

And preserve his life;
He will bless him in the land
And not surrender him to the desire of
his foes.
The Lord will sustain him on his sickbed.
And restore him from his bed of illness.

Demonstration.

- Light a candle and place it on a table.
- Put a large basket or box upside down over it, to hide its light. Do not use anything that would easily catch on fire.
- Read Matthew 5:14–16, then uncover the candle. Explain that sincere love for God moves us to serve needy people.



Memorise Matthew 5:16.

Prayer. “Father, help us to see the needs of the people around us. Help us to be quick to help them, whether or not we know them. Help us to show love in useful ways to them. Help us to love those who are not friends or family, even enemies. In Jesus’ name, Amen.”

Helping Others

The Good Samaritan Helped a Stranger

Prayer: “Our Father, help us to love our needy neighbours in a useful way.”

Select activities that fit your children's background, and local customs. Find in Luke 10:25–37 how God expects us to treat other people, even if we do not know them or like them.

- Let a teacher or older child **tell the story** of the Good Samaritan, Luke 10:25–37.
- **Explain** that the injured man was a Jew and the person who showed real love was a Samaritan of a different race. The Jews and the Samaritans lived in the same general area but were enemies.



Robbers beat him and left him.

- **Questions** to ask the children:

1. How many people passed the injured man before the Samaritan came along?
2. The priest and Levite were religious people of the man's own race. Why do you think that did they not stop to help him?
3. The Samaritan was of a different race that did not like the people of the injured man. What did he feel for the man?
4. What did the Samaritan do for the man?
5. Whose example in this story did Jesus say we are to follow?

Dramatise this story of the Good Samaritan from Luke 10:25-37. Rehearse it first and present it for the adults during worship time. Simply act out the story. You might ask some adults to help.

- Let **younger children** play the parts of **Thieves**, the **Injured Jew**, **Priest** and **Levite**. They have no spoken dialogue. They simply act out what they do without talking.
- The only conversation is at the end when the Samaritan tells the innkeeper, **“Take care of him; and whatever more you spend, when I return I will repay you.”** You may want him to act it out without dialogue also, simply going through the motions.
- To practice, simply read through the story and have the actors do what it says. To act parts without speaking, let your feelings show on your face and in your movements.

- Let two **older children or adult men** play the **donkey** and the **Good Samaritan**. If you have materials to do so, then put a blanket on the donkey's back as he bends down. Pin a tail (old rags or straw). On his head put long ears made of cardboard or cloth. Let the donkey bray, “hee-haw,” once in a while.
- Do not tell the adults at first what story they are presenting. Let the adults guess which story it is.



Draw a donkey to illustrate how we help one another to carry each other's burdens of troubles in this life.

Poem. Let three children each recite one of the three verses of Psalm 41:1-3:

Blessed is he who has regard for the weak;
The Lord delivers him in times of
trouble.
The Lord will protect him