

DOING GOD'S WORD

Target audience: Youth Group, Spatial Learners
Setting: upstairs in the youth room, 4 Wednesday nights for
Pizza and group session

Background:

Spatial Learning is often referred to as Spatial/Visual learning. Understanding comes about primarily through visual media: the arts, film and video, maps, puzzles, pictures, images. Those who are gifted with spatial learning skills are keen observers of subtleties in the world around them, are good at visualization and imagination, and tend to have a holistic approach to their environment.

Developmentally, this age group is somewhere in the continuum of stage 3 (synthetic and conventional faith) and stage 4 (individuated – reflective faith). Important aspects of those stages are: integration of wider understanding into own faith belief; development of identity; recognize new self-awareness and responsibility for choices.

The implicit curriculum of the story is that one should put your life on the line for strangers. How do we interpret this story for minors? How do girls appropriate this story? (personal safety is a different issue for them). Null curriculum that could be brought out is the question of societal 'passing by'. Is compassion/responsibility just for individuals?

Lesson: Luke 10: 25-37, The Good Samaritan

Goals: begin understanding of
God's view of creation and relationships
who they are (as part of creation)
who their neighbor is
how faith can be lived

Lesson:

Luke 10: 25-37, The Good Samaritan

WEEK ONE:

10 commandments

Moses had two tablets (**draw** on board)

Where do the commandments go? Love God (tablet 1) or Love Neighbor (tablet 2)? can you really separate them?

Why is 'neighbor' important to God?

Baptism: Do the same with the baptismal promises

Have the gospel read in a modern version such as the Message.

Break the group into threes by the **color** of socks that they are wearing. Give each of them a copy of the gospel. Have them each group **visualize** what it is like to be

The one who passed by

The one who was left for dead

The one who had compassion

Write on a flip chart the words from each group. Get groups back together and have a rep from each group explain the characteristics of each character in the parable.

Imagine who would be modern equivalents for each character.

WEEK TWO:

Prep: Have a warp 'strung' with ribbons saying 'love the Lord your God...' Hand out lengths of ribbon and ask students to write down a compassionate act on each ribbon (comforted a hurt child on the playground, helped push a car out of snowbank...), and weave it through the warp. **Create** a banner!

Heroes: Who are the compassionate heroes today? Why?
what makes a hero?

Assignment: give out cameras, and ask them to **observe** the people around them, and **take pictures** of "good Samaritans" and other people in their daily life. Is this a hard assignment? Why?

WEEK THREE:

Build a collage of the pictures one at a time – going around in a circle, have students tell the story of how each photo **illustrates** compassion. As in work up, have the previous person **paint** a key word on the wall from each story.

Write additional verses for "I sing a song of the saints of God" including themselves in the text. Sing it! Ask them how they want to share banner, song, collage with the congregation.

WEEK FOUR:

Watch Sister Act and look for the ways that the concept of neighbor and faith is developed.

Where was the Spirit, what happened to the people as a result of risking?