

Unit Four - Lessons 22 - 27

Quiz Questions

(5-10 minutes)

Lesson 22: The story of the lost sheep

Jesus told a story about a shepherd who had a hundred sheep.

- a) What did the shepherd do when one got lost?
- b) What happened when he found the sheep?

Lesson 23: The story of the kind stranger

Jesus told a story about a man going from Jerusalem to Jericho who was attacked.

- a) What did the priest and Levite do?
- b) What did the Samaritan do?

Lesson 24: The story of the two sons

Jesus told a story about a man who wanted his sons to work in his vineyard.

- a) What did the sons say?
- b) What did they do?

Lesson 25: The story of the ten bridesmaids

- a) What did all the bridesmaids do while they waited for the bridegroom?
- b) Why were the five foolish bridesmaids late for the wedding?

Lesson 26: The poor woman's gift

Jesus saw a poor lady giving two coins to the temple collection.

- a) Why didn't she keep one for herself?
- b) What did Jesus say about her?

Lesson 27: Jesus and the children

Some parents brought their children to see Jesus.

- a) Why did the disciples want to send the children away?
- b) What did Jesus say?



Activities and Games

Activity 1: Picture Sequencing (5-10 mins)

Aim

To enable the children to demonstrate their ability to recall and retell the sequence of events in lesson 23 and to provide an opportunity to discuss the purpose of parables in general and this one in particular.

Equipment needed

Either one copy of the picture sequencing sheet for the class or a copy for each child (can be downloaded from the website www.cssu.org.uk). The pictures should be cut out in advance.

You may need colouring crayons, glue and plain paper.

The man is beaten by robbers (1)	The Samaritan helps the man (4)
A priest passes by (2)	He puts the man on his donkey (5)
... and a levite (3)	... and pays the innkeeper (6)

Instructions

Tell the children that the pictures show the story that Jesus told about the kind stranger.

If you have one set of pictures for the whole class, either

- deal them out and ask, "who has the first picture?" , "whose picture comes next?" etc, or
- place all the cards face up in the middle of the table and ask a child to find the first picture, the next child then has to find the next picture and so on around the table.

If there is a set of pictures for each child, ask them to sort the pictures out so that they are in the right order.

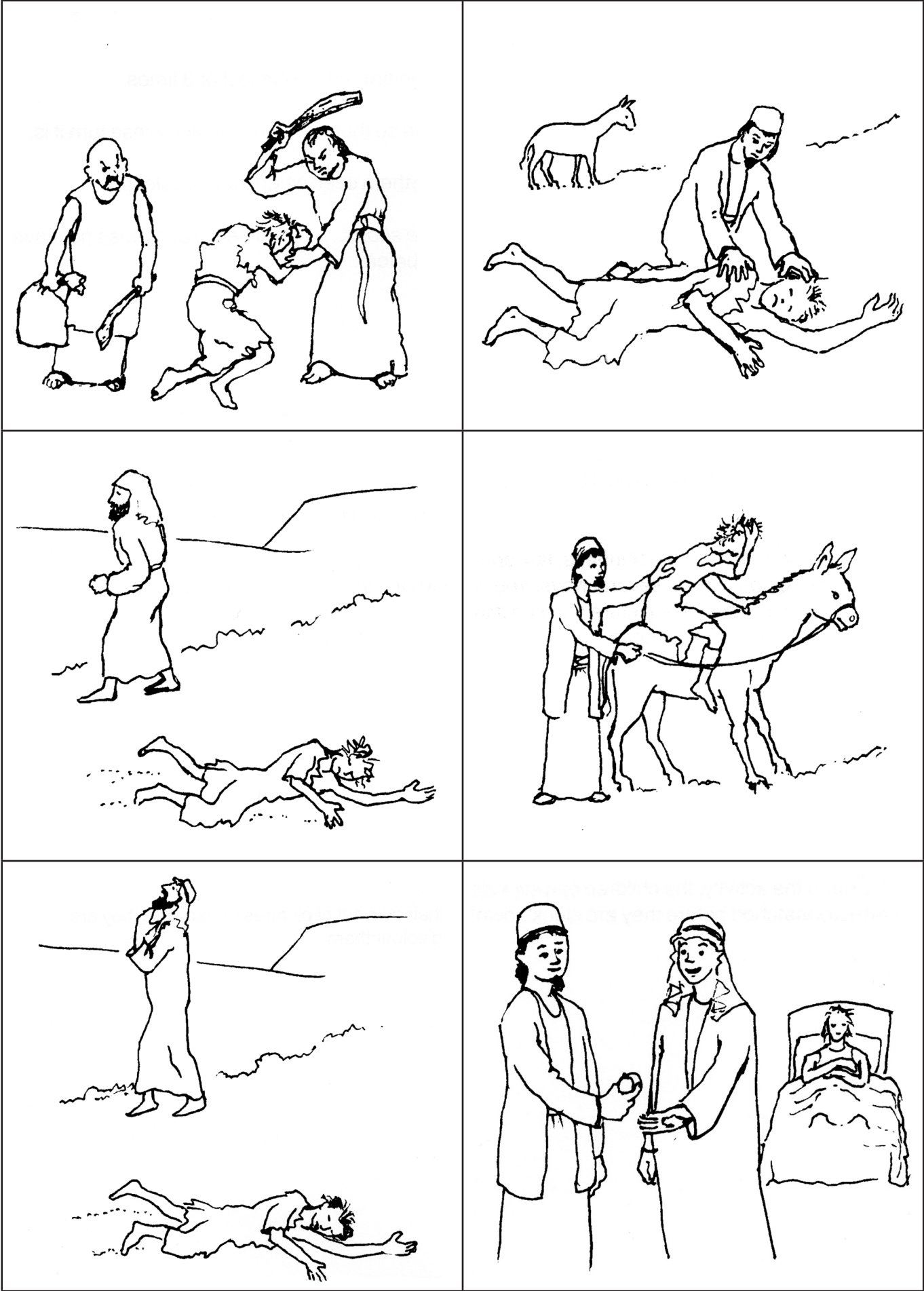
However you choose to carry out the activity

- Encourage the children to explain why they are putting the pictures in a particular order.
- Notice the degree of independence with which they are able to work.
- Can they retell the story in their own words?
- If a picture is wrongly placed, try to encourage the children to work this out for themselves rather than simply correcting them. You could point to the pictures and ask questions e.g. "Did the kind man pay the innkeeper before he stopped to help the traveller or after? Don't worry if the children muddle up the order of the priest and Levite passing by.

Extension activity

The children can stick down their sets of pictures and colour them.





Activity 2: True or False (5 mins)

Aim

To enable the children to demonstrate their understanding of the facts of lessons 22-27 and to enable you to identify any areas of confusion.

Equipment needed

None

Instructions

Make sure the children know the difference between 'true' and 'false'

Tell the class that if what you say is true they should go and stand in one corner, but if it is false they must go and stand in the opposite corner.

If space is limited, chose actions e.g. putting hands in the air or on the head, standing up and sitting down or holding up pieces of paper marked with a tick or a cross.

Read the statement. Ask the children if it is true or false and remind them how to respond.

Repeat the statement if necessary.

Make sure the children can correct the false statements.

Rephrase the statements if necessary to suit the needs of your class and add more of your own if you wish.

True or False?

- The shepherd lost 99 sheep.
- When he found his lost sheep he was very cross with it.
- Jesus said he is our shepherd.
- The priest stopped to help the man who had been robbed.
- Jesus said we should be like the Samaritan (or kind stranger – use the same term as you used when teaching the lesson).
- Jesus told a parable (or story) about two sons who both helped their father in his vineyard.
- Jesus said we should obey our parents.
- 5 bridesmaids remembered to take extra oil for their lamps.
- 5 bridesmaids fell asleep.
- We are watching and waiting for Jesus.
- The poor woman wanted to give some of her money to God.
- Jesus said that she wasn't important because she was poor.
- Jesus was too busy to talk to children.

Activity 3: Circle Game (10 mins)

Aim

To revisit the aim of lesson 27, encouraging awareness and discussion of the relationship we can have with Jesus now.

Equipment needed

A ball or small toy to pass around the circle if you wish.



Instructions

Sit in a circle. Tell the children that you are going to remind yourselves that Jesus always has time for us, he loves us all the time. To do this you are going to think about things that you do at different times of the day.

- The first person (it's probably best if you start) has to say "Jesus loves me at...7 o'clock...when I wake up." Do an action which everyone has to copy.
- The next person says "Jesus loves me at ...8 o'clock...when ...", adding an activity e.g. having breakfast, cleaning teeth etc.
- Continue around the circle until you get to 'bed time'. If time or attention spans are short you can skip a few hours and concentrate on a few key times of day!

You may have to prompt younger infants and help them to think about what they might be doing at a particular time of day.

- If you have a small group you may be able to go around the circle 2 or 3 times.
- It may help to pass a small toy around the circle so that everyone knows whose turn it is.
- Remind the children that Jesus is looking after them even when they're asleep!

This is not intended to be played as a cumulative game like 'I went to the shops...'

Activity 4: Parable Partners (5-10 mins)

Aim

To encourage the children to recall the key facts of the parables covered in these lessons and to allow you to identify any areas of confusion.

Equipment needed

Either one copy of the Parable Partners sheet for the class or a copy for each child. The pictures should be cut out in advance. You may need colouring crayons, glue and plain paper. The illustrations are laid out on the page as follows:

The shepherd	The grapes in the father's vineyard
The Good Samaritan	The inn to which the Samaritan went
The two sons	A bridesmaid's lamp
A bridesmaid	A lost sheep

Instructions

With younger infants, talk about who/what is in each picture before you begin. The pictures can be used in several ways. You can

- give each child a picture and see if they can find their 'partner' - the child who has the picture which goes with theirs.
- mount the pictures on cards and play Pairs.
- have the pictures jumbled on the table and let each child have a turn at matching.
- give each child their own set of pictures to match (older infants only).

Whatever you choose to do with your class, use it as an opportunity for discussion – how much can they tell you about each parable and its message?

Extension Activity,

The children could stick down their own set of pictures and colour them.



