

Luke 10:25-37—“What Shall I Do to Inherit Eternal Life?”

In this lesson, we will read the passage, learn a song to go with the passage, draw a stage for a “puppet” show and make cup puppets to act out the story.

For the puppet show, you will need:

Paper and crayons for the stage

Small disposable drinking cups—4 for each student

Slightly larger disposable cups—1 for each student

Permanent markers (the regular markers didn’t work on the plastic cups)

Band-Aids—1 for each student

Small cracker (like a goldfish cracker or cheese cracker)—1 for each student

Money—coins or paper (or you can have them make this prop)

Read the entire passage. Notice that a lawyer is testing Jesus. The lawyer isn’t asking Jesus a question in order to better understand but rather he is asking Jesus a question to test Jesus’ understanding. The lawyer knows the law but does not know Jesus. Jesus responds by asking the lawyer how the law reads to him—not just what the law says but what the lawyer THINKS the law says. When the lawyer answers, Jesus tells him that he answered correctly, that he had correct knowledge of the law. But then Jesus tells him to go and DO it in order to live. The lawyer sees the difficulty in actually performing what is required and tries to loosen the requirement by asking, “who is my neighbor” since in the Old Testament his neighbor could be anyone in all of Israel. But far from easing the requirement, Jesus tells him a story that spreads the bounds of “neighbor” to anyone that lawyer would meet—no matter how busy he might be—even busy serving God as the priest and Levite would have been. Jesus ends with the same command he gave before—“go and do the same”. Jesus tells that lawyer to “go and do the same”, go and show mercy just as that Samaritan did.

Pray that we may find the mercy that is in the person of Jesus and see Him as the fulfillment of all the law.

Next teach the song to the tune of “Mary Had a Little Lamb” (If you want to hear how I did the rhythm, go to the kids’ songs page to hear my example):

You...Shall... (hold each word out for a longer time on the first two pitches of the song and before continuing with the song)

Love the Lord your God with all your heart

All your soul

All your strength

All your mind and your neighbor as yourself

Do this and you will live.

Have the kids come up with motions for “heart”, “soul”, “strength”, “mind”, “neighbor as yourself”, and “live”.

Sing the song again adding the motions. Then, repeat the song getting faster each time (always holding out “You” and “Shall” to begin the next round. Sing until you simply can’t sing it any faster.

Begin the passage again but this time have the kids sing along at that point in the passage.

"And behold, a certain lawyer stood up and put Him to the test, saying, "Teacher, what shall I do to inherit eternal life?" And He said to him, "What is written in the Law? How does it read to you?" And he answered and said, "YOU SHALL LOVE THE LORD YOUR GOD WITH ALL YOUR HEART, AND WITH ALL YOUR SOUL, AND WITH ALL YOUR STRENGTH, AND WITH ALL YOUR MIND; AND YOUR NEIGHBOR AS YOURSELF." And He said to him, "You have answered correctly; DO THIS, AND YOU WILL LIVE."

But wishing to justify himself, he said to Jesus, "And who is my neighbor?" Jesus replied and said, "A certain man was going down from Jerusalem to Jericho;

Put the paper with the road going from Jerusalem to Jericho down and take the cup puppet down the road.

and he fell among robbers, and they stripped him and beat him, and went off leaving him half dead.

Smash the cup puppet with your fist (the kids love this part) and leave him on the side of the road.

"And by chance a certain priest was going down on that road, and when he saw him, he passed by on the other side.

Take the priest cup puppet down the road and pass on the opposite side of the road.

"And likewise a Levite also, when he came to the place and saw him, passed by on the other side.

Take the Levite cup puppet down the road and have him also pass on the other side.

"But a certain Samaritan, who was on a journey, came upon him; and when he saw him, he felt compassion, and came to him, and bandaged up his wounds, pouring oil and wine on them;

Have the Samaritan cup puppet come down the road and put a band-aid on the smashed puppet.

and he put him on his own beast, and brought him to an inn, and took care of him.

Put the smashed up puppet on the beast cup puppet and stop at the Inn that's drawn on the paper.

"And on the next day he took out two denarii and gave them to the innkeeper and said, 'Take care of him; and whatever more you spend, when I return, I will repay you.'

Put money on the Inn and move the Samaritan puppet off the paper.

"Which of these three do you think proved to be a neighbor to the man who fell into the robbers' hands?" And he said, "The one who showed mercy toward him." And Jesus said to him, "Go and do the same.'" (Luke 10:25-37 NAS)

Review the story by having the students draw their own puppet stage on blank paper with crayons:

Draw a road

Where was the man coming from? (Jerusalem) Write Jerusalem at the top with an arrow pointing up.

Where was the man going? (Jericho) Write Jericho at the bottom of the page with an arrow pointing down.

Draw an Inn somewhere close to the bottom of the page.

Next make the cup puppets starting with the man.

What happened to the man? (He was stripped, beaten and left half dead)

Who was the first mentioned to come by after the tragedy? (a priest)

Make a cup puppet representing the priest.

What did the priest do? (He crossed to the other side of the road and didn't help the hurt man)

Who was the next mentioned to come by? (a Levite)

Make a cup puppet representing the Levite.

What did the Levite do? (He also crossed to the other side and didn't help the hurt man)

Who was the last mentioned to come by? (a Samaritan)

Make a cup puppet representing the Samaritan.

What did the Samaritan do? (He bandaged up the hurt man's wounds, put him on his beast and took care of him.)

Make a cup puppet with the larger cup that looks like a donkey, mule, or horse

Give each student a band-aid, cracker and money to act out the story. (We took turns with each student getting to act out the story by himself while the teacher or one of the older students read the passage.) All of the students sang the song at the time where it occurs in the passage.

