

DOUBLE  
SESSION  
OPTION

# A good helper

## Purpose

For students to understand that God wants us to be helpful.

**Students will achieve this purpose by:**

- identifying ways children can be helpful
- participating in an interactive telling of the story of the Good Samaritan
- thinking of a specific example of how they can be helpful.

## Preparation

- Prayerfully read the Parable of the Good Samaritan from Luke 10:25–37.
  - It was the outsider, the one least likely to help, that helped the man in need. Who would that be if the story were told today?
- Choose a puppet to take to class. This could be simply an old sock. Think of a time when you needed to be helpful to someone. Make it into a story that you can tell in Orientation.
  - Practise telling that story using the puppet.
- Complete your copy of the Student Workbook
- Photocopy worksheets as required.
  - BLM 18 *Good helpers* (page 84)
  - BLM 19 *A handy helper* (page 85)
  - BLMS 20–23 *The Good Samaritan* (pages 86–89). Four pictures of the story are the same as the Student Workbook.
- You may like to colour these using crayons as they are quick to use.
- Choose a song to learn if required.
- Take CD and CD player if required.

## Main Point

God wants us to be kind as He is kind. We see His qualities in His people and in his actions.

## Values

- Care and compassion
- Community

## Playdough

1 cup flour  
 ½ cup cooking salt  
 2 tablespoons cream of tartar  
 1 tablespoon cooking oil  
 1 cup water

Combine dry ingredients and oil in a saucepan. Add water and stir over low to medium heat until the mixture forms a rubbery dough. Turn out the mixture, knead it and allow it to cool. Store in the refrigerator in an airtight container or plastic wrap.

This recipe will produce enough mixture for 15 egg-sized lumps of dough. Playdough is best suited to temporary modelling and the dough gathered up at the end of the session.

## Modelling dough

2 cups plain flour  
 ¾ cup cooking salt  
 ¾ cup water

Mix ingredients together to form a firm dough, and knead well on a lightly floured board. Store in the refrigerator in an airtight container or plastic wrap.

To bake, place dry models in a slow oven (120–150°C) for 3–4 hours.

## Notes

## Orientation

- Collect.
  - Either enter the classroom with too much in your hands or as you start the lesson make a big show of needing help to get started. If a child offers to help, thank him/her for the help and begin the lesson.
- Revise.
  - Show an item from the previous session. Can they tell you what they learned last time?
- Enthuse.
  - Put on your puppet and tell a story of a time when you needed to be helpful to someone.
  - Ask the students to describe a time when they have been helpful.

## Guided Discovery

- Explain that this is a story that Jesus told to help people understand how to be helpful.
  - The following is an interactive/predictive telling of the story.
  - You will need to stop at the end of each section and ask the given questions.
  - Ask the children to sit in two parallel lines to create a road where the story will take place, and select a child to act out each of the parts as required.

[*A man.*] A man was going along a lonely road when some bad people jumped out, pushed him over and robbed him. Then they ran off. The man was hurt and he couldn't get up.

- 🕒 What could the man do next?

[*An important person.*] An important person came walking down the lonely road. He saw the man lying on the ground but he was too busy and important. He didn't stop. In fact, he pretended he didn't even see the man and walked right past him.

- 🕒 What should the important man have done?
- 🕒 What do you think the hurt man might have done?
- 🕒 What do you think will happen next?  
[*A priest (someone who worked in the temple or church).*] A bit later, a priest came walking down the road. He saw the man lying on the ground. However, he also walked right past the man.
- 🕒 What should the priest have done?
- 🕒 What do you think the hurt man might have done?
- 🕒 What do you think will happen next?  
[*A man from another country.*] The hurt man saw another person walking along the road. He hoped that at last this person would stop. But the person was from another country so the hurt man didn't think he would stop. This time when the person saw the man, he felt sorry for him. He stopped and looked after the hurt man. He put bandages on him, lifted him onto his donkey and took him to a hotel.
- 🕒 What do you think will happen next?  
[*The hotel owner.*] The man from another country paid the hotel owner to look after the hurt man and make sure he was better.
- 🕒 What do you think will happen next?
- 🕒 How was the important person helpful? How was the man from another country helpful? How was the hotel owner helpful?
- 🕒 Which person in the story does God want us to be like? (*The helper.*)

- Revise the story using the four large pictures from BLMs 20–23.

## Student Exploration

### Whole-class option

- Refer to 'The man who helped' in the Student Workbook. **I**

Unit 5 Session 1

## A good helper

(based on Luke 10: 25–37)

### The man who helped 1

Number the pictures in the correct order.

### Helping 2

What would help these people? Match them up.

- Children write a number next to each picture to put the story in the correct order.
- 🕒 How can we be like the helping man at home and at school? (*Allow several children to offer suggestions.*)
- Refer to 'Helping'. 2
  - Children match the item that would help the people in each situation (gardening—gardening tools; feeding ducks—bread; boy in sand pit—spade and bucket; child cooking—muffin tray).

#### Rotations option

- There are only two groups listed for this unit as there are only two sessions in it. If you wish to use the lessons over two weeks, choose four activities.
  - Activity 1: Children complete the activities in the workbook.
  - Activity 2: Children complete BLM 18 *Good helpers* (based on the story—cut out two characters and paste on sheet with words, 'I can be a helper too').
  - Activity 3: Children act out the play with or without props, and then start workbook.
  - Activity 4: BLM 19 *A handy helper*. Shape of hand. Words to paste on ('I can be a helper'—one word on each finger).
- Ask children to pack up starting with those with the most to pack up.

## Student Reflection

- Start a clapping rhythm with the students (pat hands on legs, clap hands together, pat legs, clap hands). Add the words 'I' [pat] 'can' [clap] 'help' [pat] 'by'—and then pause for one student to say what he/she drew in the workbook. Clap the rhythm again and ask another student to say what he/she drew. Continue until as many children as possible have had a turn.

## Prayer

- You might like to use this prayer with your class.  
*Thank you, God, for showing us to be helpful. Help us to be helpful to others. Amen.*

## Calling out

Insist that students put up their hands to respond to questions, and do not accept the calling out of responses. Begin the way you wish to continue. Start off by being firm and you can relax your requirements later as you see fit.

## Notes

# Good helpers

Colour the people. Cut them out. Paste them in the picture frame.  
Read the words.



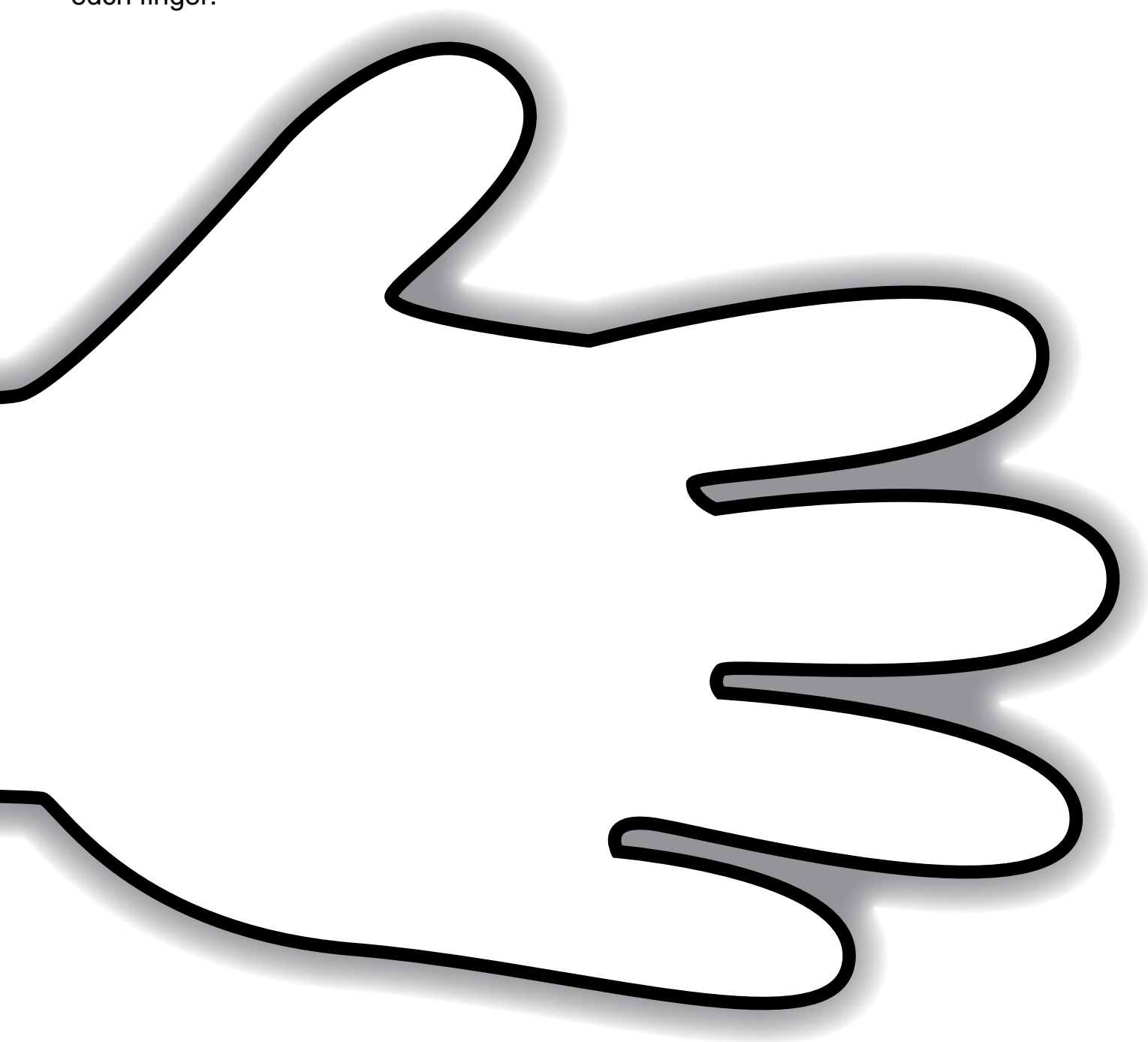
I can be a helper too.



# A handy helper

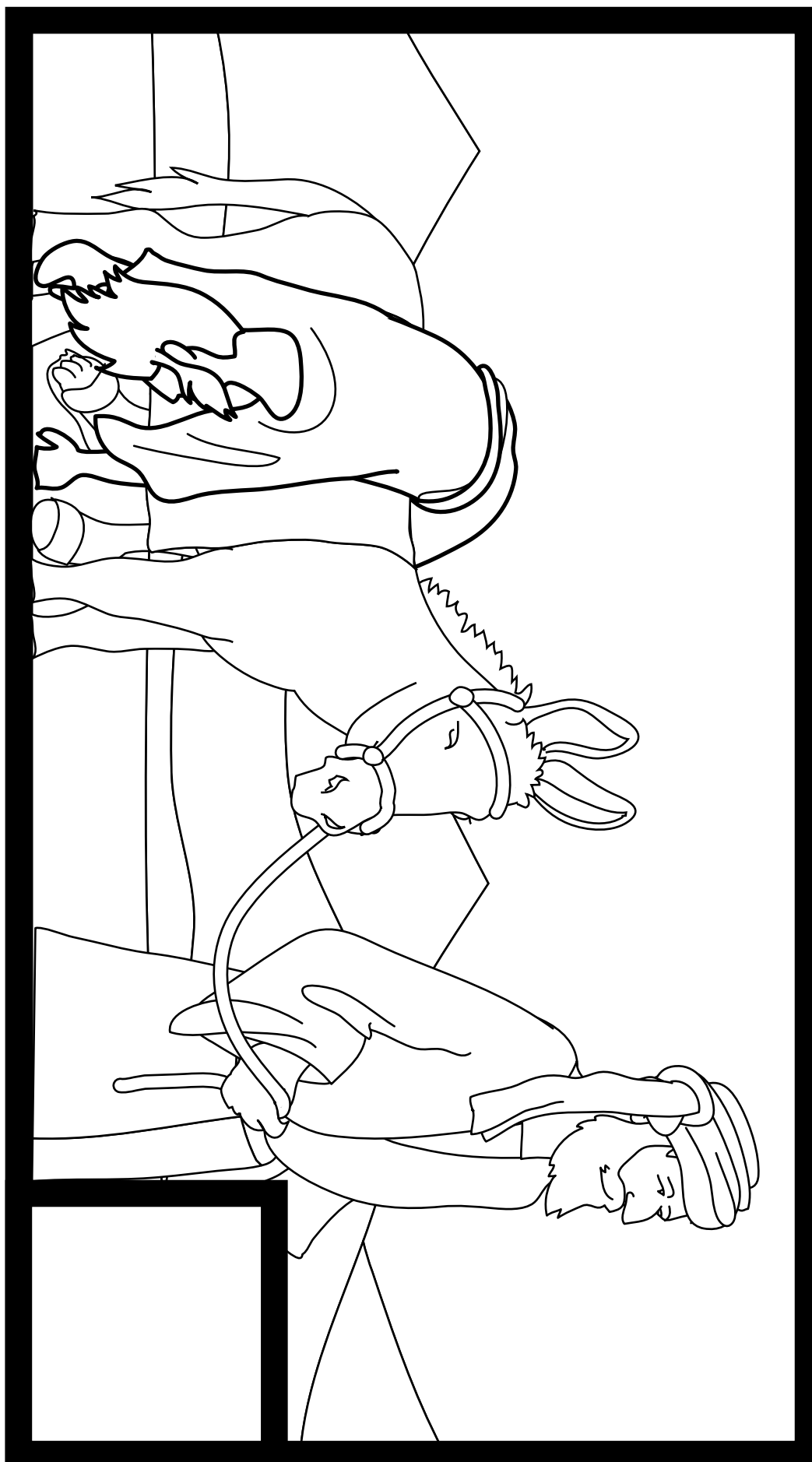
Cut out the words. Put them in the correct order.

Paste one word on each finger.



I	can	be
a	helper	

# The man who helped: 1



# The man who helped: 2



# The man who helped: 3



# The man who helped: 4



# Jigsaw

Cut out the jigsaw pieces. Paste them on to a clean piece of paper.

