

# Bible Lesson: The Super Helper (The Good Samaritan)

## Materials Needed

- A children's Bible or a simplified version of the Good Samaritan story (Luke 10:25-37).
- Construction paper (various colors).
- Child-safe scissors.
- Glue stick or tape.
- Crayons or markers.
- Band-aids (fun, colorful ones are great!).
- Optional: A small paper bag or ziplock bag for the "Boo-Boo Bag" craft.
- Optional: A doll or stuffed animal to be the "hurt person".

## Learning Objectives

By the end of this lesson, the student will be able to:

- Retell the main idea of the Good Samaritan story in their own words (e.g., "A nice man helped someone who was hurt").
- Identify one practical way they can be a "helper" to a family member or friend.
- Create a craft that represents the theme of helping others.

## Key Scripture

The Parable of the Good Samaritan (Luke 10:25-37). The core concept is simplified to: "**Love your neighbor as yourself.**"

## Lesson Procedure

### 1. Introduction: The "Ouchie" Question (5 minutes)

Start by sitting with the child and asking relatable questions to activate their prior knowledge and feelings.

- "Have you ever fallen down and gotten an ouchie or a boo-boo?"
- "How did it feel? Were you sad or scared?"
- "What made you feel better? Did someone give you a hug or a band-aid?"

Listen to their experience and validate their feelings. Say, "It's so nice when someone helps us when we are hurt. Today, we are going to hear a story Jesus told about a super helper!"

### 2. Story Time: The Helper Story (10 minutes)

Read the story of the Good Samaritan from a children's Bible. As you read, use a very simple and interactive approach.

- **Simplify Characters:** Refer to the characters in simple terms: "a man who got hurt," "a person who walked by," "another person who walked by," and "a super helper from a different town."
- **Use Props:** Use a doll or stuffed animal as the person who is hurt. Lay them down on the floor. Have yourself (or another toy) "walk by" without helping. Then, act out the part of the Good Samaritan, gently tending to the doll.
- **Ask Questions During the Story:** Pause to ask, "Oh no, he's hurt! Do you think that person will help him? Hmm, they didn't. Let's see what happens next." This keeps the child engaged and thinking.
- **Emphasize the Main Point:** Conclude with a clear, simple summary: "Wow! The helper wasn't from the same town and didn't even know the man, but he stopped to help because it was the kind and loving thing to do. Jesus says we should be helpers to everyone!"

### 3. Let's Chat! (Heart Talk) (5 minutes)

Ask simple questions to check for understanding and to connect the story to their life.

- "Who was the hero in the story? The helper, right!"
- "What did the helper do that was so kind?" (Gave him a drink, put on bandages, took him to a safe place).
- "Who can we be a helper to? Can you help Mommy? Can you help your brother/sister? Can you help a friend if they fall down?"

### 4. Craft Activity: Helping Hands "Boo-Boo Bag" (15 minutes)

This craft provides a tangible reminder of the lesson. You can choose one of two options.

- **Option A: Helping Hands Wreath:** Trace the child's hands on a few different colors of construction paper. Help them cut the handprints out. Arrange the handprints in a circle to form a wreath and glue them onto a paper plate (with the center cut out) or another piece of paper. In the middle, write "I Can Be a Helper!" The hands represent how we use our hands to help others.
- **Option B: Helper's "Boo-Boo Bag":** Give the child a small paper bag or ziplock bag. Let them decorate it with crayons and markers. They can draw pictures of people helping or just color it. Help them write "My Helper Bag" on it. Then, let them fill it with a few fun band-aids. Explain that they can use this bag to help a family member or friend (with a grown-up's help) the next time someone has a small ouchie.

### 5. Application Game: The Helper Game (5 minutes)

Turn the lesson into a simple role-playing game.

- **Scenario 1:** "Oh no! I dropped all my crayons! What can a helper do?" (Encourage the child to help you pick them up).
- **Scenario 2:** (Pretend your stuffed animal fell off the couch). "Oh, Teddy fell down! He might have an ouchie. What can a helper do?" (Encourage the child to pick up the toy, give it a hug, and maybe get a band-aid from their Boo-Boo Bag).
- Praise their actions enthusiastically: "What a wonderful helper you are! You are showing love just like the man in Jesus' story!"

## Wrap-up & Prayer (2 minutes)

End with a simple summary and a short prayer.

"Today we learned that God wants us to be super helpers to everyone we meet. Let's say a quick thank you."

*"Dear God, thank you for this story that teaches us how to be kind. Help us to see when others need help and give us loving hearts to be good helpers. Amen."*

## Differentiation and Inclusivity

- **For Younger Learners (or shorter attention spans):** Focus mainly on the story with the doll and the "Boo-Boo Bag" craft. Keep the chat questions very simple (e.g., "Was he kind? Yes!"). The Helper Game might be the most effective part of the lesson.
- **For More Advanced Learners:** During the chat, ask "why" questions: "Why do you think the first two people didn't stop to help?" or "Why is it important to help people even if we don't know them?" For the craft, they could try writing the word "HELP" or their name themselves.
- **Kinesthetic/Active Learners:** Spend more time on "The Helper Game." You can create a simple obstacle course the "helper" must go through to bring a "bandage" (a piece of paper) to a "hurt" stuffed animal.

## Assessment (Formative & Observational)

- **Observation:** Watch how the child engages with the story and activities. Are they showing understanding through their actions and expressions?
- **Oral Retelling:** During the "Let's Chat" time, listen to their answers. Can they recall the basic sequence of events or the central kind act?
- **Practical Application:** The primary assessment is observing their participation in "The Helper Game." Can they demonstrate a helping action when prompted by a scenario? This shows they have moved from hearing the concept to applying it.