

1

Share Resources

LUKE 10:25–37



GOAL

Children hear the story of the good Samaritan in Luke 10:25–37 and consider resources they have to share, as well as receive.

- A** Art
- AM** Active/Movement
- C** Conversation
- D** Drama
- F** Food
- G** Game
- M** Music
- NS** Nature/Science
- QC** Quiet/Contemplative
- S** Service
- T** Technology
- X** Extra Prep

Note: bit.ly addresses are case-sensitive.



PRAYER

God of grace, may I share myself with the children in my care and model acts of generosity through my time, my leadership, and my compassion. Amen.

THIS SESSION

Sharing our resources represents the most recognizable aspect of the practice of generosity. Through this practice, physical and material needs, such as food, shelter, water, clothing, medical care—some of the most basic needs of life—may be shared. In the mid-twentieth century, psychologist Abraham Maslow identified a hierarchy of needs with basic physiological needs as foundational and all other needs built upon these. If these needs are not met, the human body cannot function properly. Sharing with those who have need is an act of generosity.

THE BIBLE STORY

Jesus tells a story in Luke 10:25–37 about what it means to love one’s neighbor, and this story shows generosity as love in action. The Samaritan helps a man who was beaten and robbed. He tends his wounds and brings him to shelter where he can heal. Although he leaves money with the innkeeper, the Samaritan does not simply give from his purse. For Jesus, the Samaritan practices generosity in obedience to the commandments and, in the sharing of his resources and his mercy, he recognizes the stranger to be his neighbor. He gives ungrudgingly to restore the man’s health and meet his needs.

CONNECTIONS WITH CHILDREN

Sharing, while seemingly a natural thing to do, is hard for some children. As a social skill, it is introduced at young ages, but even older children may still find it difficult. There may be underlying issues of a lack of resources and goods in a child’s life or things that have been taken from them. Pay attention to how children share and their attitudes toward sharing. Help children see the reciprocity of sharing and that we all can be givers and receivers.

SESSION PREPARATION

- “Giving and Receiving” (p. 8): Practice the American Sign Language signs so that you can teach them to the children. Use the following YouTube videos as visual aids: “ASL Signs for When We Are Living, Verse 2” (bit.ly/FMSignsForVerse, 0:50) and “ASL Signs with When We Are Living Verse 2” (bit.ly/FMSignsWithVerse, 0:29).

Depending on the options you choose:

- “Infographic Poster Observations” (p. 10): Obtain the *Practice Generosity* infographic poster (bit.ly/FMInfographicPosters, Year 2 Set), which will be used in each session in this unit.
- “Blessings in a Backpack” (p. 10): Obtain apples to cut and share slices. Be aware of food allergies and dietary restrictions. Make substitutions or provide alternative options.



GETTING STARTED

- Copies of Resource Page 1
- Markers, crayons, colored pencils

NEEDS EVERYONE HAS

A C

Greet children as they arrive and provide copies of Resource Page 1, markers, crayons, and/or colored pencils. Invite the children to draw pictures or write words to fill in the spaces on the triangle. Assist with reading as needed.

After everyone has arrived and had a chance to work on Resource Page 1, talk together about what pictures or words they added to their papers. Tell the children that the triangle represents what everyone needs in their lives. Comment that a need is something a person has to have to be healthy and if they don't have it, they suffer. Explain that the triangle shows an order of importance with the largest section being the most important things to be healthy. These are the things any living thing needs to be alive and if someone doesn't have something in this level, their well-being is threatened.

Go through each level with the children, talking about safety needs, love and belonging needs, self-esteem needs (feeling good about oneself and a sense of accomplishment), and fulfillment needs (being able to express creativity and problem solving). Help the children understand that the ability to have one's needs met in the higher levels depends on the most basic physical and safety needs being met. Suggest that it would be hard for someone to feel confident or problem solve if they were hungry or felt like they weren't safe. Focus on the first level of needs and wonder together how people can help others with some of those needs.

GIVING AND RECEIVING

AM

Invite the children to repeat after you and follow your motions, using the second verse of the song "When We Are Living"¹ and using American Sign Language signs. Keywords that are signed are noted in bold font.

Through all our **living**, (*both hands in fists with thumbs up, move from waist up to shoulders*) /

we our fruits [**work**] must **give**. (*move both hands, palms down and slightly cupped, back and forth in front of you; thumb in palm facing up on right hand moving away from you to another*) /

Good works of **service** (*move right flat palm from chin to left palm facing up; both palms facing up and alternate hands moving in and out from chest*) /

are for **offering**. (*right finger hooked and move hand away from you to another*) /

When we are **giving**, (*thumb in palm facing up on right hand moving away from you to another*) /

or when **receiving**, (*right fist on top of left fist held out at arm's length, pretend to grasp rope and move hands toward self*) /

we **belong to God**; (*interlock thumb and index finger of both hands as a chain; then move open right palm facing left from above head to center of face*) /

we **belong to God**. (*repeat above action*) /

1. Writer Credits: St. 1 anon., sts. 2, 3, 4 Roberto Escamilla, trans. by Deborah L. Alvarez; Copyright: © 1994 Abingdon Press (BMI) (Administered by Music Services). All Rights Reserved.



INTRODUCING THE PRACTICE

MAKING LISTS

Form two or more groups. Give each group a sheet of paper and a pen or pencil. Have the groups each create a list of all the ways and things they can think of that others give to them. Give about three minutes to create the lists. Then have the groups take turns reading responses. Every time a response is in common, write it in one column on a sheet of newsprint. Every time a response is unique, write it in another column on the newsprint. Title the newsprint, “What We Receive.” Ask the children if there is anything on the list that has not been given to them by God or others.

Wonder together what ways and things they give to others. Write these suggestions down on another sheet of newsprint titled, “What We Give.” Ask the children if they can think of one thing that has not been given to them by God or others. Affirm that generosity includes receiving and giving as we are all interdependent and depend on God for what we all have.

Tell the children that this unit looks at different ways generosity is experienced, and today’s session is about sharing resources. Ask the children what they think *resources* are. Set aside the newsprint sheets for “Generosity = Love” (below).



- Paper, pens or pencils
- Newsprint, marker



Save the “What We Receive” and “What We Give” newsprint sheets for sessions 2, 3, and 4.



FINDING THE PRACTICE IN THE BIBLE

GENEROSITY = LOVE

Referring to the “What We Receive” and “What We Give” newsprint sheets, comment that the children described many ways in which they receive and they give. Wonder if there are other words that describe these acts, other than *generosity*. Tell them that Jesus told a story about an act of generosity that was an act of loving kindness. Show the YouTube video “God’s Story: The Good Samaritan” (bit.ly/FMSamaritanVideo, 3:50) or have the children act out the story while you read aloud Luke 10:25–37.

Reflect on the story with the children using the following questions:

- ➔ What resources are shared?
- ➔ Why do you think the Samaritan shares his resources?
- ➔ Who is generous in this story?
- ➔ Who is loving in this story?
- ➔ What do you think is the connection between being loving and being generous?
- ➔ Jesus says, “Go and do likewise.” What do you think Jesus wants us to do?
- ➔ How might you “go and do likewise”?

Set aside the newsprint sheets for “Infographic Poster Observations” (p. 10).



- “What We Receive” and “What We Give” newsprint from “Making Lists” (above)
- Internet-connected device or Bibles



FINDING THE PRACTICE ALL AROUND US

Choose one or both options.

- Practice Generosity* infographic poster
- “What We Receive” and “What We Give” newsprint sheets from “Generosity = Love” (p. 9)
- Marker

- Up to three internet-connected devices, depending on the number of small groups
- Apples
- Knife
- Napkins



Be aware of food allergies and dietary restrictions. Make substitutions or provide alternative options.

INFOGRAPHIC POSTER OBSERVATIONS



Display the *Practice Generosity* infographic poster and invite children to look at all the aspects of generosity shown in the picture. Wonder together in what ways resources are being shared. Add any new insights to the “What We Receive” or “What We Give” newsprint sheets.

BLESSINGS IN A BACKPACK



Place the apples on a table in front of the children. Tell the children that the apples are going to become a reminder of one way people can share resources with those who need them. Form three groups, or work together as one group. Have the groups go to the homepage on Blessings in a Backpack’s website at www.blessingsinabackpack.org. Ask the children what they know about this organization’s work. (Some schools, or your church, may be involved with this program and the children may be familiar with it. Some children might be recipients of weekend food. Be sensitive, understanding that some may want to share about their experience and others may not.) Invite the groups to do a little research and report back to the whole group. Have each group look at one of the following places on the website:

- Go to the “About Us” tab, and click on “How It Works.” Find out about the Mission, Vision, and Why We Do It.
- Go to the “About Us” tab, and click on “How It Works.” Watch the Beginning of Blessings in a Backpack video, “One Little Apple Started Something Big.” This video can also be found on YouTube ([bit.ly /FMBackpack](https://bit.ly/FMBackpack), 1:10).
- Go to the “Get Involved” tab and learn about one of the Volunteer Opportunities.

While the children are doing their research, cut the apples into slices to share together while the groups report on their findings. Have each group tell the rest of the group what they learned. Enjoy the apple slices together. Encourage the children to remember what they have learned about sharing food resources when they see or eat an apple.



PRACTICING THE PRACTICE

Choose one or both options.

- Paper, pencils or pens
- Minute timer or device with a stopwatch

CATEGORIES



Invite the children to play a game to help them consider different ways they can share resources. Form teams of two or three, with a writer on each team. Give each team a piece of paper and a pen or pencil. Have them write the numbers 5, 4, 3, 2, 1 down the left-hand side of the paper, with space in between each number, especially the 5, 4, and 3. Explain that you will call out a category and teams will have sixty seconds to complete the round.

After each round, have the teams take turns reading aloud their answers. Have the teams give themselves a point for any answers that fit the category and five points for any unique answer. Use the following rounds:

- 5 Names of people or types of people you could share resources with
- 4 Places where you could share resources
- 3 Items you could share from your own personal things
- 2 Actions you could share
- 1 Reason you share

SINGING ABOUT SHARING



Internet-connected device

Show the YouTube video “Jack Johnson—The Sharing Stone (Lyrics)” (bit.ly/FMSharingSong, 2:37). Invite the children to join in singing as the words become familiar. Then have the children make up motions for the following lines of the song and do them as you show the video again and they sing along.

- It’s always more fun to share with everyone.
- If you have two, give one . . .
- If you have three, give one . . .
- If you’ve got a ball, bounce . . .
- If there is a new kid, invite . . .
- If you’ve got one sandwich, cut . . .
- If you know a secret joke, tell . . .
- If you’ve got two drumsticks, give . . .
- If you’re feeling lonely, share . . .



With a large group, assign a line of the song to one or more children. Have the children take turns doing their motions when the line is sung.

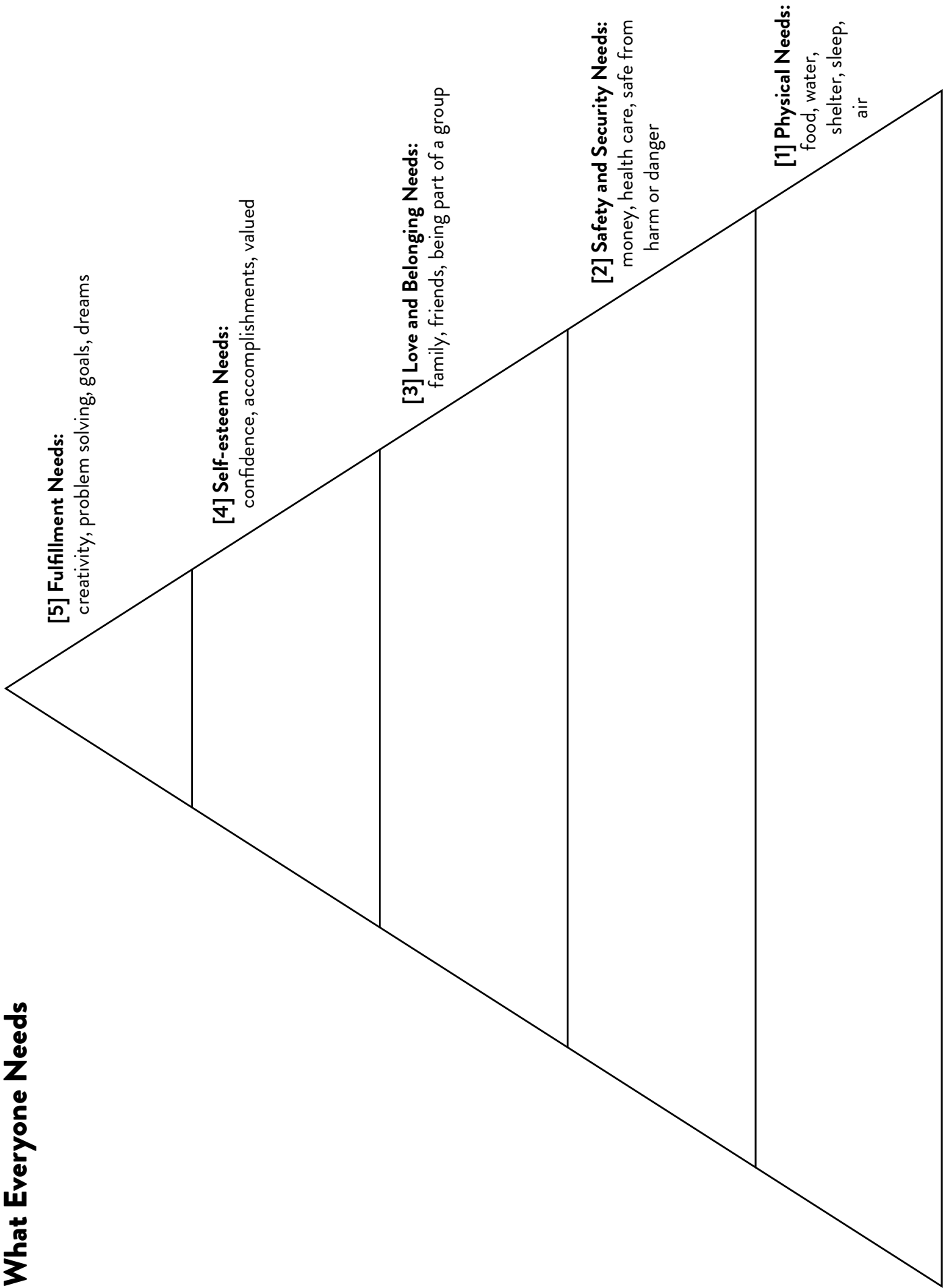


FOLLOWING JESUS

Gather the children together in a circle. Invite the children to remember that God asks us to share what we have with others generously. Remind them that they don’t have to have everything to have enough to share. Encourage them to notice and remember this week times when they share generously or when others are generous with them. Invite the children to repeat after you as you pray:

God, thank you for showing us /
what it means to be generous. /
As we receive from others, /
help us to share /
what we have /
and show your love. /
Amen. /

What Everyone Needs



(based on Abraham Maslow's Hierarchy of Needs model)