

LESSON 8

PARABLE OF THE GOOD SAMARITAN

LESSON NOTES

FOCUS: THE SAMARITAN AND THE WOUNDED TRAVELER

(LUKE 10:30-35)

- **PARABLE**
- **CORE PRESENTATION**

THE MATERIAL

- **LOCATION: PARABLE SHELVES**
- **PIECES: PARABLE BOX WITH DARK BROWN DOT, LIGHT BROWN FELT ROAD, 2 BLACK FELT PIECES, 2 CITY SHAPES, 6 PEOPLE (1 INJURED PERSON, 2 THIEVES, 1 PRIEST, 1 LEVITE, 1 SAMARITAN), 1 "COVERING PIECE" (A PICTURE OF THE SAMARITAN HELPING AN INJURED PERSON)**
- **UNDERLAY: BROWN BURLAP**

BACKGROUND

This parable is found only in Luke 10:30–35. The lawyer's question about the greatest commandment which frames the parable also appears in Mark (12:28–34) and in Matthew (22:34–40), but without the Samaritan.

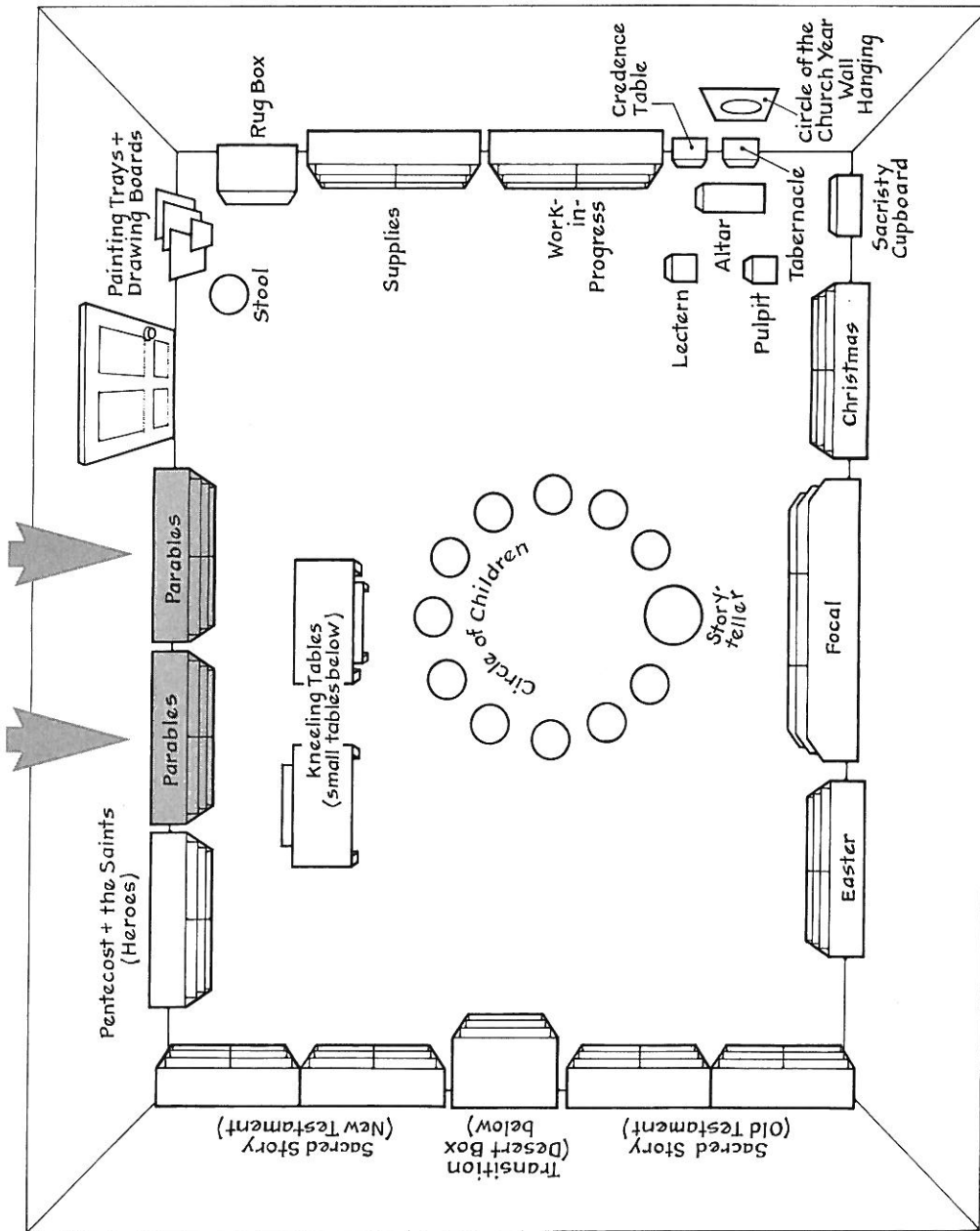
NOTES ON THE MATERIAL

Find the material in a gold parable box with a dark brown dot, located on the top shelf of one of the parable shelves. Inside the box is a brown underlay, rough and irregularly shaped. There is a lighter brown strip for the road and two black pieces of felt, one for each side of the road. At each end of the road is an abstract city. The outline of Jerusalem has the temple in its appropriate place.

The figures you will use include the person who was injured, the two thieves, the priest, the Levite and the Samaritan. One additional item is called the "covering piece"; it is a picture showing the Samaritan with his donkey as the Samaritan puts a coat on the injured person. This piece is large enough to cover the two figures used on the road. You will place the covering piece over the Samaritan and the injured person, then move the Samaritan and the hurt person together with this covering piece toward Jericho.

SPECIAL NOTES

Classroom Management: The violent events of this parable can sometimes disturb children. Di Pagels, an experienced Godly Play storyteller, recalls a time when one boy turned to another and pushed him hard, saying, "That's what *I'd* do." Instead of focusing on the child's disruption, Di paused in her storytelling, raised her eyes to all the children and said, "I wonder how it felt for that man to be hurt by the robbers." She gave the boy and the entire group an opportunity to enter with more empathy into the feelings of the wounded, and the disruption passed.



WHERE TO FIND MATERIALS

MOVEMENTS

Go to the parable shelves and pick up the gold parable box. Point to the dark brown circle on the box, which signifies that this is the parable of the Good Samaritan.

Bring the box to the circle and place it in the middle of the circle. Sit back, and begin when you and the children are ready.

Knock on the top of the box as if the top were a door.

Sit back again. Continuing reflecting on what might be in the box.

Move the box to your side and take the lid off. Lean the lid on the side of the box toward the circle so the children cannot see into the box. This increases the mystery and decreases the distraction of what is about to come out of the box for most of those in the circle. You may need to ask the child sitting next to the box if it will bother him or her to have it there. They sometimes begin to announce what is coming, which breaks everyone's concentration.

WORDS

Watch carefully where I go so you will always know where to find this lesson.

You need to be very careful when you come close to a parable. You need to be ready. You can break a parable if you aren't ready.

Look. The box is the color gold. Perhaps there is something valuable like gold inside. There could be a parable inside. They are very valuable. They are worth even more than gold.

The box also has a lid on it. Sometimes it is as if parables have doors that are shut. You can't go inside the parable even if you are ready. I don't know why. It just happens, so don't be discouraged. Keep coming back again and again. One day the parable will open up for you.

The box looks like a present. You know, there may be a parable inside, because you were given parables as a present, even before you were born. Even if you don't know what a parable is, it is still yours.

It looks old. Parables are also old. They are older than you, and they are older than me. They are even older than your grandmother or grandfather. They are almost two thousand years old.

I wonder if there really is a parable inside? I have an idea. Let's look and see.

Hmmm. I wonder what this could be?

MOVEMENTS

Remove the brown underlay. Drop it in a crumpled shape in the middle of the circle and look at it for a moment. Then, begin to smooth it out.

Wait for the children to begin to wonder. If they do not begin, you might suggest a few things like a giant cookie or a piece of wood to get them started. See if you can leave dirt or the desert for them to propose. If there is silence, let there be silent for awhile. It is important for the children to know that silence is important and no cause for anxiety.

Wait a moment and then turn to the box and bring out the "road." Lay the road from one corner to the other, starting at your near left.

The children may see the new piece as a road or a river. It might be a fence you have to jump over. (Move your fingers along and jump them over it.) There are many things it might be. Invite the children to help you build the metaphor of the parable so it will be the common property of all.

Place Jerusalem and then Jericho at opposite ends of the road. Make sure Jerusalem is at the end nearest you.

Take the two black pieces of felt from the box one at a time. Put one on one side of the road and the other on the other side of the road at the midpoint of the road.

WORDS

- ▀ I wonder what this could really be? There is so much brown. There is no green at all. Look, there is no blue. There is nothing but brown, and the brown is scratchy.

- ▀ It is hard to know what this could really be if there is only brown. Let's see if there is anything else in the box that can help us.

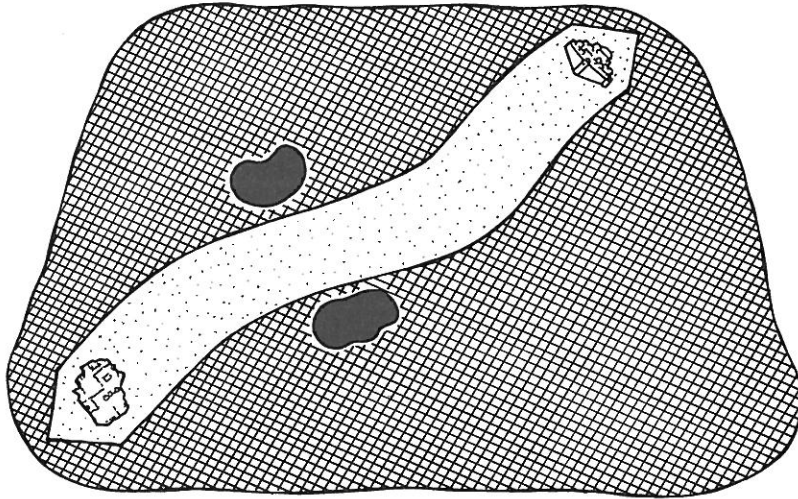
- ▀ Now, I wonder what this could be? What could it really be? Yes. It could be a crack. Perhaps the whole thing is going to break into two pieces?

- ▀ Let's see if there is anything else to help us. Oh, look. It is a road. It is going from this place to this place. But there is more. Look at this.

- ▀ I wonder what these could be? There is no light in them at all. They are like shadows. Let's see what else there is to help us make the parable.

MOVEMENTS

WORDS



JERUSALEM AND JERICHO (STORYTELLER'S PERSPECTIVE)

Take out the two thieves and put one behind each of the black felt pieces by the road. Sit back and prepare. When you and the children are ready, you begin.

There was once someone who did such amazing things and said such wonderful things that people followed him. As they followed him they heard him speaking of many things. Sometimes people asked him questions.

One day a person asked him what the most important thing in life is. The person he asked said, "You already know."

"That is true. I do. It is to love God and to love people just like they are your neighbors." The person paused a while and thought. He then asked another question, "But who is my neighbor?"

The person he asked then told this parable.

Take the person out of the box who is making the journey and place him at the Jerusalem end of the road by you. Begin to move him slowly along the road, toward the children, as you speak.

There was once someone who went from Jerusalem down to Jericho. As he went along his way he was attacked by robbers. They hurt him, took everything that he had, and left him by the side of the road half dead.

MOVEMENTS

Take the robbers out from behind the “rocks” and placed them in an “X” over the traveler. Then move the robbers off the underlay, back to the box or to your side. When you say “half dead” you turn over the traveler. He is at the side of the road by one of the “rocks.”

Move the priest from Jerusalem slowly down the middle of the road. Don’t hurry.

When the priest comes to the injured traveler, move the priest slowly to the other side of the road and past the traveler. When the priest is past, move him back into the middle of the road and on to Jericho. Move the priest off the underlay.

Move the Levite slowly down the road. When he comes to the injured traveler, move the Levite to the other side of the road and past the traveler. When the Levite has passed the traveler, move him back into the middle of the road and off the underlay.

Move the Samaritan slowly down the road until he comes to the injured traveler.

Move the Samaritan to the traveler.

WORDS

There was also a great priest of the temple who went on the road from Jerusalem down to Jericho. As he went along his way he came to the place where the person was who had been hurt, had everything taken from him, and had been left by the side of the road half dead.

When the priest came to him, the priest went to the other side and went along his way.

There was also someone else who worked at the temple who went from Jerusalem down to Jericho. He was one of the people who helped the priests. He took care of the temple and helped with the music. He was called a Levite.

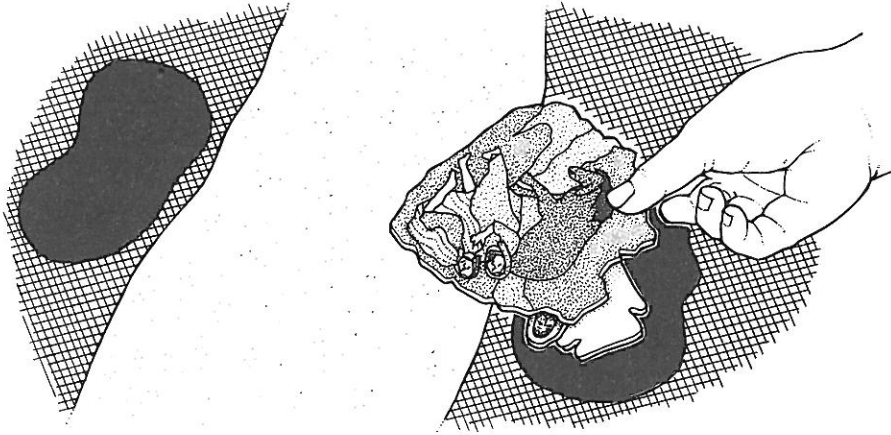
When the Levite came to the place where the person was who had been hurt, had everything taken from him, and had been left by the side of the road half dead, he went to the other side, and he went along his way.

There also was a person who went on the road who did not live in Jerusalem. He was visiting from a country called Samaria. The people in Samaria did not like the people in Jerusalem, and the people in Jerusalem did not like the people from Samaria.

When the stranger came to where the person was who had been hurt, had everything taken from him, and had been left by the side of the road half dead, the stranger went to him.

MOVEMENTS

Then reach into the box and take out the "covering piece" that shows the Samaritan putting a coat on the injured traveler. Put the card over the figures of the Samaritan and the traveler.



PLACING THE "COVERING PIECE" (STORYTELLER'S PERSPECTIVE)

Move the stranger and the traveler with the card over them along the road almost all the way to Jericho.

Sit back and ponder the whole parable. While you are doing this, line up the figures to your left on the underlay closest to you. Put the traveler farther away from you and the other figures, but also on the underlay. You are going to place different figures beside the traveler and ask who is the neighbor.

Place the priest beside the traveler. Ask the first question. Wait. Repeat for the Levite and the thieves. Finally place the Samaritan. The children may disagree, but usually there is no question about who the neighbor is. You then go on.

WORDS

The stranger put medicine on the places where the person was hurt. He gave him his coat to put on. He then put him on his donkey and took him to a place to spend the night.

The stranger even stayed with him all the night, and in the morning he gave the innkeeper enough money for him to stay there until he was well.

Now I wonder, who is the neighbor to the person who was hurt, had everything taken from him, and was left by the side of the road half dead?

I wonder if it could be this one? This one? Could it be this one? I wonder if it could be this one?

MOVEMENTS

Move the traveler to join the other figures at your near left. Put one of the robbers in the place where the traveler was. Move the priest up beside the robber. Try the Levite. Some may have already asked you to try the other robber. The Samaritan needs to be tried. The one that may create the most discussion is the traveler.

Move the priest down to the comparison position. Some will think the Levite has to be his neighbor since he works for him. Much discussion will follow.

Try different combinations of the figures, always asking:

When you have tried all of the combinations of the figures, turn to this final bit of wondering. All of the figures are still laid out on the underlay.

When the wondering about the change of men to women begins to subside, wonder about children. The children need to know that going to get help is also helping.

Pick up each figure, one at a time, and carefully place them back in the box. Put the road and the dark pieces in the box, then fold up the underlay and place it in the box, too.

Walk slowly to the parable shelves and return the parable box to its proper place. Help the children decide what work they will get out during the response time.

WORDS

■ I wonder who is the neighbor to this one? Ahh. That's not so easy, is it? Could it be this one? How about this one? This one?

■ Who is the neighbor to this one?

■ Who is the neighbor to this one?

■ Now I wonder what would happen if the people in the parable were women and not men?

■ I wonder what would happen if the person finding the injured traveler were a child?

■ Here is the traveler.
The Samaritan.
The priest.
The Levite.
The two thieves.
The rocks.
The city and the inn.
The road.

■ Now watch carefully where I go, so you will always know where to get this parable.