart.

After cutting out the hearts, students are ready to write the key quest verse on the hearts. On the 8" heart, students should write "Love your the Lord your God . . ." The 6" heart should have the words "with all your heart and with all your soul and with all your mind and with all your strength . . ." while the 4" heart should have the words "Love your neighbor . . ." Lastly, the 2" heart should have the words "as yourself." After writing the memory verse in the above pattern on their hearts, students may decorate their hearts with the markers and glitter. After they are done creating their hearts, they should be stacked with the 8" heart on bottom and then tied with the yarn or ribbon.

Close

Point out to the students the importance of the size of the heart in relation to the memory verse. **The largest heart instructs us to show our love for God, which is the most important thing we should do. As the hearts get smaller, we are instructed to show other examples of love. As you can see by the size of the hearts, we should love our neighbors more than ourselves. That is why the heart for ourselves is the smallest in the stack.** To close, have the students recite the key verse together. Then, ask one of the students to close in prayer.

Go!**Share Your Hugs & Kisses****OBJECT LESSON** (adapted from http://www.sermons4kids.com/sharing_his_love_print.html)**Materials:** A bag of Hershey's Kisses and a bag of Hershey's Hugs (for large classes, it might help to have several bags)**Quest Connection**

In the parable of the Good Samaritan, we are instructed to love our neighbors. We should give our love away to show Christ's love to our neighbors. Today, students will have an opportunity to give away their love to their neighbors.

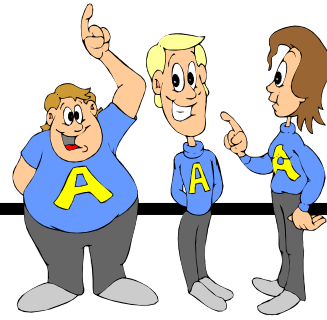
Procedure: We have been learning about loving our neighbors as ourselves. How can we do that? What are some ways to show others our love? Give students a few minutes to describe ways to show love to others. Those are great examples of showing neighborly love and compassion! You know, in all of these ways to love our neighbors, there is one common factor. We are always giving our love away. Today, I'm going to give you some of my love. I have something to give each of you. Pass out a few Hugs and Kisses to every child. Did everyone get a Hug and Kiss? You didn't have to pay for these, did you? No, I paid for them and gave them to you. Now, those kisses are yours to use however you want. You may either keep and eat them or give it away – it is up to you to decide. Give the students a minute to think about this and to see who eats their Hugs and Kisses and who gives theirs to someone else. Give more Hugs and Kisses to those who gave theirs away. Well, some you kept your kisses for yourself and others decided to give them away. Those of you who gave them away, got more in return, didn't you? Would Jesus have wanted us to keep the Hugs and Kisses for ourselves? Remember, we're supposed to love our neighbors as ourselves. So, if I eat that Kiss without sharing, I'm not thinking about my neighbor at all. That's how our love is. We can keep it for ourselves, but then, that's all we'll get. If we give away our love to our neighbors, we receive more love in return! Let's remember to love our neighbors. Now, pass out the remaining Hugs and Kisses to the students. Tell them that now they have learned about loving their neighbors, they can show their love. Have them take the Hugs and Kisses around to other Sunday School classes and members of the congregation to demonstrate their love for others.

Close

Have the students return to class. Discuss the way people reacted to receiving Hugs and Kisses from the students. Then, review the key quest verse with the students.

Prayer: Heavenly Father, thank You for giving me so much love. Help me to show this love to others and to always give my love away to my neighbors. Please help me to learn to put others before me. In Jesus' name I pray. Amen.

Go!



Circle of Friends

GROUP WORK

Materials: The students, open space to form a circle

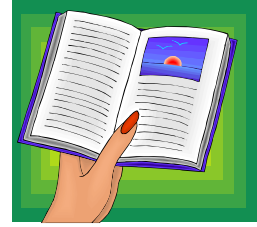
Quest Connection

From the parable of the Good Samaritan, we have learned that everyone is our neighbor and should be shown our love. Today, students will learn to include everyone in their love. Our neighborly love should have not limit or exclusions.

Procedure: Divide the students into two groups. One group should form a circle while holding hands. The other group should stand around the outside of the circle. **“How many people are in our circle this morning? Did we leave anyone out?”** Wait for students’ responses. **“All of these students are outside of our circle. They don’t belong to us. Our circle seems to be just too small for them to join. We don’t seem to have enough room. But, these people are our neighbors and should be in our circle. How can we fix that?”** Let the students’ offer solutions to the problem. Then, expand the circle to include every student in the class. Continue to stand in the circle while holding hands. **“Our love shouldn’t be like our circle! Our love should never be so small that we cannot include some people in it! Our circle of love should be big enough to include all of our neighbors. We need to love everyone and get to know them. By knowing about them and their needs, we can offer them more love and compassion. Let’s get to know our neighbors today.”** First, have the students get to know the person on their right. Some items to discuss with their neighbor are their prayers, praises, hobbies, school, etc. Then, give students time to talk to the person on their left. **“Now that everyone is in our circle, we’ll have so much fun! When we include more people in our circle of love, we always have more friends and love! Today, let’s show compassion and love to our neighbors in the circle. Let’s take a few moments to pray for our neighbors.”** Give the students several minutes to pray for their neighbors. Remind them to pray for that person’s prayers and to give thanks for their praises. Then, the teacher should close the silent prayer with a prayer for everyone in the circle and giving thanks that our love is always big enough to include our neighbors.

Close

To end this lesson, you may close with songs about friendship and love, for example “Friends” by Michael W. Smith and “Circle of Friends” by Point of Grace. Worship choruses about love, such as “Jesus Loves Me,” will also help reinforce the concept of neighborly love to the students.

Go!**Literature Link****DISCUSSION**

Materials: A copy of the book The Rainbow Fish by Marcus Pfister (available at public libraries and bookstores)

Quest Connection

With the parable of the Good Samaritan, students have been learning about loving their neighbor as themselves. In this activity, students will learn an example of sharing your love and talents with your neighbors.

Procedure: Read the book The Rainbow Fish by Marcus Pfister to the students. Then, discuss the book with them and how it relates to what they have been learning Sunday School. Ask the following questions:

In the beginning of the story, did the rainbow fish put others before himself?

How was he selfish with his love?

Why was he selfish with his love and talents?

How did him not sharing love make the other fish feel?

How did it make him feel?

What made him change his mind about sharing?

After the rainbow fish shared his beautiful scales, how did everyone feel?

Do you think it was good for him to share his scales?

Do we ever act selfish like the rainbow fish? How?

How does not showing love make our neighbors feel?

How does it make us feel?

What are ways we can share our love with others?

When we share our love, how will we feel?

Close

Prayer: Heavenly Father, Please help me to learn to share my love with others. When I don't share my love, it makes us all feel sad. When I share my love, I feel good and represent you to others. Please help me to always share my love, no matter the person or circumstance. In Jesus' Name I pray. Amen.

Go!**Compassion Collage****CHRISTIAN LIVING**

Materials: Scissors, old magazines, glue, poster board or heavy paper plates (one per child)

Quest Connection

In the parable of the Good Samaritan, we are instructed to love our neighbors. The young lawyer questioned Jesus on who his neighbor was. As Jesus illustrated in the parable, everyone is our neighbor and must be shown our love and compassion. Today, students are learning who their neighbors are and illustrating the Key Quest Verse.

Procedure: Today, we have learned that Jesus wants us to love our neighbors as much as we love ourselves. But, who is my neighbor? I'm not sure. Can anyone give me the answer? Let the students give responses on who they think that your neighbor is. **That's right, everyone is my neighbor. It doesn't matter if they're short or tall, black or white, child or adult, friend or stranger. I have to show love to everyone. Who do you think your neighbor is? Today, I want you to show me who your neighbor is.**

Pass out the craft supplies to the students. At the top of their poster board or paper plate, have them write the words "Who is my neighbor?" Then, students should use the old magazines to cut out pictures of people of all characteristics. The pictures should be glued to the poster board or plate in a collage fashion. Encourage the students to completely cover their poster board or plate with illustrations of their neighbors.

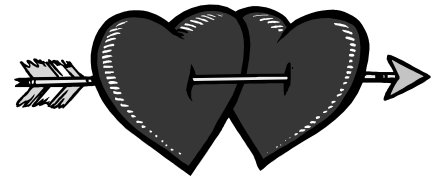
Close

After students are finished creating their Compassion Collages, talk with them about who their neighbors were. Let the students share their collages with the class. Then, discuss ways we can show love and compassion to our neighbors.

Prayer: Heavenly Father, thank You for all of the interesting people who are my neighbors! I cannot wait to meet them all and to show them Your love! Help me to show love to my neighbors always. In Jesus' Name. Amen.

Living Love Puzzle

"Created with Puzzlemaker on DiscoverySchool.com"



Directions: Unscramble each of the clue words. Copy the letters in the numbered cells to other cells with the same number to read the message.

CREA

16			

NOENCMAMTDM

15										

SIOSOCPANM

11										

NEIREEPKN

8									

ROEJIHC

10				13			

JEAMUSLER

1									

LEV TIE

3					

OV E L

4			

ME C R Y

5				

HORNIEGB

12				14		2	

PI R T E S

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BOE B R R S

6							

MIANARSAT

9										

DOWSUN

7					

1	2	3	4

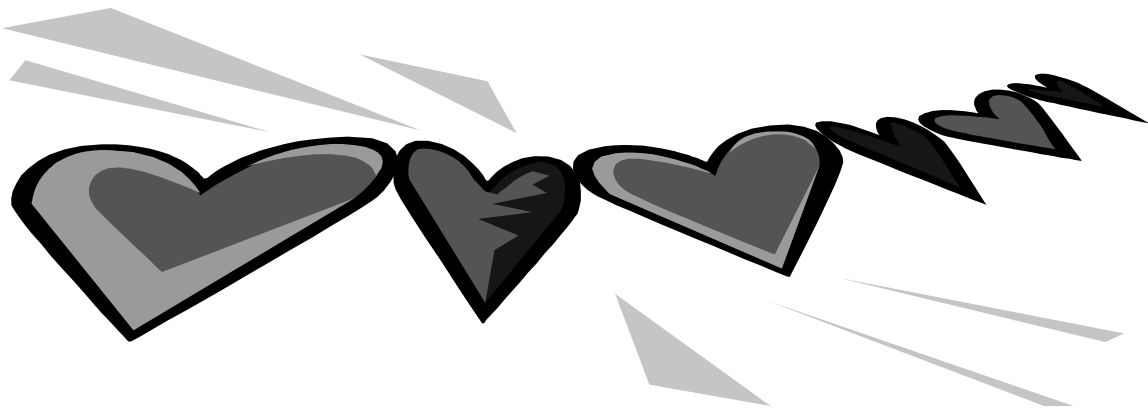
5	6	7	8

9	10	11	12	13	14	15	16				

Two-in-One Puzzle

Directions: In these jumbled letters, you will find two things to do. Start with the first letter "L" and cross out every other letter. Copy the crossed-out letters on the lines below. Then, copy the letters that are not crossed out and you will have the second thing. If you do these two things, you will never sin. What are they?

LLOOV VEET TH HEY LNOE RID GTHH BY OGUORD



Directions: Match the character from the parable of the Good Samaritan to their actions in the story.

Draw a line to connect the names of the people on the left to their actions on the right.

Lawyer

Was beaten

Priest

Asked questions of Jesus

Levite

Who we should love

Samaritan

Looked and passed by

Innkeeper

Passed by

Man

Helped the wounded man

Robbers

Provided room to stay in

Neighbor

Beat the man and took his clothes



WHO'S WHO?

Coloring Sheet

Dip a cotton swab in watercolors and paint the picture. Can you retell our Bible Story?



"The good Samaritan has compassion on the man who had been beaten."
Luke 10:25-37

My Journal Page



Think about ways you can demonstrate Christ's love at home, school, with friends, and at church. Then, list five ways to show neighborly love this week. Illustrate one of the ways you will show neighborly love.

1. _____
2. _____
3. _____
4. _____
5. _____

“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: ‘Love your neighbor as yourself.’ There is no greater commandment than these” (Mark 12:30-31, NIV).

