

SAMARITAN WOMAN



LESSON TEXT

John 4:1-42

LESSON OBJECTIVES

- The students will identify the prejudices between Samaritans and Jews.
- The students will explain how the Samaritan woman changed after spending time with Jesus.
- The students will show love and compassion for three specific people this week.

MATERIALS NEEDED

For each student:

- pen or pencil
- 1 index card (3" x 5")

For the teacher:

- 1 brown paper lunch bag
- 1 copy of "Good News from the Kingdom"
- globe or map of world
- 1 large white poster board
- 3 colored pencils or markers (black, red, blue—1 of each)
- extra Bibles (with reference maps)

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student
- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Guess Who I Am
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Story: "You Are Just Like Me!"
 Scripture Study
 Activity: Map of Palestine

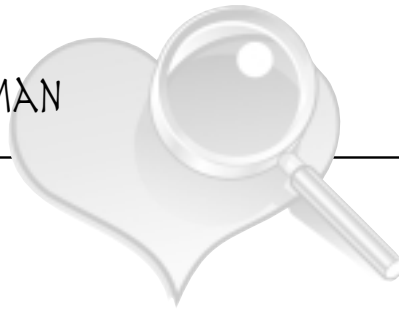
Getting It to Others

Scripture Memory: John 4:24
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

God is spirit, and his worshipers must worship in spirit and in truth.

John 4:24



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing the lesson. Read and meditate on John 4:1-42 until you understand the basic story and the lesson it holds. Look back to your conversion and consider how God has changed you since your baptism. Write down specific events that led to your conversion and the names of people who helped you to know God better.

TEACHER TIPS

The focus of this lesson is love. Consider your heart as you prepare this lesson. Do you love only when it is comfortable? How do you respond to those who are not like you or are not easy to love? How do you respond when it is more difficult to love some of your students than others? Your unconditional love for your students and those around you will inspire your students to be more unconditional with their own love.

PRECLASS ACTIVITY

GUESS WHO I AM

MATERIALS USED

For each student:

- pen or pencil
- 1 index card (3" x 5")

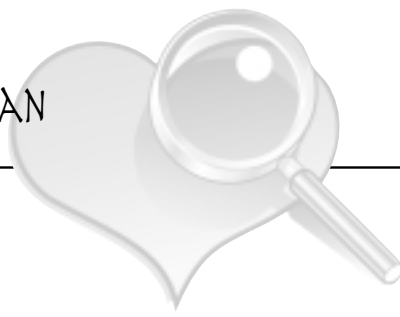
For the teacher:

- 1 brown paper lunch bag

INSTRUCTIONS

1. Give each student an index card and a pen or pencil as they arrive.
2. Ask them to write down their name and two different facts about themselves that the other students may not know.
3. Have them return their completed index card to you, and place each card in the paper bag.
4. After all the students have handed in their cards, randomly choose several cards, one at a time, from the bag and read each aloud to the group.
5. The students will then guess which student the card describes.

A rectangular index card template tilted slightly to the right. At the top, it says "FACTS ABOUT ME". Below that, there are two numbered lines: "1.)" and "2.)". At the bottom, it says "Name:" followed by a blank space for writing.



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, etc. Pray to be thankful for the opportunity to be part of a church in which we are constantly encouraged to grow and change. Pray that as each student makes changes in his or her life, they will, in turn, help change the lives of others.

VICTORIES

Take the time to have the students share about the challenge they were given at the end of last week's class. *Did everyone complete the challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide, and the victories of our brothers and sisters on other continents can inspire us and spur us on.





STORY

"YOU ARE JUST LIKE ME!"

In this story, two men meet—one an American traveler, the second a Russian World War II veteran. The American traveler communicates love, respect and friendship to the Russian veteran. The Russian veteran responds enthusiastically to this offer of friendship. The American is an example of one who goes out of his way to reach out to strangers.

MATERIALS USED

Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page A (the story) to the students.
2. Read the story to the students.
3. Explain and discuss the story concept. Help the students understand the tension and mistrust that existed between Russians and Americans during the cold war.
4. *What object did the American traveler show to the Russian veteran?* (The button that said "Friendship" in Russian.)
5. *Why do you think he brought it on the trip?* (Because it was his plan to make friends with the Russians.)
6. *How did the Russian veteran respond?* (happy / touched / wanted to return the friendship offered)

SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- 1 large white poster board
- 3 colored pencils or markers (black, red, blue—1 of each)
- extra Bibles (with reference maps)

Reproducible Pages:

- Page B, 1 copy for the teacher (NOTE: copies for students will be needed in Activity Section)
- Page C, 1 copy for each student

PREPARATION

1. Make an enlarged, freehand copy of the map on Reproducible Page B on the poster board.
2. Trace the route around Samaria in blue marker. (See last sentence of Reproducible C to approximate the route.)
3. Trace the route through Samaria in red marker.

Begin the Scripture Study by helping your students gain an understanding of the nature of the relationship between the Jews and the Samaritans. Distribute a copy of Reproducible Page C (The Jews and the Samaritans). Read the page aloud to the class.

The relationship between the Jews and the Samaritans was very tense. The Jews did not like the Samaritans because of their history, and would not have anything to do with them. They would not even walk through the region of Samaria, but rather, they chose to go around the towns in this area to get to Galilee.

On your poster size map of Palestine, show the students the route (blue line) that the Jews normally took to go around Samaria. Contrast it to the shorter route (red line) that Jesus took in this particular passage.

Have the students take out their Bibles and turn to John 4:1-26.

Select a student to read verses 1-6 aloud to the class.

- *Why do you think Jesus chose to go through Samaria rather than taking the "normal" way around it?*
- *Jesus met the woman at about noon, a time when most other people were at home because of the heat. Why might this woman have been drawing water at this time?*
- *We already know that Jews did not associate with Samaritans. It was also a custom that men did not converse with women. How do you think this woman reacted when Jesus asked her for a drink?*
- *What does Jesus' behavior in these verses say about his heart toward people?*

So far, the students have been able to see that Jesus had a heart that reached out to all people, regardless of race or gender. Reinforce the fact that this heart allowed him to put aside men's prejudices.



Select a student to read verses 7-14 aloud to the class.

- *In verses 10-14, Jesus talked to the woman about "living water." What do you think he meant by "living water"?*
- *What was the woman's reaction to Jesus' statements? Did she understand what he was trying to tell her?*

Jesus understood that the woman was still confused. Point out that Jesus did not give up. Instead, he used his knowledge of her life to help her understand who he was and how he could help her.

Select another volunteer to read verses 15-20 to the class.

- *Why do you think Jesus asked the woman to go and call her husband?*
- *Jesus revealed very private details about this woman's life and her sin. Do you think her life needed changing? How would you feel if someone pointed out all your sin to you?*
- *How did the woman react when Jesus spoke? Does this surprise you?*

Explain that the woman had begun to understand that there was something different about Jesus. Her response shows us that she knew that Jesus was someone who cared about her and could help her. She had a basic love for God and wanted to believe him.

Select another volunteer to read verses 21-26.

- *If you had been this woman, how would you have felt about someone telling you he was the Messiah your people were waiting for? What would you have done with this information?*

Let the students know that in the next class, they will learn just how much an impact Jesus had in this woman's life.

ACTIVITY

MAP OF PALESTINE

In this activity the students will become more familiar with the Biblical geography in this passage.

MATERIALS USED

For the student:

- pen or pencil

For the teacher:

- colored pencils/markers
- extra Bibles (with reference maps)

Reproducible Pages:

- Page B, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page B (Map of Palestine) to each student.
2. Have the students work in pairs. One student will open the Bible to John 4 to find the mentioned geographical areas: Judea and Galilee, verse 3; Samaria and the town of Sychar, verse 4; and the mountain (Mt. Gerizim) verses 20-21.
3. The second student will open the Bible to the back reference pages to find a map of Palestine during Jesus' ministry.
4. The students will color in areas on the Reproducible Page B map as follows: Samaria = yellow; Galilee = blue; Judea = green.
5. Then the students will label with pen, pencil or thin black marker the other two sites from chapter four (Sychar and Mt. Gerizim). Please see chart below.

Sites to Be Placed on Map

Samaria (area) = yellow

Galilee (area) = blue

Judea (area) = green

Sychar (town) = black spot

Mt. Gerizim (mountain) = triangle

SCRIPTURE MEMORY

God is spirit, and his worshipers must worship in spirit and in truth.

John 4:24

MATERIALS USED

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (Memory Verse).
2. Pair up the students to learn John 4:24 in about three minutes.
3. Then, have all the students sit in a circle. Each student will give one word in sequence to say the full verse. The first student should say the first word, the second student (to his right) should give the second word, etc. If a student gives an incorrect word, he is out of the game, and the person to his right must supply the word.
4. Continue until the students can go around the circle and give each word of the verse in the correct order.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

While the students are eating, ask them how they can show love this week to people who are different from them. Remind them that this is how Jesus met the Samaritan woman and changed her life. Talk about how difficult it is to reach out to others who are different from us, or who are difficult to love. Share some experiences from your own life that will help your students.

The challenge for this week is for each student to reach out to three people with whom they would not normally spend a great deal of time.

1. Someone in their extended family: offer to help out or spend time with a grandparent, cousin, aunt or uncle.
2. Someone in their school: sit with a new student at lunch; invite someone who may be lonely home after school, etc.
3. Someone in the church: call someone up to encourage him or her; write an encouraging note to a new Christian, etc.

Encourage the students to really go after reaching out in some way to these three specific people and to follow through with the challenge before next week's class.

CONCLUSION

End the class with a prayer.

WEEKLY CHALLENGE

Reach out to three people with whom you would not normally spend a great deal of time—someone in your extended family, someone in your school and someone in the church. If you are having difficulty, ask a parent or your preteen teacher for help.

SAMARITAN WOMAN

LESSON TEXT

John 4:1-42

LESSON OBJECTIVES

- The students will identify the prejudices between the Samaritans and Jews.
- The students will state a time in their life when something they concealed (that was wrong) was revealed.
- The students will show love and compassion for three specific people this week.

MATERIALS NEEDED

For the teacher:

- costume props (robes, dolls, briefcase, tool belt, cane, bucket, baskets, etc.)
- extra Bibles
- camera and film

Reproducible Pages:

- Page E, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Preparation for a Play
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Performance of Play

Getting It to Others

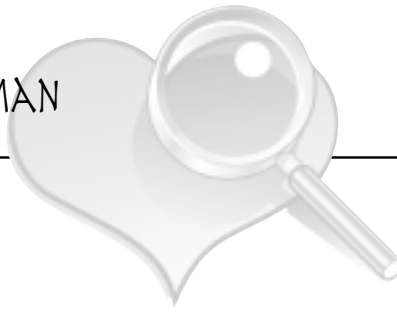
Scripture Memory: John 4:24
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

God is spirit, and his worshipers must worship in spirit and in truth.

John 4:24

NOTE: At the conclusion of this class you will need to take a photograph of each student to be used in next week's activity. Be sure to ask permission from the parent/parents when they check their children into class.



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on John 4:1-42 until you understand the basic story and the lesson it holds. Think of the specific ways that God has worked in your life to help you to become open. Write down the story of your conversion, and the specific areas in which you struggled with openness.

TEACHER TIPS

The focus of this lesson is openness. Consider your heart as you prepare this lesson. Are you open and honest with your life? Think about the advantages to being open, and how openness leads to great change in our lives. Your own humble heart will guide your students to have the same heart.

PRECLASS ACTIVITY

PREPARATION FOR A PLAY

During the Scripture Study section, the students will put on a play. You will use this preclass time to prepare them in various ways.

MATERIALS USED

For the teacher:

- costume props (robes, dolls, briefcase, tool belt, cane, bucket, baskets, etc.)

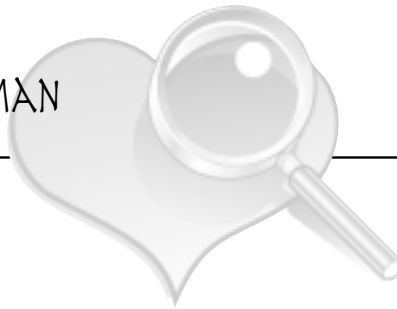
Reproducible Pages:

- Page E, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page E (the script) to each student as they arrive.
2. Assign parts to the students (involving everyone).
3. Discuss the play, going through the script so that everyone understands the flow of the play.
4. Using props and accessories, have the students prepare for their parts, practicing their line(s) and developing their characters. Everyone who does not have a speaking role will be one of the "other townspeople."





STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying for one to two minutes for each student to be sharing their faith with their friends.
- Have one student recite the memory verse for this lesson: John 4:24.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief, so that as many as possible can share.





SCRIPTURE STUDY

Remind the students that in John 4:1-26, we saw that Jesus broke many traditions by speaking to the Samaritan woman. Yet, by doing so, he was able to help her to begin changing her life. Today we will read the end of the chapter, and find out just how the woman changed because of her time with Jesus.

MATERIALS USED

For the teacher:

- extra Bibles

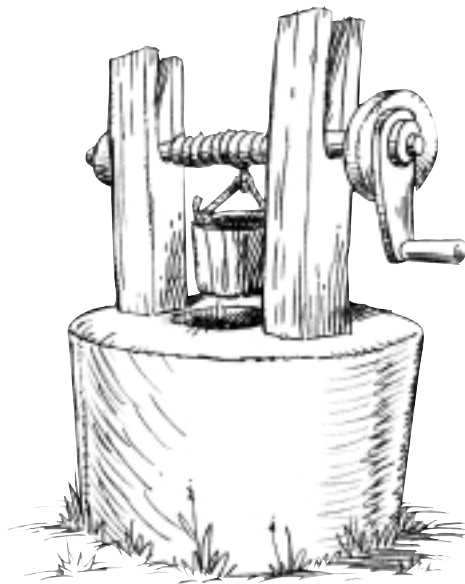
Select a student to read John 4:27-30. Then ask the following questions:

- *Why do you think Jesus' disciples did not question him about speaking with the woman? Do you think it was out of fear or trust?*
- *What did the woman do? Based on what we already know about her, are you surprised by this?*
- *The woman became very open with those around her because of her conversation with Jesus. Why do you think she would do this? Is it very comfortable to talk about your sin to others?*
- *What effect did this have on the townspeople?*

The woman's openness caused those around her to come to see Jesus. Rather than be ashamed or insecure, the woman used what Jesus showed her to influence others to know him better. Select a student to read verses 39-42.

- *What was the ultimate result of this woman sharing her faith?*
- *How does this lesson make you feel about being open? How does Jesus use humble hearts that want to serve him?*

The Samaritan woman changed the hearts of an entire town by her willingness to listen to and learn from Jesus. Her humility allowed her to break down the fear that had kept her lonely and ashamed of her life. It is incredible what God can do with a heart that is willing to make whatever changes are necessary for growth.





ACTIVITY

PERFORMANCE OF PLAY

The students will identify with the characters in this story by acting out their roles.

MATERIALS USED

Reproducible Pages:

- Page E, for latecomers

PREPARATION

Have the students look over their lines as they pick up their props and accessories in preparation for the play.

INSTRUCTIONS

1. During this activity section, the students will perform their play. Pass out copies of the script to any students who might have come in late.
2. Discuss the flow of the play. Walk the students through the entire script, helping them understand the situation. Refer to the scriptures when necessary.
3. After performing the play, discuss the following:
 - *How would you feel as the Samaritan woman going back to your friends?*
 - *Did the Samaritan woman change? How do you know?*
 - *Would you have gone to see Jesus as a townspeople? Why?*
 - *Would you tell your friends if Jesus told you about your life? Why or why not?*



SCRIPTURE MEMORY

God is spirit, and his worshipers must worship in spirit and in truth.
John 4:24

MATERIALS USED

For the teacher:

- camera and film

Review the scripture memory verse. Practice the verse together with the class.

To help them understand clearly why Jesus made this statement to the woman, ask the following question: *Why do you think Jesus said this to the Samaritan woman?* (Because she wasn't worshipping God in spirit or truth, but by her traditions. She was just doing something because she was supposed to do it. She wasn't living out a truthful life, but she was claiming to worship God.)

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

The challenge for this week is for each student to reach out to three people with whom they would not normally spend a great deal of time.

1. Someone in their extended family: offer to help out or spend time with a grandparent, cousin, aunt or uncle.
2. Someone in their school: sit with a new student at lunch; invite someone who may be lonely home after school, etc.
3. Someone in the church: call someone up to encourage him or her; write an encouraging note to a new Christian, etc.

At this time encourage the students on their progress and remind them to complete the challenge before the next class.

CONCLUSION

- For Lesson 2 (Supplemental Lesson) a photograph of each student is required. This would be a good time to take the photographs because it would allow you to develop them for next week. Otherwise, you will need a Polaroid camera for next week.
- End the class with a prayer.

WEEKLY CHALLENGE

Reach out to three people with whom you would not normally spend a great deal of time—someone in your extended family, someone in your school and someone in the church. If you are having difficulty, ask a parent or your preteen teacher for help.

YOU'RE JUST LIKE ME!

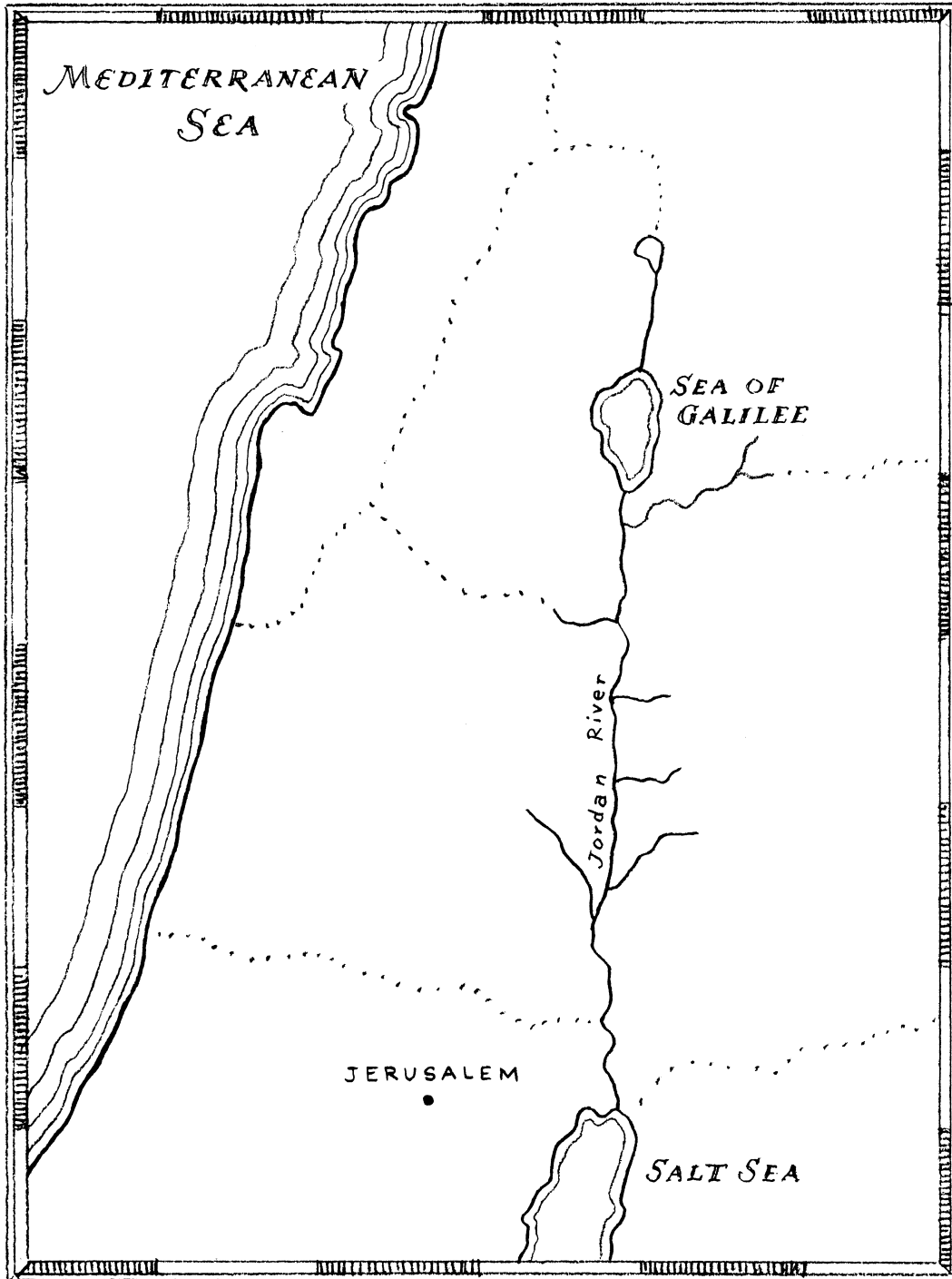
An old Russian veteran of World War II caught the eye of a passing American while walking through the park in the city of Kharkov. Displaying medals and ribbons on his jacket, he was one of several military veterans greatly honored by the Russian people for saving their country from the mass devastation of Nazism. Walking up to the old man, the American said, "Droozhba, emir" (friendship and peace). In disbelief, the old man took the button that the American had handed to him. On it displayed the word "Friendship" in Russian and a map of the U.S. and U.S.S.R. encased in loving hands. "Americanski?", asked the Russian. "Da, Americanski. Droozhba, emir," replied the American. The Russian grabbed both of the American's hands as if they were two brothers reuniting and repeated again, "Americanski!" The American sensed the love and appreciation behind his words.

During the next few minutes, both men spoke in their native language as if each understood what the other was saying. Although they did not understand the words, they understood the heart behind them. Hugging, laughing and crying, they continued to express, "Droozhba, emir, Americanski!" "I love you, I am proud to be in your country, we do not want war. I love you!"

After saying goodbye, the American rejoined his small group and continued on. However, 20 minutes later, the old Russian veteran had caught up with the group and approached his new American friend. Taking off his most prized medal, the Russian pinned it on the American's coat. Kissing him on the lips, he gave the American a strong embrace. With tears flooding both of their eyes, they stood there for a long time looking intently at the other, saying "Dossvedanya" (goodbye).

friendship droozhba

Jack Canfield and Mark Victor Hansen, eds. *Chicken Soup for the Soul* (Deerfield Beach, Florida: Health Communications, Inc., 1993), 51.



THE JEWS AND THE SAMARITANS

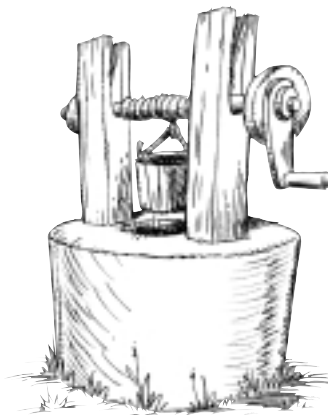
At one time in their history, the Jews were divided into two kingdoms: the Northern kingdom and the Southern kingdom. When the people in the Northern kingdom were taken over by the Assyrian army, many Jews were sent to Samaria. People who were not Jews were brought into the area also. In time, the Jewish people married non-Jewish people. Along with worshipping God, they began to worship the local gods of each of the towns (2 Kings 17:24-29). This made Jews in the Southern kingdom very angry because they knew that these Jews had disobeyed God by intermarrying. This new race of Samaritans set up worship on Mount Gerizim (John 4:20). The Jews and the Samaritans did not get along. In fact, many times they even hated each other. Most scholars believe that Jews traveled by the Jordan River near Decapolis to avoid Samaritans.



SCRIPTURE MEMORY

God is spirit, and his worshipers
must worship in spirit and in truth.

JOHN 4:24



WEEKLY CHALLENGE

Reach out to three people with whom you would not normally spend a great deal of time—someone in your extended family, someone in your school and someone in the church. If you are having difficulty, ask a parent or your preteen teacher for help.

THE SAMARITAN WOMAN GOING BACK TO TOWN

CHARACTERS:

Samaritan Woman
Seven Townspeople

Narrator
Other Townspeople

SCRIPT:

SAMARITAN WOMAN: (running into the group with excitement) (loudly) "I met a Jew from Galilee who told me everything I ever did. Come and meet him!"

TOWNSPERSON 1: "Why should I go hear a Jew?"

TOWNSPERSON 2: "It's hard enough dealing with my life. I don't need anyone else telling me what to do."

TOWNSPERSON 3: "You want me to see a Jew? You know the Jews hate us; he must want something. What else did he say to you?"

TOWNSPERSON 4: "Where is my water? You went to get my water!"

SAMARITAN WOMAN: "This man is different! He told me the truth about myself. He is amazing! Please come back to the well with me to meet him."

TOWNSPERSON 5: "What did he tell you to make you so convinced? Are you sure he is not trying to deceive you?"

SAMARITAN WOMAN: (speaking positively, and still excited) "I told you, he was able to tell me everything I ever did. He even knew how many husbands I have had and that the man I am with now isn't my husband...and I have never seen this Jew before. Could this be the Christ?"

TOWNSPERSON 6: "If this man is who you think he might be...Let's go meet him!"

TOWNSPERSON 7: "We have to go meet this Jew. Who would travel through Sychar and speak to a Samaritan woman?"

NARRATOR: So the townspeople all went to meet Jesus. (All the townspeople go to meet Jesus). They believed in him, and he and his disciples stayed with them for two days.