

### Getting Started

**Learning Goal:** Students will understand the importance of prayer in preparing for and supporting mission efforts.

**What You Need to Know:** The various ethnic and cultural groups of North America constitute our “Samaria,” a mission field that requires us to get to know our neighbors in order to be able to share the gospel with them.

**Key/Memory Verse:** Luke 10:2

#### Supporting Verses:

- Matthew 28:18-20
- Matthew 26:36-39
- Luke 3:21-22
- John 4:1-42
- John 8:48
- John 17:1-26
- Acts 1:13-15

### Prepare Ahead

- ▶ Color code readers’ theater scripts.
- ▶ Enlist students for the parts in the readers’ theater before the lesson.
- ▶ Write Luke 10:2 on the board, cel, or in PowerPoint.



### Supply List

- Bibles (one for each student)
- Scrambled-words poster from the first session
- Memory verse (Luke 10:2) on board, cel, or in a slide presentation
- Learner Worksheet 5-B (for review)
- Readers’ theater script based on John 4:1-42 (with parts color-coded)
- Plastic milk jug (half-filled with water; to be used for sound effects during the readers’ theater performance)
- Paper/pencils
- Timer (stop watch preferable)
- Copies of Learner Worksheets 6-A and 6-B for all students (You may want to fill out 6-B ahead of time to use as a model.)
- For alternate challenge activity: A small notebook for each student to be used as a journal

### INTERNET RESOURCES

Acts 1:8 Challenge – [www.ActsOne8.com](http://www.ActsOne8.com)

International Mission Board – [www.imb.org](http://www.imb.org)

North American Mission Board – [www.namb.net](http://www.namb.net)

Southern Baptist Convention – [www.sbc.net](http://www.sbc.net)

# Leader Background Study

“Coward!” “Liar!” “Traitor!” “Thief!”

If someone wanted to hurl an insult your way, what would he or she call you? How about ...“Samaritan!”? That’s what His foes called Jesus in John 8:48; in fact, their suggestion that He was also a demon was almost anticlimactic. Samaritans were descendants of the northern tribes of Israel. They had intermarried with non-Jews and adopted religious practices that were offensive to their distant Jewish relatives.

When Jesus sent His followers to evangelize those in Jerusalem, Judea, and Samaria, His words were well chosen, as always. Many of His followers would have been repulsed at the idea of witnessing to their Samaritan neighbors, whom they considered unworthy. Jesus’ anti-discrimination policy set that idea on its head, but in practice, we struggle with the same issues today.

In the next two sessions, we’ll be looking at our “Samaria,” the various ethnic and cultural groups of North America. The United States in particular has been called a “melting pot” by some and a “tossed salad” by others, due to its amazing mixture of residents from, literally, “the ends of the earth.” How to reach each of those groups with the gospel is our challenge.

Read Luke 10:2 (memory verse) and John 4:1-42. From the John passage, create scripts for five students. You can do this by copying the Scripture and color-coding (with highlighters) so that each student knows when to read his or her part, or you may copy the sample script that follows. It is based on the Holman Standard Christian Bible.

The roles are as follows: Jesus, the Samaritan woman, a narrator, disciple, Samaritans (one reader). If you wish, assign parts ahead of time and provide students with scripts so that they can practice. For a truly dramatic reading, ask students to dress as if they were the Bible characters (as in countless Christmas pageants, bathrobes often make satisfactory costumes). Sound effects would be a nice touch, so if you can manage to create the sound of water sloshing in a well by shaking a plastic milk jug half-filled with liquid, that would add to the presentation.

As you study the Scripture passage, work through the questions in the **Coach** section. You may wish to read a commentary and make notes regarding vocabulary words and other bits of information with which your students may be unfamiliar.

## **C**onnect: “Readers’ Theater” (20 minutes)

**Review** last session’s Scripture memorization (Matthew 28:18-20). **Point out** “pray” on the poster and ask how it relates to missions.

**Invite** students to share information they gathered while filling out Learner Worksheet 5-B. What groups did they identify? **Ask** students to brainstorm approaches to use when sharing the gospel with each group. You may wish to **list** their responses on the board. **Ask** what steps students took to build relationships between themselves and members of some of the other groups. (If your group is large, **have** students turn to a neighbor and share among themselves.)

**Point out** that the Bible passage for the day is a fascinating story and one that lends itself to a dramatic performance. Students will read the Scripture aloud in a readers’ theater format, which means students will “perform” parts with voices only. **Assign** parts or call on students recruited earlier. You may want to have them sitting on stools in a semicircle, facing the rest of the group.

Before the readers’ theater performance, **remind** students to listen carefully to the story in order to be prepared for the activity that will follow.

## Readers' Theater Script: John 4:1-42

**NARRATOR:** When Jesus knew that the Pharisees heard He was making and baptizing more disciples than John (though Jesus Himself was not baptizing, but His disciples were), He left Judea and went again to Galilee. He had to travel through Samaria, so He came to a town of Samaria called Sychar near the property that Jacob had given his son Joseph. Jacob's well was there, and Jesus, worn out from His journey, sat down at the well, while His disciples went into town to buy food. It was about six in the evening. A woman of Samaria came to draw water. ((Sound effect: sloshing water))

**JESUS:** Give Me a drink.

**SAMARITAN WOMAN:** How is it that You, a Jew, ask for a drink from me, a Samaritan woman?

**NARRATOR:** She would have been surprised, because Jews do not associate with Samaritans.

**JESUS:** If you knew the gift of God, and who is saying to you, 'Give Me a drink,' you would ask Him, and He would give you living water.

**SAMARITAN WOMAN:** Sir, You don't even have a bucket, and the well is deep. So where do you get this 'living water'? You aren't greater than our father Jacob, are you? He gave us the well and drank from it himself, as did his sons and livestock.

**JESUS:** Everyone who drinks from this water will get thirsty again. But whoever drinks from the water that I will give him will never get thirsty again—ever! In fact, the water I will give him will become a well of water springing up within him for eternal life.

**SAMARITAN WOMAN:** Sir, give me this water so I won't get thirsty and come here to draw water.

**JESUS:** Go call your husband and come back here.

**SAMARITAN WOMAN:** I don't have a husband.

**JESUS:** You have correctly said, "I don't have a husband." For you've had five husbands, and the man you now have is not your husband. What you have said is true.

**SAMARITAN WOMAN:** Sir, I see that You are a prophet. Our fathers worshiped on this mountain, yet you Jews say that the place to worship is in Jerusalem.

**JESUS:** Believe Me, woman, an hour is coming when you will worship the Father neither on this mountain nor in Jerusalem. You Samaritans worship what you do not know. We worship what we do know, because salvation is from the Jews. But an hour is coming, and is now here, when the true worshipers will worship the Father in spirit and truth. Yes, the Father wants such people to worship Him. God is spirit, and those who worship Him must worship in spirit and truth.

**SAMARITAN WOMAN:** I know that Messiah is coming, who is called Christ. When He comes, He will explain everything to us.

**JESUS:** I am He, the One speaking to you.

**NARRATOR:** Just then His disciples arrived, and they were amazed that He was talking with a woman. Yet no one said, "What do You want?" or "Why are You talking with her?" Then the woman left her water jar, went into town, and told the men ...

**SAMARITAN WOMAN:** Come, see a man who told me everything I ever did! Could this be the Messiah?

**NARRATOR:** They left the town and made their way to Him. In the meantime the disciples kept urging Him, "Rabbi, eat something." But He said ...

**JESUS:** I have food to eat that you don't know about.

**DISCIPLE:** Could someone have brought Him something to eat?

**JESUS:** My food is to do the will of Him who sent Me and to finish His work. Don't you say, "There are still four more months, then comes the harvest"? Listen to what I'm telling you: Open your eyes and look at the fields, for they are ready for harvest. The reaper is already receiving pay and gathering fruit for eternal life, so the sower and reaper can rejoice together. For in this case the saying is true: "One sows and another reaps." I sent you to reap what you didn't labor for; others have labored, and you have benefited from their labor.

**NARRATOR:** Now many Samaritans from that town believed in Him because of what the woman said when she testified, "He told me everything I ever did." Therefore, when the Samaritans came to Him, they asked Him to stay with them, and He stayed there two days. Many more believed because of what He said. And they told the woman ...

**SAMARITANS:** We no longer believe because of what you said, for we have heard for ourselves and know that this really is the Savior of the world.

# Activity: “Facts and Reflections”

When the reading is completed, **divide** students into small groups (three to five students per group). **Distribute** paper and pencils. **Make sure** students have their Bibles opened to John 4. **Direct** half the groups to write five fact questions (per group) to test other groups on the content of the Scripture passage. **Direct** the other half to write two reflective questions (per group).

**Explain** that a reflective question is one designed to get others to think deeply about something important. **Give** examples: A fact question would be, “What time did Jesus sit down at the well?” (*About 6 p.m.*) A reflective question would be, “Jesus wasn’t afraid of the Pharisees, so why do you think He left Judea and went to Galilee? (*Possible answers might include the observation that He knew He had a divine appointment with the Samaritan woman.*) **Allow** eight to 10 minutes for question writing. **Circulate** among groups and **offer** assistance where needed. **Have** students put their names (or group name) on their papers.

When time is up, **collect** the questions and **use** the fact questions for a competition. **Use** a timer and **set** a limit (such as 15 seconds to complete the answer). **Make sure** you don’t ask a group its own question. **Ask** for volunteers to act as “fact checkers” to make sure answers are correct. **Spend** eight to 10 minutes on the game. When time is up, **declare** the winners.

Following the game, **pose** the reflective questions and **lead** a discussion. You may not get to all the questions; if so, **save** them for use if you have time at the end of a session. **Make sure** students have a clear picture of the scene, including the fact that the woman would have been considered unacceptable as a conversational partner for Jesus on several counts—she was a woman, a Samaritan, the wife of several husbands, and currently engaged in an immoral lifestyle.

To focus on the mission aspect of the story, **ask** students to examine questions such as the following:

1. How did Jesus initiate a conversation with the woman?

*He asked her for water.*

2. Who did most of the talking?

*She did, initially!*

3. What was Jesus’ tone?

*Conversational, not preachy or argumentative.*

4. What did Jesus offer the woman?

*Water; the kind that leads to eternal life.*

5. What did Jesus do when the woman strayed from the main point and began talking about the differences between Jews and Samaritans?

*He acknowledged their differences, but He drew her back to what they had in common: the need to worship God in spirit and in truth.*

6. What happened then?

*Jesus pointed her to the Messiah, who happened to be Himself.*

**Point out** that it didn’t take long for the woman to become a witness! She left her water jar, went to town, and said to the men (it’s possible the women would have nothing to do with her because of her reputation), “Come, see a man who told me everything I ever did! Could this be the Messiah?” She led them to Jesus, and many of them believed in Him because of her testimony. Others believed after they heard Him speak.

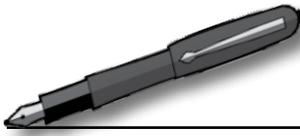
## Challenge: “Prayer Prep” (10 minutes)

**Emphasize** that it was no accident that the Samaritan woman came to the well when Jesus “happened” to be resting there. God prepares hearts for the gospel just as He prepares witnesses to deliver His message. A vital part of that preparation process is prayer. **Challenge** students to memorize the verse you have displayed: “(Jesus) told them: ‘The harvest is abundant, but the workers are few. Therefore, pray to the Lord of the harvest to send out workers into His harvest’” (Luke 10:2).

**Distribute** Learner Worksheet 6-A, which will help students review the following Scripture passages regarding the importance of prayer: Matthew 26:36-39; Luke 3:21-22; John 17:1-26; Acts 1:13-15. You may wish to **allow time** for students to work in collaborative groups.

**Distribute** Learner Worksheet 6-B and **discuss** the importance of identifying how we spend our time so that we can use that precious resource effectively. **Consider** filling out a worksheet ahead of time (based upon your previous week) to model for the students what they are to do.

### *Journaling Option*



**Ask** students to reflect on their own attitude toward people who are not like them? Do they avoid them? If so, why? How does Jesus want us to treat our “Samaritans” today? Have them **write down** the name of someone they know who is different from them and who doesn’t know the Lord. How can they share Christ with him or her?



## Resource Management

Ever start the day with \$20 to spend any way you choose and end the day with empty pockets, not knowing where the money went?

Ever start the day with 12+ hours to spend any way you choose and end the day with nothing accomplished, not knowing where the hours went?

Welcome to the world of resource mis-management. While there’s nothing wrong with setting aside a few hours to chill, or a few dollars to fund some entertainment, we fail to manage our resources when we lose track of where they go. God loves a cheerful giver—we’ve all heard that, right? (2 Cor. 9:7) But how can we give cheerfully—of time, talent, or money—if we don’t know how much we have available? Let’s take a first step toward that cheerful giving by figuring out where we spend our resources. This week, use the chart below (or one you create yourself) to keep track of time and money investments. In addition, record instances in which you’re able to use the talents God has blessed you with in a way that honors Him; that’s another way to give back to Him.

TIME	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 a.m. -10 a.m.							
10 a.m. - Noon							
Noon - 2 p.m.							
2 p.m. - 4 p.m.							
4 p.m. - 6 p.m.							
6 p.m. - 8 p.m.							
8 p.m. - Bedtime							
<p>\$\$\$MONEY\$\$\$</p> <p>Keep track of income and outgoing</p>							
<p>TALENT</p>							