

The Great Commandment

Scripture

Luke 10:27 (Matthew 22:37-40; Mark 12:30-31)

Memory Verse

“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.” – Luke 10:27

Bible Background

This passage, which appears in both Mark and Luke, is set in the context of a scholarly debate about the law. In Matthew and Mark it is Jesus who answers the scribe’s question “what commandment is the first of all?” (Mark 12:29, Matthew 22:36) Matthew adds that the second is like the first commandment, linking love of neighbor to love of God. (Matthew 22:39) and in saying “on these two commandments hang all the law and the prophets.” (22:40) In Luke, a lawyer asks Jesus what he must do to have eternal life and Jesus responds by asking the lawyer what the law says. The lawyer answers with the Great Commandment, to which Jesus replies “You have given the right answer; do this, and you will live.” The lawyer then asks “who is my neighbor?” and Jesus responds with the parable of the Good Samaritan, which the children will learn in our next rotation.

The Great Commandment is not new. The first part “Love the Lord your God…” is found in Deuteronomy 6:4, where it is part of a general introduction of the law and a commandment to teach it to your children. The implication is that the way you love God with all your heart, soul, strength, and mind is by following the law. The question for us is do we equate love of God with adherence to the law, or do we understand love of God as being expressed in other ways?

The second part, “love your neighbor as yourself,” is found in Leviticus 19:18. Note, however that in the Leviticus story the commandment is clearly about “your people.” It is Jesus, in the parable of the Good Samaritan which follows, who broadens the commandment to include all people, not just those in your own sect. The debate of how to interpret the term “neighbor” is not unique to the gospels. It was a common debate within Judaism, as was the summary of the law with these two commandments. Jesus is not so much saying anything new as he is saying what side of this great debate he agrees with.

Teaching this Story to Kids

Law -- what is the law? Having a good understanding of what the law was in Jesus’ day helps us understand this great commandment in historical perspective. Law covered a great deal more in Jesus’ day than it does in ours. Help children understand how sometimes the Biblical word “law” means the same thing as modern “law” and sometimes means the same thing as “rules.”

Love God – The command to love God with heart, soul, strength, and mind sounds a little repetitious, and it is. But the message is clear – we must love God with everything we have, with every fiber of our being. We must love God more than we love anything or anyone else. That’s a tall order.

Love Neighbor – This will be expanded upon in the next rotation of the Good Samaritan, but the point needs to be made here as well. Who is my neighbor? What does it mean to love one’s neighbor? There is a tendency to broaden this definition to include people very far away (i.e. foreign missions), but bringing it close to home is important for children, too. After all, it’s easy to *say* we “love” the people in our mission communities in Ecuador, a lot harder to love our siblings and the kid who teases us on the playground. The key is to teach kids that this is a “both/and” proposition, not “either/or.”

Love Self – A lot of attention has been paid in recent years that love of others and love of self are interconnected. While some of this sounds like psychobabble, and some of it sounds like an excuse to put “me first” (not the intent of the scripture by any means) there is a certain truth that a person who has no self-esteem or self-worth finds it very hard to enter into relationships that are truly loving.

Lesson Summary

- Fisherman’s.Net - Revised lesson: Children will engage in an internet search for videos that evoke the spirit of the Great Commandment.
Original lesson: Look at the law and the Great Commandment through a trivia game and our memory verse.*
- Loaves and Fishes Café - Children will make a recipe missing one of the ingredients.
Question: What does it mean to love God with ALL your heart, soul, strength, and mind?*
- Mountaintop Movies - Children will watch a video of our mission in Ecuador and possibly VHC video. Focus: What does it mean to love your neighbor as yourself?*
- Moved by the Spirit - Situations using puppets. Does this person love God? Neighbor? Self?*

Bibliography

Tiede, David L. Augsburg Commentary on the New Testament: Luke (Augsburg Publishing House: Minneapolis, MN, 1988) 455 pages.

Workshop Rotation Model Lesson and Idea Exchange. www.rotation.org

The Great Commandment – Fisherman’s.Net

(Revised Lesson)

At a Glance

Children will engage in an internet search for videos that evoke the spirit of the Great Commandment.

Outcome Objectives

- 1) Children will recognize that the term “law” applies to a wide range of rules.
- 2) Children will compare the Great Commandment to the list of rules.
- 3) Children will memorize the Great Commandment.

Software Summary

We will be using the internet and internet searches for this lesson.

At the end there is an option string these videos together into one presentation. A modern laptop would be better for doing this than the computers in the lab, and would have the benefit of being able to be presented. The movie program or slideshow that you would do this with would be unique to the computer you use.

If you have extra time – or while a few people work to compile the videos and the rest are standing around – you can use CAL AND MARTY to type in and practice your memory verse.

Supplies Needed

Bibles for each child

Paper easel and marker

Laptop (and laptop owner) who will help children compile what they found into one presentation.

4 Post-It notes with the word “neighbor” written on them.

Advance Preparation

Use the opening activity for your own spiritual reflection. Can you think of examples in each quadrant. Doing with work yourself, will help you lead the children in discussion.

Divide the page on the paper easel into 4 parts (or use 4 pieces of paper) in each write the following with space left for opening discussion:

- Love God with all your heart
- Love God with all your soul
- Love God with all your strength
- Love God with all your mind

On a separate paper write:

- Love your neighbor as yourself

Opening Activity

Read together the Bible Verse Great Commandment.

The first part of the commandment, which delineates the ways we are to love God, is difficult to separate. Have children think of what it might look like to love God with all your heart. Continue with all your soul, strength and mind. If there's anything hard for the kids to come up with, leave it alone and come back to it.

Do the same with love your neighbor as yourself. This should be a lot easier for the children because it is less abstract. If it is easier for them, call that to their attention. Ask them why they think that is? Explain that Jesus linked these two together for this reason. It is easier to figure out how to love our neighbor. And Jesus tells us that the way we love God is by loving our neighbor. In fact Jesus once said anytime you help a person in need, you are helping him.

Go back to the "Love God" page. This time, put one of the post-it notes with the word "neighbor" over each time you wrote "God" so that now it reads Love Neighbor with all your heart (etc.) Say: Since loving neighbor is a way to love God, let's see if we get any other ideas when we word it this way.

Continue your brainstorming.

Main Lesson

Then explain that we are going to be searching the internet for videos (or alternately, pictures or news stories) for each of these. Ask them for some ideas of what they could be looking for. Help them brainstorm key search terms. They might even have some ideas.

Divide children onto teams so that they are doing different searches for heart, soul, etc. Give them 10-15 minutes to find their video. Then they will present it to the rest of the group. Tell them that if the video is more than 3 minutes, they should find the 2 minutes that are most important.

During sharing time, have each team explain why they thought this video fit their category.

After each video is shown ask the children if they think this video might also fit into another category. If so which one or ones.

Life Application

Say: It was really hard, wasn't it, to figure out how loving someone with your heart and loving someone with your soul was different? Or loving with your heart or with your strength? I wonder why Jesus said it this way? Was he just trying to confuse us, or do you think he was trying to tell us something? (We are supposed to love God with everything we've got! No holding back!)

Continue with one or more of the "If you have extra time" options.

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Adjustments for age levels and abilities

For younger grades, it may be best to modify the lesson and instead of searching for videos, choose some videos yourself to show in the main lesson section. After you show each video, ask the children which category you think this falls into.

If you have extra time...

- 1) Laptop option. Create a movie, or slide show, that compiles what all the groups found into one presentation. This presentation could be presented on the projector during coffee hour, or you could have an after church showing in the movie theater.
- 2) Use Cal & Marty's Scripture Memory Game to memorize the Great Commandment. (Some kids can do this, while others work on Option #1)
- 3) Type in the words of the Great Commandment into Kid Pix. Then decorate it and print it out. This can be something you hang in your room or on the refrigerator at home. This is a good option for younger children.

If time runs short...

This lesson will run short if you give children too much time to search the internet for videos. They can spend hours doing this – and get very off-track. By giving them a really short time, you are helping them focus. Any group that can't find a video in the stated time can talk about why they had problems finding something. The frustration trying to find something in itself can be instructive.

Be creative

Virtually all the computer software we teach with reflects the Great Commandment of Love God and Love Neighbor. Feel free to use your knowledge of other software to add to this lesson.

The Great Commandment – Fisherman’s.Net (Original) Lesson)

At a Glance

Children will play a Bible Trivia game with a combination of well-known and obscure Old Testament Laws, then focus on the Great Commandment.

Outcome Objectives

- 1) Children will recognize that the term “law” applies to a wide range of rules.
- 2) Children will compare the Great Commandment to the list of rules.
- 3) Children will memorize the Great Commandment.

Software Summary

Big Genius Bible Trivia – We have developed a game set for some of the “kookier” laws, and some common-sense instruction found in Exodus-Deuteronomy.

Cal and Marty’s Scripture Memory Game – See how quickly kids can put the memory verse in order. There is also a file for all of last year’s memory verses for practice at the end of class, if needed.

Both programs are loaded on the computers.

Technical Note: Big Genius Bible Trivia game sets must be resaved under the original program file name in order for the program to run. Check all the computers ahead of time to make sure that the right trivia file is running. Instructions are in the black binder if something seems wrong, or you can ask Pastor Lisa.

Supplies Needed

Programs (already loaded)
Worksheets
Bibles for each child

Advance Preparation

You need to know the programs so that you can instruct the children. Both are quite simple to use and it shouldn’t take you a lot of time to prepare.

Opening Activity

Hand out worksheets to the children and explain that the Trivia Game will ask them a lot of questions about laws that appear in the Bible. Reassure them that some of them are pretty strange and that they’re not expected to know all the answers – just have fun. Encourage them to fill in which laws make sense to them and which ones sound sort of strange.

When the children have been able to play through at least one round of trivia, discuss and complete the first page of the worksheet together.

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NOTE: This program is actually more fun with more than one child at a computer because children “buzz in” when they know the answer.

Main Lesson

Reasons for the Law – Explain the reasons that the law was given and decide where the laws you read earlier fit in this list.

Now turn to the Great Commandment using Cal and Marty’s Scripture Memory Game. Answer the questions that go along with the memory verse, then repeat the game to see if you can improve your scores. Find out who in the group had the high scores and check to see if they can recite the memory verse.

Life Application

Answer the questions at the bottom of page 2 of the worksheet.

Jesus sometimes said he didn’t mean to get rid of the law, but to “fulfill” the law. What do you think this means?

Journaling

Pick one of the questions that seemed to generate a lot of discussion and ask children to write about it on a journal page. Time permitting, they can type it into Kid Pix 3.

To take home

10 Commandments, Great Commandment card

Adjustments for age levels and abilities

Younger children will not be able to play the trivia game as well as a child who can read faster. Try and pair children of equal reading abilities together so that the game is fair.

If you have extra time...

Let the children work on other memory verse quotes using Cal and Marty’s Scripture Memory Game. A 2003 memory verse set is on each computer.

If time runs short...

Cut out all or part of the trivia game so you still have time for discussion.

Be creative

The Illumina Study Bible (computer #2) has the Bible on the computer. They have, among other things, illustrations of some of the very specific ritual instructions listed in the levitical code. Use it for your own research, and see if there’s anything that could be brought into the lesson.

Understanding the Law

Some of the laws found in the Pentateuch sound very strange to us and we can't imagine having to follow that set of rules. Others seem to make a lot of sense, even thousands of years after they were written. Which ones make sense to you? Which ones seem kind of kooky?

Laws that make sense

Laws that seem strange

What rules/laws do you have to follow that make sense?

What rules/laws do you have to follow that seem kind of kooky?

Reasons for the law

Scholars could come up with about a zillion reasons for the law. Here are a few. Can you think of a law that might fall under each category?

1. To help people get along:
2. To make Israel a separate and distinct nation
3. To make sure that worship is respectful and orderly
4. To keep our lives focused on God
5. To help people in unfortunate situations
6. To establish an order/hierarchy for the nation

Do you think Jesus thought all these reasons were equally important? _____

Which types of law seem to fit with the great commandment?

Which don't seem to fit with the great commandment?

What does the Great Commandment tell you about rules/laws you have in your life?

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The Big Genius Trivia Instructions

To run the program, go to your **Start button**, choose **Programs**, choose **Trivia** then choose **Trivia.exe**. You also click the **Start button** and choose **Run**, then enter “**C:\Trivia\Trivia.exe**.” This is assuming that you used the default path when the Trivia was installing. Otherwise, enter “**C:\<Your Path>\Trivia.exe**.” We recommend you use the default directories that the Trivia installer and the Trivia game installers attempt to use, i.e “**C:\Trivia**” for the game.

How Many Players?

Use your mouse and click on “1”, “2” or “3.”

How Many Questions?

Use the mouse and click on “7,” “14” or “21.” This represents how many questions the game will ask you until the end.

Choose A Character

Use the mouse to Click on a character that you want to represent you, then you will be prompted to type in your name, then press the “Enter” key. You will be assigned a buzz-in letter, either "Q", "B" or "P" depending on how many players there are.

If you want to use a secret character, click any character and then enter one of the following for its name... (it must exact - no uppercase)

090969 cyborg kong

+ **CATEGORIES:** **ROUND 2**

1 Family Ties

2 It's Small But Gets Great Mileage

3 Not Arnold's Twins

POINT VALUE:
1000

Player #1
MsKitty
-500

B 

Choose A Category

During the Categories, pick 1-3 by pressing 1-3 on your keyboard, [Use the top number keys - not the numbers on the number pad AT THIS POINT THE GAME IS NO LONGER MOUSE CONTROLLED - IT IS ALL BY THE KEYBOARD] whichever you want, you only have about 5 seconds, or the computer will automatically pick one for you. During the duration of the game, from this point on, you do not use the mouse. Notice that the current players "buzz in" key is the letter "B" - make sure the CAPS LOCK key is OFF.

1000

It's Small But Gets Great Mileage

ROUND
2

What animal did Mary ride into Bethlehem?

- 1 - A Horse
- 2 - A Camel
- 3 - A Donkey
- 4 - A Big sheep

B 1

MsKitty

-500



Trivia Screen

When the question is asked, whichever player thinks they know the answer must BUZZ IN before the timer runs out. BUZZ IN by press your BUZZ key, either "Q", "B" or "P" depending on how many players there are. Once you BUZZ IN, press keys 1-4 to select your answer. (Use the top number keys - not the numbers on the number pad) AT THIS POINT THE GAME IS NO LONGER MOUSE CONTROLLED - IT IS ALL BY THE KEYBOARD) Highest score wins after game is over.

NOTE: To quit the game, press the "ESCAPE" key!

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The Great Commandment – Loaves and Fishes Cafe

At a Glance

Children will be making a recipe without all the ingredients, which leads to a discussion about loving God with ALL your heart, soul, and mind.

Outcome Objectives

1. Children will learn that the Great Commandment requires us to love God with all our being.
2. Children will discuss what it might be to love God only in part.
3. Children will increase their retention and understanding of this rotation's memory verse.

Supplies Needed

Ingredients for a recipe, such as chocolate chip cookies. One ingredient, such as chocolate chips, should be put away in a cabinet to make the point of the story. Also bring milk for eating in class and bags for children to take baked cookies home with them.

Bowls, spoons, baking sheets, measuring cups & spoons, etc.

Advance Preparation

Assemble the ingredients. You may want to pre-measure some ingredients and have them set in bowls to leave you more time for the lesson and baking.

Make out recipe cards

Hide chocolate chips (or other ingredient)

Paper easel – you may want to write cookie ingredients on one page and the words “heart soul strength mind” on another page.

Opening Activity

Explain that you will be making chocolate chip cookies. Have children read down the recipe, taking turns mixing in ingredients. When it comes time for the chocolate chips, wait for the children to ask you for the chips.

Ask: Do you think we really need the chips to make the cookies? What would happen if we left out the chips – would we still have chocolate chip cookies?

Form one or two cookies without chips, then “find” the ingredient and add them to the mixture. Bake as directed. Clean up.

Main Lesson

While the cookies are baking discuss:

Let's think what different ingredients do for cookies (you could write these on the easel). Encourage children to imagine what cookies without each ingredient would be like.

Salt, baking soda, baking powder – leavening, causes cookies to rise a little.

Flour – “meat” of the cookie, holds it together.

Egg – “glues” cookie together – otherwise it would be crumbly like a pie crust.

Sugar – taste, color

Butter or margarine – separates the gluten of the flour; fat makes it crisp & adds flavor

Chocolate chips / vanilla – taste

Say: ***Actually, the chocolate chips and vanilla are the only things you could leave out and have anything that looked like a cookie. Even if we cut some of our ingredients in half, it would make them taste or look weird.***

Flip the chart to a page and label it with the four words from our memory verse: heart, soul, mind, strength in four sections of the page. Ask: ***What would it look like if we only loved God with half of our heart? What would happen if other things got a bigger part of our heart than God?*** (write answers below the word; repeat the questions for the other three words.)

Life Application

Take out cookies.

Say: ***We have all these delicious cookies. What are some things we could do with these cookies to show God our love?*** (we could say a thanks prayer, share with others, sell them and use the money for charity, etc.) Let the children decide what to do next.

Say: ***What other things could you say and do this week to show your love for God?***

Close with a prayer blessing the food and/or a general prayer of parting.

Journaling

How I show my love for God.

To take home

Parent helper letter.

Adjustments for age levels and abilities

Pre-measure for younger children.

If you have extra time...

Work on your memory verse.

Ask children to create a recipe for loving God. (for example: take 1 hour of worship, and mix in 1 hour of Sunday School. In a separate bowl ...)

If time runs short...

The discussion of what different ingredients do for the cookies is meant to start kids thinking about loving God with their whole selves. It is not necessary to spend a lot of time on this if time is running short.

Be creative

Pick any recipe that can leave out one key ingredient until the end.

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Parents,

Faith Odyssey takes a lot of people to make it run smoothly. Can we count on you to be one of our helpers? We need teachers for all six workshops, shepherds to take attendance and travel with the class each week, and behind the scenes set up and clean up. Please fill out the bottom sheet, and return it to the church office.

Peace, Pastor Lisa

Yes, I can help with Faith Odyssey!

Name: _____

Best way to contact you: _____

Sunday Mornings

___ I would like to teach a rotation for (circle your interests)

Creation Station (art)

Fisherman's.Net (computer)

Loaves & Fishes Café (cooking)

Mountaintop Movies

Moved by the Spirit (drama, puppets)

Temple Courtyard (games, storytelling)

Other interest (i.e. music, sewing, etc.): _____

___ I would like to shepherd

___ I would like to help behind the scenes

___ I am able to provide rides for children who need them.

Wednesday Nights

___ I would like to teach a rotation for (circle your interests)

Creation Station (art)

Fisherman's.Net (computer)

Make a Joyful Noise (music)

Mountaintop Movies

Moved by the Spirit (drama, puppets)

Temple Courtyard (games, storytelling)

Other interest : _____

___ I would like to shepherd

___ I would like to help behind the scenes

___ I am able to provide rides for children who need them.

___ I would like to cook a meal.

___ I would like to help in the kitchen.

The Great Commandment – Mountaintop Movies

At a Glance

Children will be looking at two videos about mission work we are involved with at Trinity Church. The first is a video of a sheep project in Ecuador through FEDICE, the same church agency we sponsor in Ecuador. The second is a video put out by Volunteer Home Care to recruit volunteers. **(NOTE: Since this lesson was written, the missions we support have changed, there are new videos, and there is the capacity to hook up a laptop in the theater and stream video via the internet. Use the lesson as a framework, but expand it to include what is available now.)**

Outcome Objectives

1. Children will see ways that Trinity is reaching out in missions at home and abroad and be able to communicate that to their families.
2. Children will understand mission work in the context of the Great Commandment.
3. Children will determine ways that they can exercise love of neighbor personally.

Movie Summary

The Sheep Project is an amateur video with some voice over and lasts about 25 minutes. We recommend viewing it ahead of time and finding a section that really speaks to you

The VHC video is what they use to recruit volunteers. Again, you don't need to show the entire video, just enough to give a clear idea of what type of work VHC does in the community.

Supplies Needed

Videos

“movie reel” paper, pens, markers, etc.

Advance Preparation

Find out about Trinity's involvement in Ecuador and in VHC, or find other church members who can speak to these ministries so that children's questions can be answered.

Opening Activity

Using your Bibles, read together the Great Commandment.

Ask children what a neighbor is?

Ask the children what it means to love one's neighbor? Can they give examples?

Main Lesson

Watch the clips of the two videos. Don't be afraid to stop the video in the middle and ask children to report on what they see – it will help hold their interest. Ecuador will probably hold their interest longer than VHC

After each video ask these, or other similar questions:
What was the most important thing you noticed in these videos?
Are these people literally our next door neighbors?
How does the church define the word “neighbor?”
How were the people in these videos helping their neighbor?
How does it make you feel to know that your church is involved in these ministries?

Life Application

Ask children to write a story about themselves showing love for their neighbor. Tell them it can be a real story about something they’ve done, or a story about something they plan to do in the future. They can write or draw pictures. They are supposed to make it look like a movie by dividing it into three scenes.

Journaling

What love of neighbor means to me.

To take home

Completed movie reels.
Teaching your child spirituality handout on helping others.

Adjustments for age levels and abilities

Younger children may need more help determining what is going on in the movies. It is important that you stop the video and explain things to them periodically.

If you have extra time...

Watch more of one of the videos – ask the children which they prefer

If time runs short...

We chose to use two videos so that children could see both local and foreign mission, but either one could stand on its own – or watch one at the beginning and save the other for the end if you have extra time.

Be creative

We have lots of information and pictures about Ecuador in the office and over the internet. There are VHC posters and brochures. The more information you can put into the children’s hands the more real it will seem to them.

The Great Commandment – Moved by the Spirit

At a Glance

Children will prepare very short dramas using puppets in which the puppet characters are failing to love God, neighbor, or self.

Outcome Objectives

1. Children will be able to find the Great Commandment in the three synoptic gospels.
2. Children will be able to identify the three “loves” of the Great Commandment – God, neighbor, self.
3. Children will apply the Great Commandment to a number of modern social situations.

Supplies Needed

Notecards

Bibles

Puppets Puppet “stage” (i.e. table covered with a cloth)

Scripts

Microphone (optional) will help us hear the puppeteers.

We have seven puppets, two grandparents, two kids, two homemade kids or parents, and a biblically clothed male, who for the purpose of this lesson is Jesus.

Advance Preparation

Assemble puppets, prepare “stage” and copy scripts.

Decide if you will be using scripts as written, scripts to give the kids suggestions, or situations only.

Write the following scriptures references on five different note cards.

Luke 10:27; Matthew 22:37-40; Mark 12:30-31; Deuteronomy 6:4; Leviticus 19:18

Opening Activity

Lay out Bibles and place the five note cards face down. Tell the children that when you give the signal, they are to turn over their note card and look up the verse in their Bibles as quickly as possible. Tell them if they find the “Great Commandment” or any part of it they are supposed to point to the verse and raise their hand. (All five verses contain the great commandment, or part of it, so all children should be raising their hands.) Have each group read what is written in their verse.

Does it surprise you that the Great Commandment appears so many times in the Bible? Explain that in today’s lesson, you will be thinking about the Great Commandment as it might apply to some real life situations.

Main Lesson

Using the scripts attached, children will act out the situation on the script. At the end of each script, the Jesus puppet quotes the Great Commandment and says “what part of this Great Commandment do you think (characters) need to listen to – love of God, love of neighbor, or love of self?” and “What would you tell them to do next?”

<u>Script</u>	<u>Subject</u>	<u>Love</u>
Leaf Raking Company	Love of Money	God
My Little Brother	Fighting with siblings	neighbor
Everybody’s Doing It	Peer pressure	self
Too Tired	Spiritual Disciplines (lack of)	God
All Around the World	Helping people in far away places	neighbor
You’re Important, Too	Take care of your own needs	self

These scripts are very short, just a few lines. After you have worked through them once and answered Jesus’ question, you can move onto the life application. If the skits take longer than expected, just pick three. You only need two or three students per script – students can operate up to two puppets each.

NOTE: There are several possible ways to do these skits, which require different amounts of time, creativity, and reading ability. Choose the level which will work best for your group.

- (1) Give children the scenario, but let them come up with the dialogue.
- (2) Give the children the script and have them read through it, or read through it together. For the performance, however, don’t read the script word for word, but let them develop their own dialogue.
- (3) Have the children read the scripts word for word as they act out the drama.
- (4) You and another adult read the scripts, while the children do the actions with the puppets.

Encourage children to give their puppets expression – how would you show confusion? Surprise? Fear?

Take turns sharing the puppet performances. Encourage the audience to answer Jesus’ questions at the end of each skit.

Life Application

Which of these stories sound like something you’ve faced?

Does knowing the Great Commandment make it easier or harder in those situations?

Sit in a circle with students and ask them to think of other situations that they could make into a puppet show. Hand out puppets to anyone who would like to try.

Journaling

What the Great Commandment means to me.

To take home

Puzzle page “What Must I Do?”

Adjustments for age levels and abilities

Early readers may have a harder time reading scripts. Consider bringing in youth or adults to act out one or more of the puppet plays, then giving the children the situations and letting them ad lib their own story line. Alternative is to read the script yourself, and simply have the children act as puppeteers.

If you have extra time...

Make more of a production out of one of the children’s situations, or one of the scripts.

If time runs short...

There are two scripts on each of the commandments. You only need three. Also, there may be one area (God, neighbor, self) that doesn’t need to be emphasized as much.

Be creative

There might be other Great Commandment issues that you would like to see the children tackle. Feel free to write your own scripts or situations, or encourage the children to come up with some of their own.

Leaf Raking Company

Jack: (raking leaves) I really love the fall.

Jill: (also raking) I do, too.

Jack: Yeah, it's so pretty this time of year. Beautiful colors on the trees. The air is cool, but not freezing, the smell and crunch of...

Jill: All the money.

Jack: Yeah, the... huh? What do you mean the smell and crunch of money?

Jill: I make a lot of money raking leaves in the fall.

Jack: Really? Wow, I never thought of doing that. I guess that would be a good idea.

Jill: It's great. And I want to rake in as much as I can (nudging Jack) – rake it in...get it:

Jack: Yeah, I get it.

Jill: I love all the money I make. Money is great. Money is power. If you have money you can do anything. If you have money people respect you. There is nothing more important than money! Hey, I have an idea! Let's start our own leaf raking company. Think of the possibilities.

Jack: I just like raking leaves.

Jesus: (to audience) Hmm, an interesting story. What does it seem like Jill loves more than anything? (wait for answers)

Jesus: What part of this Great Commandment do you think Jill needs to listen to – love of God, love of neighbor, or love of self?" (wait for answers from the children)

Jesus: What would you tell them to do next?

My Little Brother

Tonya: (pretending to roll dice for Trivia game) A six.

Alice: (reading Trivia card) What river is mentioned more than any other in the Bible?

Billy: I wanna play, I wanna play.

Tonya: No, Billy, go away. This game is for big kids.

Alice: It's okay, we could make his questions true or false.

Tonya: No, let him do something else.

Billy: I wanna play. Tonya won't let me play. Mommy! (he runs away)

Tonya: The river Jordan.

Alice: Right. (puts card away) You know, it would be okay to let your brother play.

Tonya: He's such a pest, I can't stand him. (rolls dice) Three. For the yellow wedgie.

Billy: (enters) Mommy says you have to let me play with you.

Tonya: Get out of here you little stinker.

Billy: Mommy said.

Tonya: You're in the way. GET OUT! (shoves Billy)

Billy: (starts to throw a temper tantrum and knocks over game) I don't like Tonya. I don't like your stinky game.

Tonya: MOM! Billy's ruining everything!

Billy: (starts to cry and stomps off)

Tonya: (fixes gameboard and sits down next to Alice)

Alice: (reading from card) Okay, for the yellow wedge. What is the Great Commandment?

Jesus: (to audience) Hmm, do you know the Great Commandment? (wait for answers)

Jesus: What part of this Great Commandment do you think Tonya needs to listen to – love of God, love of neighbor, or love of self?" (wait for answers from the children)

Jesus: What would you tell Tonya and Billy to do next?

Everybody's Doing It

Chris: Hey, Davy, good to see you dude.

Davy: What are you doing?

Amy: We're making our own skateboard park.

Chris: What'ya think?

Davy: Wow.

Chris: You start up here, then you go down the hill on these boards, and when you get to the bottom there's some old sheet metal that curls up, sort of like a half tube.

Amy: And after you flip over that, you land on the bridge railing and go over the river.

Chris: It's awesome.

Amy: You gotta try it.

Davy: I don't know. My mom doesn't like me doing crazy stuff on the skateboard.

Chris: It's not crazy, it's fun.

Davy: And I don't even have my helmet.

Amy: Everyone's doing it.

Chris: Just give it a try.

Amy: If you don't like it, you don't have to try it again.

Chris: What, you think you're too good for us?

Davy: It's not that. Well...

Jesus: (to audience) Hmmm, it looks like Davy's friends really want him to be part of the group. What part of this Great Commandment do you think Davy needs to think about – love of God, love of neighbor, or love of self?" (wait for answers from the children)

Jesus: If Davy doesn't love himself, that is, take care of his own safety, will he have the chance to love his neighbor? (wait for answers) Why not?

Jesus: When else might it be important to "love yourself?"

Too Tired

Terry: (stretch yawn, turns on TV and sits down) Let's see what's on TV.

Steve: (enters) Hey, turn that off, it's time for church.

Terry: Church? I don't think I'm going. I have a lot of homework to do.

Steve: (looks at TV) Homework? Since when do teachers assign WWF?

Terry: (turns off TV) That? Oh, I was just relaxing a bit before I started my homework.

Steve: You missed last week, too.

Terry: I had a soccer tournament.

Steve: Going to church is important. Don't you love God?

Terry: Yeah, I love God. God knows that. I don't have to PROVE it to anyone. Besides, there are other ways to show God I love him.

Steve: Like what?

Terry: Like saying my prayers and reading my Bible.

Steve: Did you say your prayers last night?

Terry: Not LAST night, I was too tired when I got home. But usually.

Steve: And exactly WHERE is your Bible?

Terry: Right by my bed.

Steve: (shakes his head slowly)

Terry: What?

Steve: It's on top of the dryer in the laundry room!

Terry: How'd it get there?

Steve: I don't know but it's been sitting there for over a month!

Terry: (yawns, stretches, turns on the TV) Okay. I'll go get it later. What time will you be home?

Jesus: (to audience) Hmmm, it looks like Terry's going to watch his/her TV show. What part of this Great Commandment do you think Terry needs to think about – love of God, love of neighbor, or love of self?" (wait for answers from the children)

Jesus: What do you think of Terry's statement "I don't have to PROVE <that I love God> to anyone? (wait for answers)

Jesus: What would you tell Terry?

All Around the World

Paul: (busy packing a box)

Rita: What are you packing?

Paul: Crayons, paper, pencils, shampoo, soap, hairbrush, toothbrush, and toothpaste.

Rita: That's a weird combination.

Paul: It's for my church's mission partners in Ecuador. These are the things they said the kids needed, so I'm packing up a box for them.

Rita: Why are you sending things to kids in Ecuador?

Paul: Because they need it?

Rita: Aren't there kids in our own town who need help?

Paul: Yes. We do things for them, too.

Rita: Why don't you do more for them and forget about Ecuador?

Paul: Because the kids in Ecuador need help, too.

Rita: Let the people in Ecuador worry about the people in Ecuador. We have enough problems right here.

Paul: Well...

Jesus: (to audience) Hmm, it sounds like Rita needs to look at the Great Commandment. What part of this Great Commandment do you think Rita needs to think about – love of God, love of neighbor, or love of self?" (wait for answers from the children)

Jesus: Do you think "neighbor" only refers to people who live near us? (wait for answers)

Jesus: If you were Paul, what would you say to Rita?

You're Important, Too

Rusty: (sounds like he has a cold) I've got to take the kids to church. Then I'm going to run Mrs. McGregor over to the doctor's office – she's not been feeling well lately.

Ruth: (feels his forehead) Looks like you should stop in and see the doctor yourself, Rusty.

Rusty: It's just a little cold. The Meals on Wheels needs an extra driver, so I'll make some meal runs while Mrs. McGregor is at the doctor. Then when I take her home, I was going to stop off at the grocery store and buy some food for that family who lost everything in that fire.

Ruth: That's very nice of you Rusty, but...

Rusty: The choir called and asked if I could come out for the holiday chorus, so I'll go over there next.

Ruth: Sing? With YOUR sore throat?

Rusty: And I can bring the kids back home with me. Then, I'll help you take down those Christmas lights, unless I'm still feeling dizzy.

Ruth: Dizzy?

Rusty: Just a little. I've been seeing these spots in front of my eyes all day – funny spots, look kinda like orange elephants.

Ruth: Rusty, I think you should forget all these things and go to bed.

Rusty: Go to bed? But people are depending on me!

Ruth: Rusty, I don't think doing all these things is such a good idea.

Rusty: Of course it's a good idea. God wants us to help our neighbor.

Jesus: (to audience) Hmm, it sounds like Ruth and Rusty are looking at different parts of the Great Commandment. What part of this Great Commandment do you think Rusty is acting on – love of God, love of neighbor, or love of self?" (wait for answers from the children) What about Ruth?

Jesus: What would you tell Rusty and Ruth?

Shepherd Notes

Weekly Responsibilities

Your role is to be the group's nurturer, who provides continuity from week to week. Remember that the teachers have different students every week and don't get to know them all very well. That's where you come in. Some suggestions include:

- ❖ Greet children from your group as they arrive to opening time – try to remember specific things about each one of them, and ask them about their week.
- ❖ Take attendance (stamp passports if they are being used)
- ❖ Get complete information on any visitors and give that information to the church office for a mailing. Introduce visiting children (and their parents) to teachers, students, and other church members.
- ❖ Make a note of any children who have missed more than one week and either send them a note yourself, or make a note for the church office to contact them.

In addition you are responsible for:

- ❖ Keeping track of each student's journal and placing journal pages in their journals.
- ❖ Reminding teachers to leave time for journaling.
- ❖ Running errands, i.e. to get more glue or make extra copies.
- ❖ Discipline problems that involve a child leaving the classroom.
- ❖ Escorting children to and from the bathroom.

Specific Responsibilities this rotation

<i>Creation Station -</i>	<i>no lesson</i>
<i>Fisherman's Net -</i>	<i>keep an eye on the video search to make sure everything is appropriate</i>
<i>Loaves and Fishes Café -</i>	<i>work with the teacher so that you can be the one who "finds" the chocolate chips in an obscure place. Watch for nose touching, etc. and have kids rewash hands. Help with clean up.</i>
<i>Mountaintop Movies -</i>	<i>A tech savvy shepherd is of great help if the teacher chooses the video streaming option.</i>
<i>Moved by the Spirit -</i>	<i>Keep the children focused during each of the puppet skits.</i>
<i>Temple Courtyard -</i>	<i>no lesson</i>