

## The Good Samaritan

**Note:** any activities involving photographing pupils must have parental permission

### Introduction

Talk about times when pupils have experienced kindness or when they have shown practical kindness to others. There are some people we expect to be kind. At other times people surprise us by their kindness. The opposite is sadly also true: sometimes we can be surprised by how unkind people can be.

**Note:** this section refers to **Grandad Joe** but alternative wording is supplied.

### Core material

You may want to use the biblical material here or after the shoebox story. Pupils can talk about how the two stories relate.

**Biblical material: Luke 10:25-37 (adapted)**

One day, a man came to ask Jesus a question. 'Who is my neighbour?' said the man. Jesus did not answer his question, instead he told a story.



Once a man went on a journey from the city of Jerusalem to the town of Jericho. The road was steep and rocks lay beside the road. On the way, robbers attacked and beat the man and robbed him. They left him lying on the road. Some time later a priest walked by. He saw the man was hurt but did not stop to help. Instead, he passed by on the other side of the road. Later, another man walked down the road, but he also passed by on the other side. Later a Samaritan, an enemy, came by. He saw the injured man and stopped and helped. He bandaged the man's cuts and took him to the town where he found a room for him. The Samaritan paid for the man's care until he was better.'

'Which one do you think behaved as a good neighbour?' said Jesus.

'The enemy, the Samaritan,' said the man.

'Go and do the same,' said Jesus.

## The shoebox story of The Good Samaritan

### You will need

- A shoebox covered in brown paper and tied with a brown ribbon
- Brown cloth or paper (crepe paper works well)
- A black or grey ribbon or strip of paper for the road
- Screwed up brown paper for rocks
- 6 people e.g. Duplo (4 travellers, 2 robbers)
- A few coins
- Script for the story

### Opening the box

Ask pupils to guess what sort of story might be in the shoe box. A pupil can undo the ribbon.

The teacher takes out the items one at a time in response to the pupils' question 'What's in the box?'

As they are taken out the items are laid ready for storytelling.

#### PUPILS

#### TEACHER

- |                      |   |
|----------------------|---|
| 'What's in the box?' | There is brown in the box, the colour of earth.                     |
| 'What's in the box?' | There is a road in the box, a robber's road.                        |
| 'What's in the box?' | There are rocks in the box that line the road.                      |
| 'What's in the box?' | There are robbers in the box that wait behind the rocks.            |
| 'What's in the box?' | There are travellers, who, from time to time, walk along this road. |
| 'What's in the box?' | There is money in the box.  |
| 'What's in the box?' | There is a story in the box.  |



*Place the cloth/paper as indicated in the scripts and add the items as the story unfolds.*

*Pupils can join in actions and sounds as appropriate.*

**Note:** explain that this was a kind stranger as pupils are warned about 'stranger danger'.



**The story script**

In a land where the sun is hot and the land is dry	<i>Place cloth</i>
there is a road, a robber's road.	<i>Place road</i>
It runs all the way to the town.	
There are rocks beside the road where robbers hide.	<i>Place rocks and robbers</i>
From time to time, travellers walk that road.	<i>Walk fingers down road</i>
This is the story of four travellers.	<i>Hold them up</i>
The first traveller walks the robber's road	<i>Walk traveller 1 down road</i>
but as he passes the rocks the robbers attack.	<i>Robbers knock him over</i>
They rob him and beat him and leave him there.	<i>Remove robbers</i>
Later, another traveller walks the road,	<i>Walk traveller 2 down road</i>
he sees the man who is hurt	
but passes by on the other side	
and carries on.	
Not long afterwards, a third traveller walks the road.	<i>Walk traveller 3 down road</i>
He too passes by on the other side without helping.	
The hurt man becomes very worried, is no one going to help him?	
Finally, a Samaritan walks by –	<i>Walk traveller 4 down road</i>
an enemy from another country.	
He stops and helps the man.	
The stranger takes him to the town	<i>Remove both</i>
and pays for a room where he can rest.	<i>Place coins on the road</i>
From time to time people surprise us:	
Sometimes we are surprised by their cruelty.	<i>Hold up robbers</i>
Sometimes we are surprised by their lack of care.	<i>Hold up two who passed by (traveller 2 and 3)</i>
Sometimes we are surprised by their kindness.	<i>Hold up stranger (traveller 4)</i>
We can learn to look for kindness in unexpected places.	
And from time to time, we might be surprised.	

## Conversation

- Who is surprised in this story? Why?
- Who cared?
- What might have happened if people had behaved differently?

### Select from the following activities:

#### 1. Exploring the Bible phrases

There are two phrases from the Bible embedded in this script: 'From time to time' and 'To pass by on the other side'.

'From time to time' comes from 1 Chronicles 9:25 and has come to mean 'sometimes/now and then'.

'To pass by on the other side' comes from Luke 10:31 and means 'to ignore the suffering of others'. Talk with pupils about using these phrases.

- From time to time, I play games with my brother.
- From time to time, I go to the park.

Talk about situations where we should not 'pass by on the other side' when we could help. Make sure that this is appropriate for the age group and is done with the pupils' safety in mind. For example, if we see someone lonely in the playground we should not pass by on the other

side when we might be able to help by playing with them.

#### 2. Replay the story

Give pupils the opportunity to replay the story themselves. Make sure everything is child-safe.

#### 3. Create a three dimensional display

Create a three dimensional display of the story. Lay out the road, the box and the people. Add some captions and pupil comments. Make sure everything is child-safe.

#### 4. Thoughts and feelings

Focus on one of the men who passed by. How do you think he felt when he thought about his behaviour later? In a heart shape write words to describe how he felt.

Discuss what the various people might have been thinking at different points in the story. Add these to speech bubbles. Place the bubbles and hearts on the display.

## 5. The story in art

You can see pictures of this story at:

[www.hegigallery.com](http://www.hegigallery.com) Modern Chinese Christian artist who produces pictures based on many biblical stories. See Gallery NTB for the Good Samaritan

[www.biblical-art.com](http://www.biblical-art.com) Easy way to find Biblical art, useful for teachers and pupils

[www.biblepicturegallery.com](http://www.biblepicturegallery.com) Thousands of downloadable images for Christian teaching

[www.Jesusmafa.com](http://www.Jesusmafa.com) Set of African illustrations for the Gospel

### Reflection

Ask the pupils to walk their fingers up their arm. As they do so think about times when they have not 'passed by' but stopped and helped someone. Ask pupils to be alert during the day to look for kindness.

