

# Preschool / Kindergarten Teacher's Guide

Spring Quarter, 2018

## *We Learn To Make Friends*

**Lesson 8  
may be used  
for the  
Easter lesson  
on April 1.**

**Quarterly Objective:** The learner will identify people in the Bible who were friendly and respected others.

### **We Learn To Be Kind**

(Unit 1)

Bible story  
characters help  
teach kindness.

### **We Learn To Forgive**

(Unit 2)

Bible story  
characters help  
teach forgiving.

### **We Learn To Share**

(Unit 3)

Bible story  
characters help  
teach sharing.

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# Learning Can Be Fun

Each child who comes to church thinks the experience begins when he arrives. His arrival means, "Ready or not, here I am!" Smart teachers are ready.

Church begins for you before the first child enters the room. Preparing and organizing materials planned for the session must be done ahead of time so that you can give warm, personal attention during the first few minutes the child is in your room. This essential relationship strengthens learning experiences.

A positive response to teaching responsibilities reflects your love for God and your dedication to doing what you can to honor Him. The scene should be a classroom that is your silent partner rather than distracting from the best teaching methods. Is yours user-friendly?

Examine the furnishings in your classroom. Are they the right size to fit your learners? The surroundings do affect a child's attitude and how well he learns. Bend down to see the room from a child's eye level. Look around objectively to see what the children see.

Does what you see make you want to enter the room? Is it clean and tidy? Does the air smell fresh? Is there enough light? Is the room colorful? Is there something that especially attracts your interest? Do you see activities waiting to involve you in learning? Are wall displays at the eye level of the children? Is the material on the bulletin board or walls interesting to encourage Bible learning?

Make needed changes and be ready when the first child comes through the door. Stoop or squat down to the child's eye level to welcome the child by name. "Caleb, I'm so glad you are here today. We have lots of things for you to do to learn about being kind to one another."

A teacher should be at each learning center to guide the children in the interactive experience there. Children want and need something to involve them mentally and physically when they arrive. Bible learning centers provide a meaningful way of releasing energy. The activities capture children's interests and guide their thinking to the theme of the lesson.



Throughout Early Time Activities children may move freely and participate verbally. Allowing for an active time prepares them for the quiet time of the devotional and lesson. Other benefits of interactive learning experiences are that the children learn how to relate to other children and to share. They come to know that church people care about them.

A teacher's preparation in Early Time Activities is essential. Casually ask questions and engage children in conversation to lead them to begin thinking about the lesson concepts. Share a Bible verse, sing a song or tell a Bible story during a teachable moment. Avoid chatting with other teachers and missing opportunities that happen spontaneously.

The leader who greets arriving children needs to be there for every child who comes while teachers focus on the group in their area. If it is necessary for the leader to guide one of the activities, she should still be alert to any activities or potential behavior problems which may need attention.

The Bible story time shows children how God is involved in daily lives of people. Small groups of no more than four to six children allow learners to interact with the teacher who shares the story. Each teacher leads her small group in completing the Bible story activities and the make and take project.

Each lesson has suggestions for learning involvement. Learning Bible truths can be fun for early childhood learners. Make it the most interesting time of the week for your class.

## Learning Resources



Involving children in active learning takes planning and preparation. The ideas suggested for each lesson in this teacher's guide provide an approach that focuses on the learner rather than the teacher. The leader is still very involved, but rather than doing all the action yourself, the goal is to allow children to learn through meaningful activities that help them understand Bible principles.

Young children learn best through repetition rather than having more than one story and Bible principle taught. They will retain more of the Bible story if worship time leaders extend the lesson with additional activities on the same subject. There are resource ideas for both sessions in each lesson.

**Visuals** help children see and imagine what life was like in Bible times when the story happened. A variety of visuals provide more interesting story presentations.

Because the Bible story is also shared through other learning activities, the visuals reinforce Christian education of young children. Make presenting the Bible story the highlight of the session by telling the story in the most interesting way possible. Tell it with enthusiasm. Use the visuals as suggested in the story presentation given in the visuals instruction booklet or adapt them to other techniques. Pictures help learning happen.

**Bible Stories Leaflet** is an important tool to help learners grasp the life application of the Bible lesson. The take-home paper features a large colorful picture of the story on the front with a short read-aloud summary of it on the back page. Pencil and paper activities help children understand how they can apply the Bible truths to their own lives.

You are a coach to guide them in doing the lesson related material. Facilitate learning by promoting individual thinking skills rather than telling them correct answers to mark. Encourage each child to do as much of the work himself as he can.

**Make and Take** projects are lesson reminders children make themselves. The separate book of hands-on learning crafts helps busy teachers utilize time most efficiently. Children love to make things themselves. They learn much more by doing the project. In fact, the doing holds the real benefit rather than the finished project. Parents appreciate seeing what their child has made more than something the teacher made and handed the child as a lesson reminder.

There is a personal attendance miniposter included for this quarter. Learners will add a peel and stick sticker from the sticker page each week to make a springtime scene by the end of the quarter.

## Other Resources To Make Learning Happen

A classroom for young learners needs supplies readily available for their use. Crayons, watercolors, markers, glue, various kinds of paper, play dough, paper fasteners, scissors, Plasti-Tak, tissues and paper towels are materials to keep on hand. In addition, specific learning activities call for added items that may not be a usual resource in the room. The additional learning supplies for the lessons are printed in each lesson.

## Understanding Young Learners



One of the most fascinating aspects of teaching children is seeing their development progress so quickly. A toddler turns two and comes to class for the first time. Imagine how he must feel as he experiences so many changes in his world.

The teacher of two-year-olds needs special qualities to enable her to have loving patience and wisdom as she guides little ones to adapt to their new role in the classroom.

Gentleness is essential but so is firmness. Some children will eagerly plunge into the middle of the department ready to do whatever happens. Others may express fear, frustration or other emotions about the change in their familiar routine. Crying may be an outlet for their feelings. An understanding teacher reassures the child and gives a feeling of secure love and acceptance.

Helping the young child adapt to the classroom setting is a challenge. Most two-year-olds are reluctant to share but soon learn they can have fun with other children by taking turns or sharing toys. They can put together simple puzzles of three to ten pieces and enjoy building with blocks. Lacing yarn through holes

of a sewing card appeals to young children though the finished product may not appear the same as an older child might do.

Two-year-olds learn that God made everything and that the Bible is a book about God and Jesus. They learn to pray short simple prayers and sing songs they hear often. They can learn that Jesus is God's special Son and that He did kind, loving things while He lived on earth.

Vocabulary is limited. They may say single words and put together two or more words to make a sentence. Questions are a constant part of the child's inquisitive learning.

Children under three need books with colorful pictures and short texts. They stay interested better when there are only a few words on each page. Cardboard books help little fingers turn pages as they look at a book alone.

Before long the little one becomes a well-adjusted regular, more ready to join activities beside other children. He knows there are times to sit quietly to listen, but he is unable to focus attention for longer than a few minutes without a change. The teacher of three-year-olds needs extra learning tools to use in shorter time segments of three to five minute lengths.

Three-year-olds can express themselves easily and can recall some facts about the Bible stories. They can repeat Bible memory verse words after you and can learn them by memory with help. They are usually happy but can be influenced by the reactions or responses of other children. Some children this age can work more difficult puzzles with skill, and their drawings include more recognizable shapes.



Two- and three-year-olds need a class of their own age-group so that the teacher can give the attention needed to encourage learning. They will enjoy dramatic play without too much detail. They learn through their senses and need literal, simple stories with no symbolism. Use objects as teaching aids, but be sure to let them represent what they are.

Four- and five-year-olds and preschool six-year-olds are ready for more detailed learning. They are learning to share and cooperate and can understand and follow rules and instructions. They enjoy extensive dramatic play and project themselves into roles with ease. They like to dress up and pretend to be people in the Bible story or to be adults in their lives.

The learners in this age-group hear and enjoy Bible stories with an attention span that is stretching out as they mature. Ten minutes is about the limit of their ability to stay focused in one direction, however. They understand that God made them and everything in the world. They trust that God loves them. They learn to pray simple prayers to talk to God. They can memorize Bible verses, stories, songs and action rhymes rather easily.

These older learners can cut with scissors to follow a printed straight or curved line and draw recognizable pictures of people and objects. Encourage creative, freehand art activities.

Children recognize my church and develop a sense of belonging in the church family. Older children know Jesus died on the cross for our sin, that we want to go to Heaven to live with Him someday and that sin displeases God. They are beginning to develop a sense of conscience, but most do not have conviction of sin necessary for repentance and salvation.

Their desire to please adults and God may cause them to repeat words to invite Jesus into their hearts before they understand what it means to be lost. Faith—trusting and believing for eternal life—is essential, but Jesus said, “Do not keep the little children from coming to Me.”

Early childhood teachers plant seed that germinate and mature as the children grow up. The biblical foundations your teaching provides give a solid basis for building a strong faith. That is what Bible curriculum is all about.



## We Learn To Be Kind

*The basis for a better, kinder and more peaceful world lies in better and kinder people. Teach children to express understanding, sympathy and love for everyone through sharing kindness with those around them.*

### Unit Objective

Treating others with kindness is God’s way to live. We enjoy greater happiness when we act kindly.

#### Learners in this unit will

**Know**—Showing kindness pleases Jesus.

**Feel**—Happy to treat others with kindness.

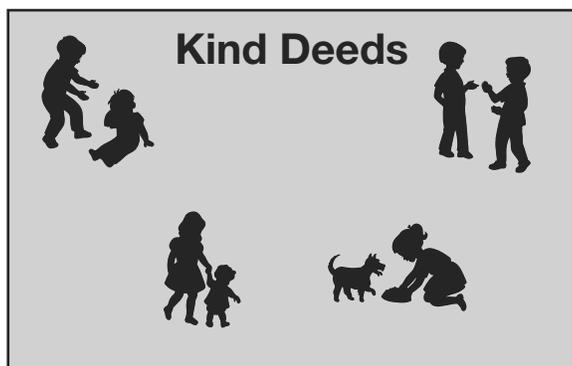
**Do**—Activities that prompt doing kind deeds for others.

### Bulletin Board

Use sky blue paper for the background. Enlarge the patterns on Item 2 and cut silhouettes from black paper. Arrange them on the bulletin board and pin in place. Cut large letters for the title. Put a thin line of glue around the edges of them and sprinkle glitter over the glue. Shake off the excess and pin to the background. Direct children’s attention to the actions shown. How do the cutouts show they can show kindness to others?

#### Materials Needed:

Item 2  
sky blue paper  
black paper  
glue  
glitter  
pins



### This Unit and Your Children

Kindness is a character trait everyone needs to develop. The Bible lessons in this unit focus on learning how to treat others with kindness.

Children live in a world where unkind acts of people cause heartaches and turmoil. Many people have not learned the gentle art of kindness. You can help change our world by teaching this character trait.

Children learn kindness by example, by explanation and by experience. They need to live in an environment where kindness is a natural way of life. Manage your classroom with kindness. Let children see your kind facial expressions and hear your kind voice. Teachers of young children need patience in working with them. Allow yourself to be Spirit led so that children can follow your example of kindness.

Each week in this unit you will build on the theme of showing kindness. Going over Bible truths repetitively helps children learn through repetition.

Watch for times when children experience kindness from others or practice kindness to others. Have a “Caught Being Kind” club for this unit. Praise anyone whom you see doing a kind deed.

Practice random senseless acts of kindness throughout your day. Helping another make someone happy makes one feel stronger, more important and worthwhile. What a child does with satisfying results, he will repeat. Let him know you appreciate his kindness.

### Overview of Bible Lessons

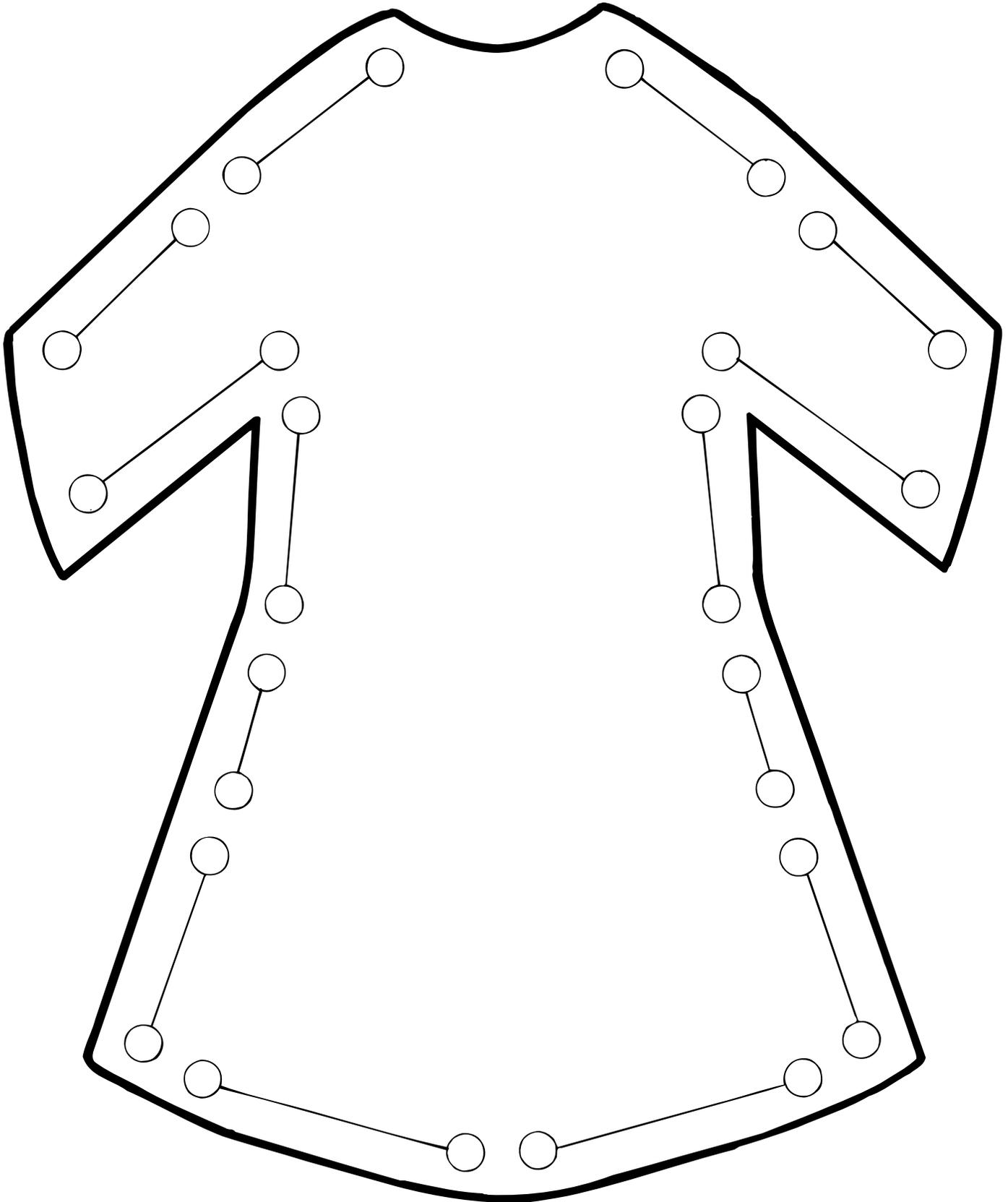
**The Kind Stranger**—Jesus’ story about a stranger who stopped to help a hurt man shows a very practical side of kindness. The good Samaritan modeled kindness as a way of life.

**The Hiding Place**—Rahab’s kindness in protecting the Israelite spies who came to search out the land earned her a place in the faith chapter of the Bible, Hebrews 11.

**Dorcas Helps Others**—This lady was sensitive to the physical needs of those around her. She reacted with generous kindness in making clothes and doing other kind deeds.

**David Returns Kindness**—Jonathan, David’s dear friend, showed extraordinary kindness. After David became king, he remembered the loyalty of his friend and found a way to repay the kindness.

Lesson 3



# The Kind Stranger

Luke 10:25-37

Memory Verse:

**“Be ye kind one to another.”**  
Ephesians 4:32



Jesus Tells of a Samaritan's Kindness

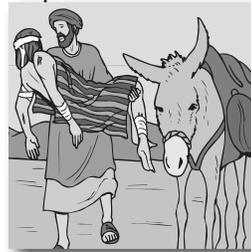
**Luke 10:25-37**

A lawyer questioned Jesus about how to get eternal life. Jesus said, “Love the Lord your God with all your heart, and your neighbor as yourself.” The man asked, “Who is my neighbor?” Jesus told the good Samaritan story to explain who is a neighbor. Mean men attacked and robbed a traveler along the Jericho road. They beat him so badly that he appeared dead. Two other travelers passed by without helping him. A man from Samaria felt strong compassion for the victim. He stopped, dressed the injuries, gave the man a ride to the nearest inn and paid in advance for his care.

The man from Samaria was kind to the injured stranger by the road.

**Life Application:**

The good Samaritan man helped the hurt stranger. I will show kindness to my friends when they need something.



**Lesson Objective:**

Learners will show compassion for others and name ways they can show kindness to others.

**Bible Principle:**

God expects His children to show compassion to those in need.

## Know God's Word

Jesus told the parable of the good Samaritan to illustrate showing kindness to whomever needs help. The setting for the story was the road from Jerusalem to Jericho, a steep descent of about twenty miles through a rugged and rocky pass. The road covered a sparsely populated mountainous terrain with caves near the road. It was well suited for criminals who hid to attack travelers along the way.

Jesus said a traveler got robbed and beaten on the road. Thieves took his clothes, beat him up and left him half dead on the side of the road.

Jericho was a priestly city, and the Temple was in Jerusalem; so there was considerable priest and Levite travel over the road. When a priest came to the crime scene, he quickly went to the other side of the road to walk on by. A Levite, passing that way, stopped and looked at the man but then went on his way. Perhaps, they feared defilement from touching a dead body.

The hero of the story was a Samaritan man who showed great kindness in helping the injured Jewish traveler. Who were the Samaritans, and why was there such animosity between Jews and them? Jews claimed the Samaritans were not true Jews because of intermarriage with foreigners. The Samaritans denied that and insisted on their identity as part of God's people. The controversy continued to rage in Jesus' day with a strong feeling of social and religious superiority by the Jews. Samaritans were outcasts from Jewish society. Their opposing beliefs identified their hatred for each other.

Jesus said a Samaritan had compassion and stopped to help the wounded Jewish man. He poured wine into the wounds to act as a disinfectant. Then, soothing oil helped promote healing and stop pain. Finally, he applied bandages to the injuries. He picked the stranger up and put him on his donkey, walking beside to steady him, no doubt. He took the victim to an inn and took care of him until morning. Before he left the next day, he paid the innkeeper to further care for the man. He promised to pay additional expenses at a later time.

The Samaritan did not stop at helping just a little bit; he saw the deed through to make sure of the man's care after he left.

## Vocabulary Words

robber—a thief; one who steals

priest—worship leader at the Temple

Levite—a helper for Temple services

Samaritan—a person from Samaria; one who comes to the aid of another

inn—a house along the road for travelers to stay

good neighbor—anyone who helps another person



## Prepare Your Room

Springtime is a season marked for growth and beauty. Fix up your room to present a most attractive setting for learning God's way to happiness. Use Item 1 to decorate your door and add nature items that show God's beautiful world of springtime. Put learners' attendance posters from make and take books on a wall where they can remain for the quarter.

Remove attendance posters from make and take books. Write children's names on them. Older boys and girls enjoy reading their names, and even younger ones will soon recognize which name is theirs. Attendance stickers are in the middle of the make and take book.

Hand out the same sticker for everyone each week, but there is not a specific order for them.

Add spring flowers for a special touch of beauty in the worship center. Display a picture of Jesus and the children on a cardboard easel.

Write the memory verse on a banner and display it on the wall at learners' eye level behind the worship center.

Get materials ready for learning centers so that the first arrival can use them to discover Bible truths.

**Materials Needed:**  
 Make and Take  
 attendance posters  
 and stickers  
 Item 1 (visuals)  
 cardboard easel  
 nature items  
 spring flowers  
 banner paper  
 picture of Jesus and  
 children

## Early Time Activities



Call attention to the picture of Jesus and children. **Say:** “Jesus loves boys and girls. Jesus loves \_\_\_\_\_ (name child). Jesus wants you to love Him, and He wants you to love others. Today, we will learn about showing kindness to others.”

Point to the memory verse banner. “Look at the memory verse words on this banner: ‘Be ye kind one to another.’ We want to be kind in everything we do.”

Welcome learners with a happy smile and hug. Let them know you are glad to see them. Emphasize getting along together as learners arrive. Show the attendance posters and stickers for today. Explain how each one can assemble a pretty springtime poster by being here each week. Give the first sticker to each arrival to add to his poster.

Invite each child to participate in a learning experience at one of the centers in your room. Have enough workers to guide learners in each area to think about the Bible principle as they use the various learning tools. “God expects His children to show compassion to those in need.”

**Blocks**—The purpose of this center is to help learners understand that a Bible-time inn was

**Materials Needed:**  
blocks  
pictures of motels  
small pieces of fabric  
toy doctor’s or nurse’s kit  
bandage strips  
books  
dolls

a house beside the road where travelers stayed. Have pictures of motels in the block center.

Arrange blocks to make an enclosed rectangle with a door. Divide it into several rooms. Fold tissues or small pieces of fabric for a bed in each room. Talk about the kind man who took the hurt man to an inn to rest. Our motels today are very different from Bible-time inns. How do you think they might be different?

**Caring Center**—This activity will help learners think about helping others who get hurt. Equip doctor or nurse kits with plenty of 2" bandage strips torn from old sheets or similar cloth and adhesive bandages.

Set out two or more dolls. Pretend they have hurts and need someone to help them. Invite the child to take care of the scrapes or cuts like the Samaritan helped the hurt man.

**Discussion:** Who helps you when you get hurt? Most of the time we can take care of hurts at home. What does Mom or Dad do to make your hurt feel better? Sometimes, we may need to see a doctor if we get hurt badly. Doctors help make it all better. When you help someone who gets hurt, you show kindness. The man in the Bible story was kind to a man who got hurt. Jesus wants us to show kindness to others. “Be ye kind one to another.”

**Books**—Listening to books being read and looking at the pictures helps a child visualize ways to show kindness. You show kindness when you read words to someone who cannot read for



## Worship Time Devotional

### I Care When You Hurt—1 Corinthians 12:25

If you have a pictorial church directory of your church family, use it to illustrate the devotional thoughts.

Our church family is like a body. Look at all the people who are members of our church family. (*Show the pictures in the directory. Let learners point to their own family.*) Each family in our church is a part of the body of Christ here. We love every one of them.

The Bible says in 1 Corinthians 12:25, “Care one for another.”

When people in our church are sick, we care for them. We pray for God to heal them. Your mom might fix a meal or dish of food and take it to them. That is caring one for another. That is showing kindness.

When you play with friends and someone falls and gets hurt, what can you do to show you care? (*Help him up, brush him off, give a hug, get an adult if there is a scrape or cut, get a Band-Aid for him.*)

“Care one for another” is like being kind to each other. It is the way Jesus wants us to live.

**Materials Needed:**  
pictorial church directory  
Band-Aid  
Bible

himself. After hearing a book read, a learner may want to go back through it alone to study the pictures and remember what you said about them. Encourage him to talk about the pictures. “Tell me what is happening in this picture. How would you feel if that were you?”

Pick up time signals the end of Early Time Activities and the beginning of more structured learning activities. Make it fun to help them pick up and store supplies.

Sing about pick up time to prompt learners to help. Sing to “Mulberry Bush” tune.

Time has come to pick up the toys,  
Pick up the toys, pick up the toys,  
Time has come to pick up the toys,  
Let us all help together.

## Lesson Set

Show a picture of a hurt child like one in a Band-Aid ad from a magazine. Ask a child to pretend he falls and hurts himself on the playground. Let a volunteer show what he would do. Provide Band-Aids to put over pretend hurt places.

Materials Needed:  
picture of a hurt  
child  
Band-Aids

**Discussion:** Today’s Bible story tells about a man who found a hurt stranger lying beside the road. You will hear how he showed kindness and helped the man.

## Bible Story

The good Samaritan story is a wonderful example of how God’s children should care for anyone. Follow the suggested story presentation in the visuals booklet to share it with the children. Place the emphasis on the kindness of the man who helped instead of on the excitement of the robbery. Learners will remember what is most interesting to them. Stress the most important aspect of the story—kindness shown another.

Materials Needed:  
Lesson 1 visuals  
visuals instruction  
booklet  
sand or dirt  
baking pan or box

## Stretch Time

For the reasons just given, guide the children to act out only the parts of the story you want to emphasize. Pretend the hurt man is already

lying beside the road as you begin the dramatization. Including the robbery scene will detract from the more important teaching of kindness. Encourage everyone to play the role of the good neighbor who stopped to help the hurt man. Young children have such vivid imaginations they easily pretend suggested actions.

## Memory Verse

Point out the memory verse banner again. Read the words. “Be ye kind one to another.” What is being kind? Ask each learner to give you an example of how he can be kind or how another person was kind to him.

Materials Needed:  
soft stuffed animal

Use a very soft stuffed animal to help children learn the verse. Say the words and gently toss the toy to a child. Start with the most outgoing child to help others know how to play. He says the Bible words and gently tosses the toy back to you. Repeat for each child. Then, say, “Thank you for being so kind with my stuffed animal. You did not throw it hard. You treated it gently as you tossed it back to me. That is being kind. You were kind to me to take care of my toy. I appreciate that. ‘Be ye kind one to another’ means we take care of a friend’s toys when he shares them with us.”

## Bible Stories Leaflet

The take-home leaflets provide another way to teach the Bible lesson. Encourage learner response to something in the cover picture. **Say:** “This kind man stopped to help someone who got hurt. What did he do? What else do you see that the good neighbor used to help the poor man? What did he ride on? What do you think the hurt man might have said to the man who helped him? What would you do if you saw someone hurt on the playground?”

Materials Needed:  
leaflets  
pencils

Did the good Samaritan obey the Bible verse we learned today? “Be ye kind one to another.” How did he show kindness? I am glad you are kind to each other in our class. It pleases Jesus to see you show kindness to one another.

Guide through the other learning activities on the leaflet to help learners with life application of the lesson.

## Make and Take

The lesson reminders in the make and take booklet help children learn by doing a correlated project. They are more than busywork when you use the opportunities to help children learn from them. Prompt boys and girls to think about showing kindness as they work to complete project 1.

Materials Needed:  
Make and Take  
Project 1  
crayons or markers  
scissors

## Saying Good-bye

After collecting papers to take home, ask, “What is a way you can show kindness to someone? What is a way you can help at home this week? How do you feel when you show kindness to someone? Will you do what the memory verse says?” Let a learner point to the words on the memory verse banner and say them again. Make up a tune for the words and sing them together.

Materials Needed:  
take-home papers

## Supplemental Activities

Gather learners around you to sit on the floor as you review the Bible story with finger action. Learners will want to participate after watching for a minute.

*(Draw a road with your finger.)* Jesus told the story about a man who got hurt while traveling along a road. *(Lay your index finger sideways to show the man lying down.)* Oh! *(groan)* He hurt because some mean men beat him very badly. They took his clothes. Then, they ran away and left the man lying there.

*(Walk fingers of other hand along the road to the place where the hurt man lies, cross over to the other side to go around him.)*

In a little while, a priest came along. A priest was in charge of worship at the Temple. He saw the hurt man. *(Shade eyes as if looking at him.)* He quickly moved over to the other side of the road and went on his way past the hurt man.

*(Pause.)* Does Jesus want us to be like that person? *(Shake your head and say, “No.”)*

Later, another man came by. *(Walk fingers again. This time stop them beside the hurt man, but then move along.)* This man was a Levite. He helped with the Temple service. He saw the hurt man lying beside the road. He did not offer to help. He went right on walking.

*(Pause.)* Does Jesus want us to be like that person? *(Shake your head and say, “No.”)*

Then, a third man came along. This man was a traveler from Samaria. He saw the hurt man. *(Stop fingers.)* He stopped his donkey on which he was riding. He got off. *(Move fingers as if climbing off a donkey. Hold up your index finger for the kind man.)*

He walked over to the hurt man. He washed the man’s cuts. *(Pretend to pour liquid.)* Then, he wrapped the man’s hurt places. Can you help him put the man on the donkey’s back? *(Pretend to lift a heavy person.)* There. Then, the kind man walked beside the donkey. *(Walk fingers of both hands to show the action.)* He took the hurt man to an inn. He put the man on the bed and took care of him until the next morning.

He paid the innkeeper some money. “Take care of the hurt man until he is well,” he said. “If it costs more, I will pay you more money when I come back.”

*(Pause.)* Does Jesus want us to be like that person? *(Nod your head and say, “Yes.”)*

What are ways you can be a good neighbor who helps others? You can be a good Samaritan at home by doing kind things. Can you name ways you will show kindness?

**Blocks**—Have children work together to build a road of blocks. Suggest they take turns adding one block at a time. As the children work together, help them think of ways to be kind such as handing blocks to another, letting others have turns building the road, saying kind words. Remind them of God’s command, “Be ye kind one to another” (Ephesians 4:32). God helps us show kindness.

Materials Needed:  
blocks