

Series: On the Fringe

Lesson 2: Stop and Serve

Lesson Objectives:

As a result of this lesson, students will be able to...

- Act out the parable of the Good Samaritan
- Identify the unplanned nature of the Good Samaritan's acts of kindness
- Discuss whether it is possible to prepare oneself to respond to the unplanned needs of others

Materials Needed:

- ☐ Prize (optional)
- ☐ Bibles
- ☐ Costumes and props for drama (optional)
- ☐ Copies of handout "On the Fringe: Two"
- ☐ Copies of the article "Freel Taken to Hospital After Collision"
- ☐ Pens

Preparation:

If possible, plan to conduct this lesson in a room that has a stage. If time allows, provide costumes and props for the drama in Task One.

Lead In:

Have students sit in groups of two or three. Give each group a copy of the article “Freel Taken to Hospital After Collision”. Tell the students that this is an article about something that happened at a baseball game. Ask them to scan the article for a biblical reference. You could give a prize for the first right answer if you want.

The correct answer is that the article refers to Good Samaritan Hospital. Ask the students if they know who the Good Samaritan was or why he has a hospital named after him. Elicit as much of the parable as possible from their collective memories. Once they have pieced together as much as they can remember (which could be nothing and that’s okay), say something like, *Well, now we are going to read the original story of the Good Samaritan and act it out!*

Task One:

The students are going to act out the parable. If you have a large group (more than 12), divide into more than one group. If you have a smaller group, do only one drama. Instruct the group or groups to read the parable as found in Luke 10:25-37 and decide on a way to do a drama about it, their choice of style. Allow plenty of time for the group(s) to adequately rehearse and perform this drama.

Once your drama(s) are over, ask the students if they can see a link between the man in the ditch, the Good Samaritan, and the baseball player from the Lead In. You can give this clue: think about what these guys planned at the beginning of their days. Say something like, *That’s right! None of them planned to get injured nor to help an injured person! They were all surprised to find themselves in these predicaments. The Good Samaritan wasn’t cruising the streets looking for beat up guys! He just happened to find one! Often times in life we come across situations we do not expect. How will we respond? Will we walk on by or stop and serve?*

Task Two:

Have students get back into their pairs from the Lead In (or new pairs if you like). Give each pair a copy of the handout, “On the Fringe: Two”. Allow enough time for them to fill in their answers together before collecting answers orally. The questions are complex. Guide students away from superficial answers. The point is to help students identify whether there are ways that they can prepare their hearts, minds, bodies, lives to respond to the unplanned needs of others (in contrast to last lesson’s focus on planned needs). Guide the discussion, allowing for as much student dialogue as possible.

Closing:

To close, prepare your students for one last acting task. Ask one student to represent a person with an unplanned need. Ask another student to represent a person who could respond to the need. Gather your group around these two and pray for those in need and those who are able to respond. Pray for opportunities to respond to the next need you encounter.