

Lesson 32.0 Preparation

Bible Survey: Jesus' Parables

Lesson 32

Lesson Overview

Jesus often taught using parables. People of Jesus' day understood the setting of the parable of the good Samaritan. Jericho was located just northwest of Jerusalem, but approximately 3,300 feet below the city in elevation. The long narrow road between the two cities was difficult and dangerous for both Jews and Samaritans, who hated each other. For a Samaritan to risk his own life there to care for a Jew would have been unthinkable. By telling the parable of the good Samaritan, Jesus made clear what loving your neighbor really means. Jesus challenged those who had become weighed down with legalism but neglected the greater issues of the Law—justice, righteousness, humility, and love for God demonstrated through love for others. While teaching his disciples to hear, understand, and obey his words, Jesus made it clear that becoming a faithful disciple carried a cost. That cost encompasses subjugating or giving up anything that keeps us from completely submitting to God and putting him first in our life.

In the parable of the lost sheep, Jesus surprised his listeners by illustrating that it is God who takes the initiative in seeking out the lost, just as a good shepherd initiates the search for a lost sheep. Jesus also emphasized that God's initiative toward sinners is motivated by love and prompts great rejoicing by his angels.

In the parable of the lost coin, Jesus reiterates this message: God seeks those who are lost, and there is great rejoicing when someone who is lost is found.

In the parable of the lost, or prodigal, son, Jesus surprised his listeners once more. In that ancient patriarchal culture, the father's response to his son was completely unexpected. His gracious outpouring of love and forgiveness, displayed in the lavish celebration and bestowal of honor on the wayward son, would have been incomprehensible to the Pharisees. Knowing their calloused hearts towards sinners, Jesus carefully crafted into the parable the character of the jealous and unforgiving older son. His unloving and resentful heart rendered him just as spiritually lost as his younger brother had been.

CHARACTER TRAIT

Kindness

1 Thessalonians 5:15

Doing nice things for others

PLANNING AHEAD

For **Lesson 32.1**, you will need a first aid kit and props to portray the parable of the Good Samaritan.

For **Lesson 32.3**, you will need the "Head, Shoulders, Knees, and Toes" song and 10 checkers.

SUPPLEMENTAL MATERIALS

Blackline Masters

BLM 32.1A The Good Samaritan
SW 32.4A The Prodigal Son
BLM 32.4B Lesson 32 Review

Student Workbook

SW 32.1 The Good Samaritan
SW 32.2 The Lost Sheep
SW 32.3 The Lost Coin
SW 32.4 The Prodigal Son

Transparencies

TR 32.2A Petting Zoo

OBJECTIVES

Students will be able to

- relate the story of the Good Samaritan to how people should behave toward one another.

SUPPLEMENTALS

SW 32.1
BLM 32.1A

MATERIALS M

- First aid kit (*Introduce*)
- Props such as walking sticks, bandages, and a coin purse with two coins (*Develop 6*)

Introduce M

Ask students: Do you have a first aid kit at home? Do you know where it is? What would happen if you got a cut and couldn't put a bandage on it? Does having a kit nearby make you feel safe? Explain that our government requires first aid kits to be available in schools and other public places. Tell where kits are found in your school. Display the first aid kit. Point out items in the kit and have students identify them; discuss when and how they should be used. Ask volunteers to raise their hand if they have ever used the item or seen it used on someone else. Inform students that today they will hear a story that Jesus told about someone who was hurt, needed help, and what happened next.

Develop M

- 1 Read Section A on **BLM 32.1A The Good Samaritan**. Ask: What did the lawyer want to know? (**how to have eternal life**) Jesus said that if the man did what the Law said, he would have life. What did the Law say? (**to love God and to love your neighbor**) Why did the lawyer ask what the word *neighbor* meant? (**Possible answer: He wanted to test Jesus.**)
- 2 Read Section B on BLM 32.1A. State that Jesus told the lawyer a parable, or a story that teaches people about God. Who was the parable about? (**a traveler**) What happened to him? (**A band of robbers took his things and beat him up.**) Who came along and saw that the man was hurt but did not help him? (**a priest and a Levite**) What did they do? (**Possible answers: Nothing; they walked on the other side of the road.**) If you were hurt on the side of the road and someone saw you but did not help you, how would you feel? (**Possible answers: sad, angry, alone, helpless**) Why do you think the priest and the Levite did not stop to help the injured man? (**Possible answers: They were in a hurry; they did not want to be bothered; they were selfish.**)
- 3 Read Section C. Ask: Who helped the injured man? (**the Samaritan**) How? (**He cleaned and bandaged his wounds and took him to an inn.**) What did the Samaritan man say to the innkeeper? (**He asked the innkeeper to take care of the injured man, gave him some money, and said he would pay for anything else that was needed when he came back.**) How do you think the injured man felt then? (**Possible answers: grateful, amazed**)

Define *kindness* as *doing nice things for others*. Emphasize that the Samaritan was a kind man. Then explain that in those days, Jews and Samaritans did not get along; in fact, they were enemies. Add that a Jew would never have expected his enemy to help him, especially after two others of his own people had already passed him by. Read **1 Thessalonians 5:15**, the verse for kindness.

- 4 Read Section D. Ask: What did the lawyer say when Jesus asked who was a neighbor to the injured man? (**that the Samaritan was the neighbor because he helped the injured man**) What did Jesus tell the lawyer? (**to be a good neighbor to others**) Should we be good neighbors too? (**Yes.**) Affirm that we can help others when they are hurt or in need.

- 5 Read **Luke 6:31** and introduce it as this week's memory verse. Have students recite it.

- 6 Provide materials for use as props, such as walking sticks, bandages, and a coin purse with two coins. Have students act out the parable of the Good Samaritan.

- 7 Have students complete **SW 32.1 The Good Samaritan**.

Close

Ask the questions and have volunteers answer. If students agree, have them pretend to hand coins to an innkeeper. If they disagree, have them pretend to turn their head away from the injured man.

- 1 What does the Law say about loving God? (**to love him with all your heart, soul, strength, and mind**)
- 2 Does the Law say anything about loving other people? (**Yes; it says to love your neighbor.**)
- 3 Who loved his neighbor? (**the Samaritan man**)
- 4 What did Jesus tell the lawyer to do? (**to be a good neighbor to others**)

MEMORY VERSE

Luke 6:31

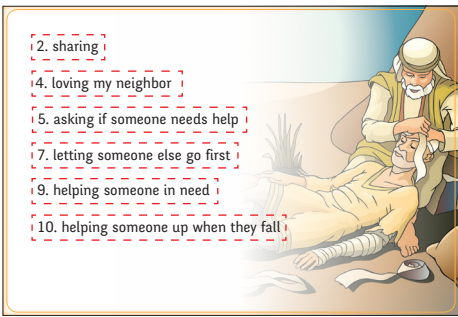
Divide the class into two teams. When you say "Go!" the first student from each team will race to the front. The first student to reach the front will recite the memory verse to the teacher. Then the other student will do the same. Those students should now go to their seats. The next student from each team will race to the front and recite the memory verse. If a team member recites the verse incorrectly, he or she must go to the back of the line to try again. The team whose members finish reciting their verse correctly first wins. Offer assistance to students who may struggle with recalling the verse by having them fill in missing words or phrases.

The Good Samaritan

Name _____

Cut out the phrases. If the phrase tells a way to be a Good Samaritan, glue it in the box below.

I can be a Good Samaritan by ...



2. sharing

4. loving my neighbor

5. asking if someone needs help

7. letting someone else go first

9. helping someone in need

10. helping someone up when they fall

1. talking while others are talking

2. sharing

3. being bossy

4. loving my neighbor

5. asking if someone needs help

6. making a mess at lunch

7. letting someone else go first

8. taking a friend's snack

9. helping someone in need

10. helping people when they fall

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OBJECTIVES

- Students will be able to
- use the parable of the lost sheep to explain how God feels about sinners.

SUPPLEMENTALS

SW 32.2
TR 32.2A

MATERIALS M

- No materials are needed.

Introduce

Display **TR 32.2A Petting Zoo**. Ask students to identify the animals shown in the photos. What other animals might you find at a petting zoo? What does each animal eat? Have you ever been to a petting zoo? Did the animals smell good? Did they try to eat your clothes? Did you get to feed them? Encourage students to share their experiences. Continue: How old are the animals in a petting zoo? Explain that many animals in petting zoos are very young. Discuss the words we use for baby animals that are different from the words we use for their parents—such as duckling, piglet, kid, or lamb rather than duck, pig, goat, or sheep. Tell students that today's lesson will cover a story that Jesus told about a sheep.

Develop

- 1 State that Jesus taught many people. Some were friendly and wanted to hear what he had to say. Who are some people who learned from Jesus? (**Answers will vary but should include his disciples.**) Remark that in this story, Luke mentions tax collectors and sinners. Ask students who is considered a sinner. (**everyone**) Explain that everyone sins, but Jesus came to save sinners.

Remark that some people who heard Jesus teach were not friendly. The religious leaders and scribes did not think they were sinners; they thought they were better than everyone else. Have students count off with the numbers 1 and 2. When all students know their number, explain that everyone with the number 1 will play the part of people who were happy to hear Jesus' message. Everyone with the number 2 will play the part of those who were unhappy.

- 2 Read **Luke 15:1**. Have students representing the happy crowd pretend to draw closer to Jesus. Read **Luke 15:2**. Have students representing the unhappy crowd repeat the complaint. Direct students to react with happy or unhappy faces and body language as you continue reading **Luke 15:3–7**. Ask: How did the sinners feel when they heard Jesus' story? (**Possible answers: happy, surprised, hope-filled, thankful**) How did the Pharisees and scribes feel? (**Possible answers: unhappy, angry, insulted**) Explain that the shepherd in the story cared about that one sheep enough to go out and look for it. Add that God cares about every single person he made. Direct students to share with a partner (pair-share) about times in their lives when they or a sibling or friend were lost and then found.
- 3 Ask why the shepherd in Jesus' story carried the sheep over his shoulders. (**Possible answer: Maybe it was injured and couldn't walk.**) Explain that in another part of the Bible, the prophet Isaiah compares God to a shepherd. Isaiah said that God is gentle with his

sheep and that he carries them close to his heart (Isaiah 40:11). Add that this is a sign of love. Have students pair-share about their pets or stuffed animals and whether they love and cuddle them.

- 4 Ask students what Jesus was trying to teach the Pharisees and scribes about their attitude toward sinners. (**Answers will vary but should include that because God cares about sinners, they should care about them too.**) Explain that sometimes people who feel they are better than others can be unkind or mean, but God wants us to be kind to everyone. Remind students that *kindness* is *doing nice things for others*. Have students brainstorm a list of ways that they can be kind to others at school.

- 5 Have students complete **SW 32.2 The Lost Sheep**.

Close

Read the statements. If a statement is true, have students bleat like a lamb. If it is false, have students pretend to be angry like the Pharisees. Ask volunteers to correct the false statements.

- 1 Everybody liked Jesus' stories. (**False; the Pharisees and scribes did not like them.**)
- 2 Jesus taught you should only care about the sheep who do not wander off and get lost. (**False; Jesus said that the shepherd cared about the sheep that was lost and went to find it.**)
- 3 Kindness is doing nice things for others. (**True.**)
- 4 It is kind to help someone who is lost. (**True.**)

ENRICHMENT

- Provide books for students to explore the parables of Jesus taught in this lesson. Examples include *One Lost Sheep*, by Rhonda Gowler Greene, or *The Good Samaritan and Other Parables*, by Tomie dePaola.

The Lost Sheep

32.2

Name _____

Find the missing vowels and write them in the correct spot to reveal how God feels about his lost sheep.



H E C A R E S
F O R T H E M

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OBJECTIVES

- Students will be able to
- compare the parable of the lost coin to the parable of the lost sheep.

SUPPLEMENTALS

SW 32.3

MATERIALS M

- “Head, Shoulders, Knees, and Toes” song (*Introduce*)
- 10 checkers (*Develop 4*)

PREPARATION P

- Obtain a CD or find an online version of the song “Head, Shoulders, Knees, and Toes.” (*Introduce*)
- Hide a few checkers in the classroom. (*Develop 3*)

Introduce M P

Lead students in singing and making the motions for the song “Head, Shoulders, Knees, and Toes.” Ask students how many times the title phrase is repeated. Which word in the song is repeated the most? Why do you think that people like to repeat things? How did you learn the names of the different parts of the body? How did you learn your ABCs? How did you learn your numbers? Does repeating things make them easy to remember? What are some other songs that have a lot of repetition? Have students sing one or two other favorite songs that include a lot of repetition. Then state that Jesus used repetition in his parables. He did this to teach very important ideas.

Develop M P

- 1 Briefly review the parable of the lost sheep. Ask students how many sheep were safe. (**99**) How many sheep were lost? (**one**) What did the shepherd do when he found the lost sheep? (**He put it on his shoulders, went home, and rejoiced with his friends and neighbors.**)
- 2 Read **Luke 15:8–10**. Ask: In this parable, who lost something? (**the woman**) What did she lose? (**a silver coin**) Is silver valuable? (**Yes.**) How many coins was she supposed to have? (**10**) What did she do to look for her coin? (**She got a lamp and a broom, swept her house, and looked until she found it.**)

Direct students to pair-share the answers to the following questions: Did you ever lose something in your house? What did you lose? Did you have a hard time looking for it? What did you do when you found it? Did you ever lose any money? Do you think it would be easy to lose a coin?

After students have had time to discuss the questions above, continue by asking the class: What did the woman do when she found her lost coin? (**She rejoiced with his friends and neighbors.**) What did Jesus say that the angels rejoiced about? (**a sinner who repents**) What does it mean to repent? (**Answers will vary.**) Explain that to *repent* is to *be sorry for my sins and to turn away from them in my heart and in my actions*. Affirm that God rejoices when we turn away from sin and stop doing wrong or mean things. Add that Jesus said even the angels celebrate. Have students speculate on what a party in heaven might be like.

- 3 Display the checkers you did not hide. Have a volunteer count them. Act surprised to learn there are fewer checkers than 10. Explain that you had 10 checkers. Have students search the classroom for the checker or checkers you hid. When all are found, have students

dance and pretend they are like the angels rejoicing over the sinner who repented, the shepherd who found his lost sheep, or the woman who found her lost coin.

- 4 Remind students that the shepherd had 99 other sheep, but he still went to look for the sheep he had lost. The woman had nine other coins, but she still looked for the coin she had lost. Add that the word pictures in the Bible tell us that God cares about us very much. The shepherd cared about his sheep even when the sheep was too stubborn or foolish or distracted to stay with the group. The woman cared about her coin even though it was little and easy to misplace. God cares about us in the same way too. Explain that Jesus, who is God the Son, told us that he came to seek and save the lost. Read **Luke 19:10**.

- 5 Have students complete **SW 32.3 The Lost Coin**.

Close

Read the statements. If a statement is true, students should raise their hands in praise. If it is false, they should pretend to look for a lost coin.

- 1 Jesus taught about a lost coin so that we would sweep and clean the house. (**False.**)
- 2 Jesus taught that he came to seek and save the lost. (**True.**)
- 3 Jesus taught about a lost coin because he wanted someone to give him some money. (**False.**)
- 4 God and his angels celebrate when we repent of our sins. (**True.**)




ENRICHMENT

- Talk about procedures to follow when you lose an item at school or another public place that has a place for lost and found items. Expand the discussion to inform students about organizations in your city or region that look for and rescue missing persons or animals.
- Discuss how students should proceed if they are lost in the city, park, or wilderness area. Then discuss how their families would celebrate if they had been lost and then were found safe and sound.

The Lost Coin 32.3

Name _____

Draw a line to complete each sentence.

1. The woman in the parable lost a _____ happy. 
2. When she lost it, she felt _____ coin. 
3. When she found it, she felt _____ sad. 
4. Draw a picture of something you lost and then found.

Drawings will vary.

5. Circle the face that shows how you felt when you lost the item.
Answers will vary.
6. Circle the face that shows how you felt when you found the item.
Answers will vary.

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OBJECTIVES

- Students will be able to
- tell the story of the Prodigal Son.

SUPPLEMENTALS

SW 32.4
BLMs 32.4A–B

MATERIALS M

- No materials are needed.

Introduce

Ask which students have pets. Identify the different types of pets represented by the class. Have dog owners share about what their dogs eat. Then ask: Can people eat the food your pet eats? Have you ever wanted to eat your pet's food? Why or why not? How hungry would you have to be to eat it? Continue until you have discussed all the different types of pets mentioned in class. Remark that it is not a good idea to eat food that is not intended for human consumption. Doing so might make you sick! Then inform students that today they will learn a story Jesus told about a young man who wanted to eat food meant for animals.

Develop

- 1 State that Jesus told a story about a father and his two sons. Read Section A on **BLM 32.4A The Prodigal Son**. Ask the following questions: What did the younger son ask his dad to do? (**give him his part of the property**) What did the son do when he received it? (**He traveled to a far country and wasted his money.**) What job did the younger son get? (**feeding the pigs**) Do you think this job would be fun? Why or why not? (**Answers will vary.**) Can you imagine wanting to eat the food a pig eats? (**Answers will probably be no.**) What did the young man decide to do? (**to go home and ask his father to treat him like one of his servants**)
- 2 Continue the story by reading Section B on BLM 32.4A. Then ask: Who saw the son while he was still far away? (**his father**) What did he do? (**He ran to meet him and hugged and kissed him.**) Who started to say he was sorry? (**the son**) How did his father react? (**He called the servants to get the best clothes for his son. He asked them to get a calf and prepare it to eat. He wanted to hold a feast to celebrate his son's return.**) Do you think that the son expected his dad to react that way? (**Answers will probably be no.**) How do you think the son felt when his dad ran to kiss and hug him? (**Possible answer: He felt loved.**)
- 3 Remind students that the parable of the lost sheep and the parable of the lost coin both featured parties, and add that this parable, or story, has a party too. Explain that the father in this parable is like God. He loves us and is very happy when we stop being foolish and seek to serve him. He is so happy he wants to have a party!
- 4 Read Section C on BLM 32.4A. Ask students who was angry. (**the older brother**) Why? (**He was jealous that his father was holding a party for his younger brother.**) What did the father say to him? (**that he was always with him and that everything he had was his**) Do you think that the older brother understood that his father loved him just as much as he loved his younger brother? (**Answers**

will vary.) Remind students that the father in this parable is like God. Emphasize that the father loved both his sons, just as God loves every person he created.

- 5 Remind students of *Biblical Truth 5: God created people to be his children*. Add that God wants his children to love one another. Remind students of *Biblical Truth 13: God created people to love each other*. Ask students how the older brother could show love for his sibling. (**Possible answer: by attending the party and celebrating his brother's return**) What could the younger brother do to show love for his older brother and for their father? (**Possible answers: obey his father, help his brother in the field**) Have students share about ways to show kindness and love to their family members.
- 6 Direct students to complete **SW 32.4 The Prodigal Son**. Have students tell how each picture relates to the story of the prodigal son.

Close

Read the questions. Have volunteers answer. If classmates agree, they should pretend to hug themselves. If they disagree, they should pretend to sulk.

- 1 Who was greedy and foolish? (**the younger brother**)
- 2 Who was jealous and resentful? (**the older brother**)
- 3 Who was kind and loving? (**the father**)
- 4 What did God create people to be and do? (**God created people to be his children and to love each other.**)

ENRICHMENT


- Inform students that in Jesus' time, people who worked with swine were thought to be cursed by God. Add that even today many Jews, Muslims, and others avoid eating pork. But most Christians do not follow such dietary restrictions. If desired, share what Jesus taught about what defiles a person (Matthew 15:11) and the story of Peter's vision (Acts 10:9–29).
- Use **BLM 32.4B Lesson 32 Review** to review the concepts presented in this lesson.

The Prodigal Son


32.4

Name _____


Use the Word Bank to find the word for each picture. Write it on the line.




pigs




robe




money



ring



shoes



father

Word Bank

money	ring	shoes
robe	pigs	father

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