

# Session 3

(45 mins)



**Aim:** To wrestle with why Jesus commands us to 'do likewise' when this seems to be an impossible standard.

## Recap and Set the Challenge (6 mins)

What did we learn from the first two sessions?

- **Session 1:** it is really hard to 'love your neighbour as yourself' e.g. during 'cross the circle' there was lots of circle crossing.
- **Session 2:** Jesus then told the parable of the Good Samaritan that set the standard for 'love your neighbour' even higher.

**Challenge:** Why did Jesus set the standard for love SO high and then tell us 'go and do likewise'!!? Surely he knows we will fail.

**Point out the problem to the pupils:** So often they will have heard this parable as a challenge to go away and try harder to be kinder, in particular amongst people where this is hard. How does this leave them feeling? [Take answers from the pupils]. But perhaps this is not the right interpretation since we cannot reach Jesus' standard – today is a chance for them to unlock the puzzle.

Pupils will rotate round three activities and then share and synthesize their learning at the end.

## Activity 1: Inheritance Stories (8 mins)

- Talk with the pupils about what an 'inheritance' is.
- How do they think it might impact them if they received an inheritance one day?

Read testimonies (found in the resource pack) from people who have received an inheritance.

Questions:

1. What did these people 'do' to receive the inheritance?
2. What impact did the inheritance have on them?

## Activity 2: Our Inheritance (8 mins)

**Preparation:** Fill a nicely wrapped box/gift bag with the items from the grid below, with the Bible verses on gift tags attached to each item (printable version in resources).

The Bible teaches that when we come to God in humility and ask to be forgiven and join his family, he offers us his gifts – some come in full immediately, some come over time, some are promises for our future. Some of God's gifts are represented in this bag. As pupils pick out the items, can they work out which of God's gifts each item represents. The gift tag should help them.

Questions after you have unpacked God's gifts:

- Are there any other gifts that pupils think have been missed?
- God offers all these gifts. Which might they be most interested to receive and why?

- The Teacher of the Law wanted ‘eternal life’. Why might that have been such an attractive gift for him?

[Jews and Christians believe that when we die, we can wake up with God and enjoy him forever, where only the good things of this world exist and none of the bad things. The Teacher of the Law understandably wanted this.]

### Activity 3: Receiving Gifts Well (8 mins)

Item	Symbolism	Bible Verse
Adoption certificate (NB: check this does not raise sensitivities due to the backgrounds of children e.g. fostering and adoption – omit if needed)	Being offered the gift of joining God’s family	Romans 8:15 or Ephesians 2:19
Postcard of Prodigal son (e.g. Charlie Mackesy)	Forgiveness	1 John 1:9
Friendship bracelet	Friendship	John 15:13
Bible	God’s written message to us	2 Timothy 3:16
Deflated balloon (blow it up and let it fly...)	Holy Spirit	John 14:26
Dove	Peace	John 14:27
Wooden cross	Salvation	Ephesians 2:8-9
Infinity symbol	Eternal Life	John 3:16
Heart	Love	Ephesians 2:4-5

Offer all the children a Freddo (or some other desirable treat if they have allergies). Let them react to the offer however they wish (most will eagerly accept and want to eat it).

As they enjoy their gift from you, watch the ‘Freddo Grace’ video clip (CPAS resource) where many adults struggle to receive the same gift.

Questions:

1. Thinking about your group as well as the adults on the video, who received the gift with most gratitude and joy? Why do you think that was?
2. Who struggled the most to receive their gift? Why might this have been?
3. What does it feel like when we give someone a gift and they don’t want it and either won’t receive it or else take it but never enjoy it?

Read the Parable of the Banquet (Luke 14:15-24): What do you think Jesus was trying to get people to understand?

### Activity 4: Synthesizing the Answer (10 mins)

Seat the pupils in a circle as this will enable them to listen well to the ideas of their peers and enable them to be ready for the rounding off activity.

Before we discuss what was learnt from the three activities, can anyone remember the question that the Teacher of the Law first asked to test Jesus? [Pin this up on a wall so pupils can refer to it.]

‘Rabbi,’ he asked, ‘what must I do to inherit eternal life?’

Luke 10:25

What is Jesus’ answer to this?

[He agrees with the Teacher that it is to love God and love your neighbour, and then goes on to expose how impossible standard this is to meet]

How do the three activities just completed help to answer the Teacher of the Law’s question?

### 1. Inheritance Stories

[Inheritance is a gift. This means that the Teacher’s question is rather a strange one as we do not do anything to receive it. Instead it is about having a relationship with the giver. Receiving a huge inheritance gave people the chance to live differently and make different choices.]

### 2. Our Inheritance

[God offers everyone the chance to be his children and gives an enormous inheritance of good things that no-one could ever earn or deserve.]

### 3. Receiving Gifts Well

[This leaves a choice for everyone. Do they want to accept God’s gift through Jesus, or perhaps say ‘no thanks’ like the grown ups in the street to the Freddo or the people who were first invited to the king’s banquet.]

## Plenary (5 mins)

- Dress someone up to represent the Teacher of the Law e.g. a headdress to represent the character.
- Pupils to form two lines, with space in between for the Teacher of the Law to walk slowly past each pupil.
- Give pupils space to think before they undertake each walk-past.
- First time the Teacher of the Law passes down between the lines, pupils are to lean in as they are passed (slowly, in order that each pupil has time) and whisper thoughts that might be going through the Teacher of the Law’s mind:
  - Feelings.
  - Questions he now has.
  - Ideas for what he might to go and do next.
- Teacher of the Law to turn around at the end and walk back up the line, passing the pupils a second time: pupils to speak out what the crowd might want to say to the Teacher of the Law:
  - What have they themselves learnt as they listened in to Jesus’ exchange with the Teacher of the Law?
  - What advice would they give the Teacher of the Law?