

GOOD MAN FROM SAMARIA – Luke 10:30-35

I. Introduction: *(Materials: bandage)*

Act out the story that will be told. Acquire enough volunteers for two robbers, the beaten man, two passersby, a good neighbor, and a hotel worker. Explain what each volunteer is going to do. Have them act out the story. Tell them that this story is a story that Jesus told. Tell the story.

II. Story: *(Refer to Two Houses lesson for tips on telling the story.)*

1. A man was going from Jerusalem to Jericho.
2. Robbers beat the man and took all he had.
3. The robbers left him half-dead on the road.
4. A priest walked by the man, but did not stop.
5. A temple helper walked by the man, but did not help.
6. A man from Samaria walked by the man and stopped.
7. He put bandages on the man's wounds.
8. He took the man to a hotel.
9. He paid for the man's care and stay at the hotel.

New words: *(Write the new words on the board and discuss the meaning of each word. Might be useful to have a map to show the various locations.)*

Jerusalem, Jericho, Samaria, robbers, beat, half-dead, priest, temple helper, bandages, hotel

III. Questions: *(Ask the following questions to check the students' understanding and ability to answer questions about the story.)*

- Who didn't stop to help the hurt man?
- Who did stop to help the hurt man?
- What did the man from Samaria do to help the hurt man?
- Where was the hurt man going?
- Why do you think the priest and the temple helper didn't stop to help?

IV. Vocabulary: *(Orally, students make sentences using selected vocabulary from the following.)*

Nouns

robbers

priest

temple helper

bandages

hotel

Jerusalem

Jericho

Samaria

Verbs

beat

Adjectives

half-dead

V. Group discussion: *(Materials: pictures of hurt people [check with Kim for pictures in ESL books])*
Each group selects a picture of a hurt person and discusses how and if each student would help this hurt person. Rotate the pictures from group to group.

VI. Game: **“I went to town and paid for. . .”** *(Similar to “I’m going on a trip and I’m going to take . . .”)*
Write “I went to town and paid for _____” on the board. Also write “services” on the board. Discuss what services we pay for, such as, car wash, oil change, housecleaning, etc. Tell the students to think of a service to put in the blank. Demonstrate how the game will be played. If the students have difficulty saying all the services previously said before them, then just have them state their own. If the use of services is too difficult, then use goods that can be bought.

VII. Extension