



# GOOD SAMARITAN STORY

page  
1/4

**OBJECTIVE //** To learn about the Catholic Social Teaching principle of Solidarity and the Canadian Catholic Organization for Development and Peace, through the parable of The Good Samaritan (Luke 10:29-37).

**TIME //** 30 minutes

**RECOMMENDED AGES //** 5-12 years

**GROUP SIZE //** Any

**MATERIALS //** Balls or beanbags for juggling.

**PREPARATION //** Read the attached 'What is a Parable?' as well as the script and instructions below.

**PROCESS //**

## 1. INTRODUCTIONS/BACKGROUND

After introducing yourself and the participants, introduce Development and Peace and its mission:

*"DEVELOPMENT AND PEACE was created in 1967 when Canadian Catholic bishops met with other bishops from around the world. Canadian bishops heard that people in other countries were suffering because of war, or lack of food or clean water. Some people were being forced to leave their homes. Other people, including children your age, were working in horrible conditions. At the same time, the rich were getting richer and the poor were getting poorer. This was unfair. What could Canadians do to help? The Canadian bishops decided to create an organization called Development and Peace, which is also known as Caritas Canada, with the mission of international solidarity. International solidarity happens when everyone works together, as one human family, to solve problems around the world. Development and Peace supports partners all around the world. Together, we work on problems like pollution, poverty, discrimination, and war. DEVELOPMENT AND PEACE also works here in Canada with thousands of volunteers, many of whom are teachers and students just like you. Together, we educate Canadians about the causes of these problems and what they can do to help make the world a better place.*

*To better understand the mission of Development and Peace, we will review the parable of the Good Samaritan, from the Gospel of Luke 10:29-37."*

## 2. REVIEW WITH THE STUDENTS WHAT A PARABLE IS:

*"A parable is a story that helps to explain the Kingdom of God in a way that the people can understand. Each parable examines one aspect of the Kingdom of God using imagery that is easy for people to understand."*

Let the students know that they will need to be ready to act parts in the story as the story is being read.

**The Good Samaritan parable can be used to introduce that of the Mustard Seed, where we learn that small contributions can grow to have big impacts. The Good Samaritan activity can be used as a launching pad to participate in the Mustard Seed Program: [devp.org/mustardseed](http://devp.org/mustardseed).**



# GOOD SAMARITAN STORY

page  
2/4

## 3. READ THE FOLLOWING NARRATIVE, ADAPTED FROM THE GOSPEL OF LUKE (10:25-27), AND FOLLOW THE STAGING DIRECTIONS IN PARENTHESIS AS THEY APPEAR IN THE SCRIPT.

*One day a young man went to Jesus and asked Him, "What do I have to do to get into heaven?" And Jesus replied, "You need to love God with all your heart and soul and love your neighbor as yourself". The young man asked further, "Who is my neighbor?" Jesus told this parable or story to answer the question:*

*One day there was a traveler going from Jerusalem to Jericho. (Ask one of the students to come up and be the traveler).*

*A band of robbers came and surprised him. (Ask 3 students to come up and pretend to be the robbers. Make a point of telling them that this is just pretend. We do not want them to actually do what the story says they do).*

*The robbers attacked him, beat him, robbed him of all his money and left him on the side of the road.*

*Along came a priest (ask for another volunteer to come up). The priest saw the man lying beside the road and he said to himself, "This man needs help, but I am in a hurry and cannot stop to help him". (Ask priest to sit down. Call another volunteer up).*

*Shortly after a priest's assistant came walking down the road and saw the man lying injured beside the road and said to himself, "This man needs assistance, but I am not a doctor or a nurse and don't know anything about medicine so I cannot help him". And he also walked away. (Priest's assistant sits down. Another volunteer is called up).*

*Sometime later a Samaritan came by. A Samaritan was a person who lived in the north, and the traveler, and the audience listening to this story were from the south. At that time, people from the north and the south did not like or respect each other.*

*The Samaritan saw the injured man and stopped to help him. He washed his wounds bandaged them. He helped him to his donkey. (The students LOVE when the teacher/leader plays the part of the donkey! The traveller can sit on the teacher/leader's back or walk alongside the donkey on the opposite side from the audience).*

*...And took him to the inn down the road.*

*(Ask a volunteer to play the innkeeper).*

*The Samaritan helped the man off the donkey and said to the innkeeper, "Please look after this man. Here is some money for your trouble. When I come back, I will pay you whatever more you have spent." The Samaritan went away to see to his business in town.*

*When the Samaritan came back he asked the innkeeper if he owed him more money. The innkeeper said "I have been paid well for what I did." (The innkeeper sits down).*

*The Samaritan asked the traveler how he was feeling and the traveler said, "Fine, I feel fine. Thank you for looking after me." And they all went on their way. (Both can sit down).*

*Jesus asked the young man, "Who was a neighbor to the injured man?" The young man replied, "The Samaritan".*

## 4. ASK FOR A ROUND OF APPLAUSE FOR THE VOLUNTEER ACTORS AS THEY RETURN TO THEIR PLACES.



# GOOD SAMARITAN STORY

page  
3/4

## 5. ASK THE GROUP: "WHO IS YOUR NEIGHBOUR?"

*"Is it the person who lives next door to you? Is it the person sitting beside you? Is it the person who lives on the other side of town from you? Is it the person who lives on the other side of the country? Is it the person who lives in Haiti, the Philippines, or Burundi?"*

## 6. INTRODUCE DEVELOPMENT AND PEACE PARTNER, JACHA

*"Development and Peace works to help our neighbours and friends around the world. We especially work with those who most need our help; those who are put aside or ignored by others. This is called 'The Preferential Option for the Poor'. For example, in Haiti, we support a program called JACHA that trains young leaders. JACHA is an acronym which translates to Youth in Action for Change."*

Invite one participant to the front and tell them:

*"You have been chosen to take JACHA's leadership course. JACHA will pay for you to take the course. You will learn how to find a place to live, how to grow food, and how to plan your education to you can choose your career."*

Using these two juggling balls as an example, we can show how we work with JACHA to train leaders, who can then use what they have learned to help their community.

Teach the student to juggle 2 balls:

*"Start with 1 ball.*

*Throw the ball into the air with one hand and catch it with the other hand.*

*Once this is consistent, add the second ball and start with 1 ball in each hand.*

*While the first ball is in the air, transfer the 2nd ball from the holding hand to the throwing hand."*

Depending on the students' age, this can be either by handing it over or tossing from one hand to the other.

*"Yay! You are juggling."*

If this is not working for the student, grab a second student and teach them as a pair. They each start with 1 ball and throw them, at the same time, to each other, catching the ball thrown to them. This can be linked to how Jesus sent his disciples two-by-two!

Once the skill has been mastered, tell the volunteer(s):

*"They have graduated from the program, and you will hire them to teach the same program to 10 other students so that they too can live better lives, symbolised by juggling!"*

Have them pick 10 fellow students to come up and learn to juggle the balls.

As they begin to learn these skills, ask the group:

*"How many students have learned something new today?"*



# GOOD SAMARITAN STORY

page  
4/4

Then ask:

*"If each of these students were to teach another 10 students, how many more could have learned new skills?"*

End the discussion by saying:

*"This is how Development and Peace and its partners like JACHA, work – it empowers leaders who are active in their communities. These leaders can then empower others, much like a snowball or multiplying effect.*

*Problems like war, hunger, and poverty that existed when Development and Peace was founded in 1967 are still happening around the world today. So, what can we do here in Canada?*

*One of the ways we can contribute to international solidarity is to raise money to support JACHA and all the other Development and Peace programs around the world. Like the Mustard Seed parable teaches us (a parable for another time), even the smallest contributions can grow to have really big impacts!"*

## FOLLOW UP ACTIVITIES:

### FUNDRAISING OPTIONS AND TOOLS:

**Mustard Seed:** A simple, adaptable, faith-based fundraiser that connects youth in Canada with youth in Haiti and Burundi. <http://www.devp.org/en/mustardseed>

**Fundraising Principles & Ideas:** Our faith guides us in how we raise money for good causes. This document proposes ways to reflect on Catholic Social Teaching and proposes fundraising ideas that help build community. <http://www.devp.org/schools>

### LEARN MORE:

**Day in the Life (Philippines):** These videos show us what a day in the life of a child in the Philippines looks like. Learn about our sisters in the Philippines as a way to building, compassion, mutual respect and solidarity. Each video is accompanied by a discussion guide. <http://www.devp.org/en/csp/other-resources>

### LEARN ABOUT HOW OUR CARE FOR OUR EARTH ALSO INVOLVES CARING FOR OUR SISTER AND BROTHERS:

**Laudato Si' for kids:** <https://www.youtube.com/watch?v=KlVulSZGdug>

**Needs & Wants:** [http://www.devp.org/sites/www.devp.org/files/documents/materials/needs\\_and\\_wants.pdf](http://www.devp.org/sites/www.devp.org/files/documents/materials/needs_and_wants.pdf)

**Create a Climate of Change:** <https://www.devp.org/en/education/fall2015>