

1

Share What People Need

LUKE 10:25-37



GOAL

Children hear the parable of the good Samaritan and recognize the importance of sharing resources as a way to care for God's creation generously.

- A** Art
- AM** Active/Movement
- C** Conversation
- D** Drama
- F** Food
- G** Game
- M** Music
- NS** Nature/Science
- QC** Quiet/Contemplative
- S** Service
- T** Technology
- X** Extra Prep

Note: bit.ly addresses are case-sensitive.



PRAYER

Generous God, thank you that I may explore generosity with children who are generous in heart and in spirit. May I listen to your voice through the wisdom of those in my care. Amen.

THIS SESSION

Sharing is generosity, for when we share we give of our time, talent, or resources to those who have need of them. Generosity is not about the amount but about the intention, a willing heart.

THE BIBLE STORY

In the Bible story, a Samaritan man stops on a dangerous road to care for a man who has been beaten and robbed. The Samaritan bandages the man, takes him to a place of safety and healing, and pays for the time and resources the injured man may need. We don't know whether the Samaritan had resources to spare or gave all he had, but his generosity had no hesitation.

CONNECTIONS WITH CHILDREN

Although generosity is often equated solely with giving money, children are familiar with the tangible ways in which they can help other people. Sharing is one of the first socializations that young children encounter. While some may be reluctant to share at first, it is simple to model. Children learn to be givers and receivers of generosity.

SESSION PREPARATION

- "Centers" (p. 8): Set up art, building, puppet, and puzzle centers.
- "Giving and Receiving" (p. 8): Practice the American Sign Language signs so that you can teach them to the children. Use the following YouTube videos as visual aids: "ASL Signs for When We Are Living, Verse 2" (bit.ly/FMSignsForVerse, 0:50) and "ASL Signs with When We Are Living Verse 2" (bit.ly/FMSignsWithVerse, 0:29).
- "Generosity Is Sharing" (p. 8): Obtain *The Doorbell Rang* by Pat Hutchins (Greenwillow Books, 1989) or use the YouTube video "The Doorbell Rang Read Aloud" (bit.ly/FMDoorbellRang, 3:33). Obtain twelve cookies and place one each in a ziplock plastic bag. Have extra cookies if your group is larger than twelve. Be aware of food allergies and dietary restrictions. Make substitutions or provide alternative options.

Depending on the options you choose:

- "Exploring the Offering" (p. 9): Invite a pastor or usher to talk about the offertory and what generosity means when people give money to the church.
- "Stone Soup" (p. 10): Obtain *Stone Soup* by Marcia Brown (Aladdin, 1997) or use the YouTube video "Stone Soup (Animated Stories for Kids)" (bit.ly/FMStoneSoupVideo, 7:25).
- "Sharing with Nature" (p. 11): Gather supplies to make bird feeders. Dry out cartons. Cut out a hole on one side of each carton. Paint exteriors with a white or pale color flat paint.



GETTING STARTED

- Art center with paper, crayons, markers, colored pencils
- Building center with wooden and/or plastic interlocking blocks
- Puppet center with puppets and/or stuffed animals
- Puzzle center with simple puzzles

CENTERS

A D G

As the children enter, greet them by name and welcome them into the space. Invite them to play in the centers you have set up. Interact with the children as they are playing, engaging them in conversation. Notice and give praise for acts of sharing.

GIVING AND RECEIVING

AM

Invite the children to repeat after you and follow your motions, using the second verse of the song “When We Are Living”¹ and using American Sign Language signs. Key words that are signed are noted in bold font.

Through all our **living**, (*both hands in fists with thumbs up, move from waist up to shoulders*) /

we our fruits [**work**] must **give**. (*move both hands, palms down and slightly cupped, back and forth in front of you; thumb in palm facing up on right hand moving away from you to another*) /

Good works of **service** (*move right flat palm from chin to left palm facing up; both palms facing up and alternate hands moving in and out from chest*) /

are for **offering**. (*right finger hooked and move hand away from you to another*) /

When we are **giving**, (*thumb in palm facing up on right hand moving away from you to another*) /

or when **receiving**, (*right fist on top of left fist held out at arm’s length, pretend to grasp rope and move hands toward self*) /

we **belong to God**; (*interlock thumb and index finger of both hands as a chain; then move open right palm facing left from above head to center of face*) /

we **belong to God**. (*repeat above action*) /



INTRODUCING THE PRACTICE

- The Doorbell Rang* by Pat Hutchins (Greenwillow Books, 1989) or internet-connected device
- Twelve stuffed animals and dolls
- Twelve cookies, each in a ziplock plastic bag, and extra cookies if needed

GENEROSITY IS SHARING

C F T X

Wonder together what the word *generous* means. Use the “think, pair, share” model. Invite the children to think quietly, then share with a person sitting next to them (pair), and then share with the group. Suggest, if necessary, that one way of being generous is that you are happy to share what you have with people who might not have what they need.

Read aloud *The Doorbell Rang* by Pat Hutchins or show the YouTube video “The Doorbell Rang Read Aloud” (bit.ly/FMDoorbellRang, 3:33). Wonder together who was generous in the story and how they were generous.

1. Writer Credits: St. 1 anon., sts. 2, 3, 4 Roberto Escamilla, trans. by Deborah L. Alvarez; Copyright: © 1994 Abingdon Press (BMI) (Administered by Music Services). All Rights Reserved.

Re-enact the story with the children using stuffed animals and dolls. Begin by placing two stuffed animals or dolls with twelve cookies, each in a ziplock bag, in the center of the group. Add two more stuffed animals or dolls and have the children help share the cookies among them. Keep adding stuffed animals or dolls until there are twelve and sharing the cookies, as in the story. Ask the children how each child in the story, or stuffed animal and doll in your scenario, might have felt when they had to share their cookies. Wonder how the new people felt when they received a cookie.

Tell the children that you brought the cookies and you would like to be generous and share your cookies with the group. Give each child a cookie.



Be aware of food allergies and dietary restrictions. Make substitutions or provide alternative options.

FINDING THE PRACTICE IN THE BIBLE

REFLECTING AND CONNECTING

C

Tell the children that today’s Bible story is about someone who really needed some help and someone else who shared generously to help them. Encourage the children to listen for the specific resources (or things) that the helper gave to the person who needed help.

Open the Bible to Luke 10 and show the children where the passage is in the Bible. Read the adapted Bible story from Luke 10:25–37 on Resource Page 1. Reflect on the story together. Wonder what part of the story the children liked best and what part they have questions about. Use the following questions to engage the children in conversation on the story. You may wish to use the “think, pair, share” method again to give children a chance to gather their thoughts.

- Why do you think the first two travelers didn’t stop to help?
- Why do you think the Samaritan stopped?
- What did the Samaritan do to help?
- How was the Samaritan generous?
- What do you think Jesus meant by being a good neighbor?

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- Bible
 - Resource Page 1



Welcome silence, even when it’s uncomfortable. Count to seven before moving on to another question, giving the more contemplative children a chance to form their thoughts.

FINDING THE PRACTICE ALL AROUND US

Choose one or both options.

EXPLORING THE OFFERING

AM S

Go to the worship space, if available, or welcome the pastor or usher to your room. Tell the children that they are going to talk about the *offering* and what generosity means when people give money to the church. Use some of the following questions to guide conversation.

- What is the time of sharing in worship called?
- Who is asked to share?
- How do you collect what is shared?
- What do you use the money collected for?
- How can we help?

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- Pastor or usher
 - Offering plates or baskets

Have the children take turns practicing passing the offering plates or baskets while others sit in a row so that they can assist with the offertory.

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- ☐ *Stone Soup* by Marcia Brown (Aladdin, 1997) or internet-connected device

STONE SOUP



Tell the children that, sometimes, they might not have *everything* someone needs or they might feel like they don't have much to share, so it can feel like they can't share anything. But that's not true! Comment that there's a very old story that people have told for many years about what happened when lots of people shared the little things they had with each other. Read aloud *Stone Soup* by Marcia Brown or show the YouTube video "Stone Soup (Animated Stories for Kids)" (bit.ly/FMStoneSoupVideo, 7:25). Reflect on the story together using the following "I wonder" statements or ones of your choosing.

- I wonder which part of the story you liked best.
- I wonder which part of the story reminded you of people you know.
- I wonder how we can share with people, like the villagers in the story.



PRACTICING THE PRACTICE

Choose one or more options.

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- ☐ Copies of Resource Page 2
 - ☐ Markers, crayons, colored pencils

SHARING WHAT WE HAVE



Wonder together what things the children share on a day-to-day basis—such as toys, space (a bedroom or bathroom), electronics, food—and who they share them with. Much of their sharing is probably with family members and friends. Wonder how they might extend their sharing and be generous with others who have need. Tell the children that it is not about what one can give or how much one can give, but that generosity is a willingness to share, just like the Samaritan in the story.

Hand out copies of Resource Page 2. On the top half of the page, invite the children to color the pictures that show what the Samaritan gave to help the hurt man (*bandages, food, water, money*). Then have the children color the pictures on the bottom half of the page that show items that they might be able to give to others (*canned food, clothing, toys, books*). Invite the children to share what things they might want to give away as an act of generosity. Wonder if they have toys or clothing they have outgrown, toys or books they no longer play with or read. Suggest that these are good items to be able to give to someone who may need them. Encourage them to take home their papers and share their ideas with their families.

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- ☐ Internet-connected device

SINGING OUR FAITH



Review the second verse of the song "We Belong to God" with the children. (The words may be found in "Giving and Receiving" [p. 8] or at 0:34–58 on the following video.) Play the YouTube video "#581 When We Are Living Hymns with Lyrics, Voices United (Instrumental)" (bit.ly/FMWhenLiving, 1:59) to hear the music of the song. Use the video to invite the children to move their bodies in a way that reflects how the song makes them feel, not to teach the words.

This song is full of important theology, but it is also full of unfamiliar vocabulary to young children. Going line by line, play and pause the video, starting at 0:34, to take time to sing or say the words to the children and

discuss what they mean. Focus on words or phrases such as fruits, good works of service, offering, receiving, giving. Try using the sign language movements from “Giving and Receiving” (p. 8) with the words and the music as well. Wonder with the children why this song was chosen to use as an opening ritual in each session of this unit.

SHARING WITH NATURE



Tell the children that people are not the only ones who need help sometimes. One of the ways that they can share with nature is by building a simple bird feeder. Explain that they can make a feeder to help give birds some of the things they need.

Give a prepared carton to each child. Invite the children to decorate the bird feeder as they wish with crayons. Help the children to punch a hole in the top of the carton and loop a piece of yarn through it to hang from a tree. While the children work, wonder together about how making a bird feeder is a way to share and care for God’s creation. Send the children home with a bag of birdseed to fill the bottom of the carton.

- Prepared painted milk or juice cartons with a hole cut in each one
- Crayons
- Scissors
- Single hole punch
- Peanut-free birdseed in ziplock plastic bags
- Yarn

 If your location and weather allow, make a bird feeder. Place seed in it. Take the children outside and hang the feeder somewhere on the church grounds so that the children can see the feeder in action in days to come.



FOLLOWING JESUS

Gather the children together in a circle. Invite the children to remember that God asks us to share what we have with others generously. Remind them that they don’t have to have everything to have enough to share. Encourage them to notice and remember times when they share generously or when others are generous with them.

Invite the children to repeat after you as you pray:

God, thank you for showing us /
what it means to be generous. /
Help us to share /
what we have /
to show your love. /
Amen. /



BIBLE STORY

BASED ON LUKE 10:25–37

God's laws said that people should love their neighbors the way they love themselves. Some people had some questions about what that meant. They wanted to know who a neighbor was and just how they needed to treat them. So, Jesus told them a story.

One day, someone was walking on a road from Jerusalem to Jericho. Suddenly, a group of robbers attacked the person, stole all his money, beat him up, and left him on the side of the road.

He was lying there when he heard someone coming. It was a religious leader, someone who helped teach people about God. "Whew!" the hurt man thought. "This person will certainly help me!" But, no, they just walked on by. And not only that, they crossed over to the other side of the road to avoid seeing the hurt man.

Then another person walked by. This time it was a person who took care of the temple where people gathered to worship God. "Oh, thank goodness!" the hurt man thought. "Surely they will help me!" But this person didn't help him either, and crossed over to the other side of the road too.

Finally, another person, a Samaritan, came down the road. "Oh no!" the hurt man thought. "I'll never get helped by this one." Their peoples did not get along. The hurt man was sure he would be left there to die.

But the Samaritan did stop. And he didn't just stop to look at the hurt man. He took out bandages, food, and water and gently cared for the hurt man, wrapping his wounds and giving the man his own food and drink. He carefully lifted the hurt man onto his donkey and took him to be cared for in the town. He left money for his care and said, "Let me know if I owe you more for his care and I will pay you when I return."

The Samaritan gave generously and without hesitation when he saw a need. He was a good neighbor, and Jesus told everyone, "Go, and be a neighbor like that."



