

# 4

# Making Things Right

LUKE 19:1-10



## GOAL

By exploring biblical, historical, and contemporary examples, children learn to complete the cycle of confession by repairing broken relationships.

- A** Art
- AM** Active/Movement
- C** Conversation
- D** Drama
- F** Food
- G** Game
- M** Music
- NS** Nature/Science
- QC** Quiet/Contemplative
- S** Service
- T** Technology
- X** Extra Prep

Note: bit.ly addresses are case-sensitive.



## PRAYER

God of grace, help me model your love, acceptance, justice, and boldness to the children as we take brave steps to repair broken relationships. Amen.

## THIS SESSION

Our focus this session is on the final step of confession: repairing the harm done. Of course, it's not always possible to completely fix everything that we messed up when we wander off God's path, but usually there is something we can do to help restore the relationships we have broken. Confessing and repenting is not enough if there are repairs that can be made. Engaging in this work can help transform conflict situations into opportunities for relational growth.

## THE BIBLE STORY

In the story of Zacchaeus, we see him clearly express each aspect of confession that has been considered in this unit. When Jesus shows Zacchaeus exceptional acceptance by eating at his house, Zacchaeus realizes that he hasn't been fair to the people of Jericho. He admits his wrongdoing (*confession*), vows never to do it again (*repentance*), and he takes it one step further by more than refunding the people their money. He sets things right and may even become a valued part of the community.

## CONNECTIONS WITH CHILDREN

This may be the easiest concept for children to grasp in this unit. Children have a keen sense of fairness and justice, even if they don't always *want* to be fair to others. So the idea of making amends, or repairs, will be obvious to them. If you broke something, you should fix it, right? The tough part comes when *I* break something, *I* have to fix it. And, what do you do when fixing something isn't possible? How can there be repair if the pieces can't be put back together? How can we still be agents of healing?

## SESSION PREPARATION

- "Walking God's Path" (p. 34): Obtain Resource Page 3 from session 1 (p. 17).
- "Tower Restoration" (p. 34): Set up a drama; arrange to have another leader or helper knock down your tower. Pretend to act upset. Have the partner apologize and promise not to do it again. Continue being upset until they help you rebuild your tower.
- "Observing the Path" (p. 34): Display the *Confess* infographic poster from session 1.

Depending on the options you choose:

- "Sorry, Really Sorry" (p. 35): Obtain *Sorry (Really Sorry)* by Joanna Cotler (Philomel Books, 2020) or use the YouTube video "Sorry (Really Sorry) by Joanna Cotler" ([bit.ly/FMSorryBook](https://bit.ly/FMSorryBook), 4:28).



## GETTING STARTED

- Blocks or interlocking blocks

### BUILDING BLOCKS



As children gather, invite them to build with the materials available. Participate in building with the children. Encourage conversation by inviting the children to tell you about what they are building. Wonder how everything everyone is building could work together.

- Resource Page 3, session 1 (p. 17)

### WALKING GOD'S PATH

Invite the children to repeat after you and follow your motions as you lead them from Resource Page 3 from session 1.



## INTRODUCING THE PRACTICE

- Blocks or interlocking blocks

### TOWER RESTORATION



Return to the building area and invite the children to continue building with you. Construct a tall tower of your own. Then enact your previously arranged drama with a partner knocking over your tower. As you rebuild your tower together, engage the children in conversation:



The more you play up this dramatic scene, the more effective this introduction will be. When your tower is rebuilt, assure the children that you were only acting and that you are not really angry with your partner.

- ✦ What do you think just happened?
- ✦ Why do you think I was upset?
- ✦ How do you think [Partner] felt after they knocked over my tower?
- ✦ Why do you think I was still upset after [Partner] apologized?
- ✦ What do you think made me feel better?

If the children haven't already expressed the thought, point out that, even though your partner apologized, you were still upset. Note that it wasn't until your partner helped you repair and rebuild your tower that the relationship was restored.

- Confess infographic poster from session 1

### OBSERVING THE PATH



Display the *Confess* infographic poster and invite the children to look at the overall poster. Review what they see as a main image. Remind them that, in each session of this unit about the practice of confessing, they have looked at the path and signposts that make up confession. Today, start at the *Repent* sign and go to the world in the lower right corner, and back up to the broken world in the upper left corner. Note that the "golden thread" that runs through the entire poster, from sin to reconciliation, is God's presence with us through it all. Wonder about the many paths that flow out of *Repent* toward *Reconcile* and how they might be ways of making repairs. Notice the two paths after the cross. One leads to *Ultimate Reconciliation* through Jesus. Wonder what ultimate repair looks like. Then notice the path leading back to the broken world and wonder why it is there. Look at the statements posted along the path for this section.



## FINDING THE PRACTICE IN THE BIBLE

Choose one or both options.

### THE SHORT MAN C

Zacchaeus is a great model of someone who not only realized he had fallen off the path, apologized, and found his way back to the path, but also repaired the relationships he broke. Invite the children to listen for each of these parts of Zacchaeus's response to Jesus as you read the adapted story on Resource Page 1 or from *Growing in God's Love: A Story Bible*, p. 242. Reflect with the children on when Zacchaeus was off of God's path and when he was on it.

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- Resource Page 1 or *Growing in God's Love: A Story Bible* ed. by Elizabeth F. Caldwell and Carol A. Wehrheim (Flyaway Books, 2018)

### ZACCHAEUS TABLEAU AM D

Read aloud Luke 19:1–10, one verse at a time. After each verse, allow time for the children to work together to act out a snapshot of the scene. For example, after the first verse, in which Jesus walks into Jericho, one child may pretend to be walking through a crowd of people. Have the children freeze in that position until you read the next verse, after which they stage the next step of the story.

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- Bible



A group with predominantly older children may prefer to act out the story in their own words.



## FINDING THE PRACTICE ALL AROUND US

Choose one or both options.

### SORRY, REALLY SORRY C T

Remind the children that Zacchaeus realized he was being unfair to the people, decided not to do it again, and apologized . . . but that wasn't where he stopped. Invite the children to listen to the story, *Sorry (Really Sorry)*, and see what Zacchaeus and these animals have in common. Read the book or show the YouTube video "Sorry (Really Sorry) by Joanna Cotler" ([bit.ly /FMSorryBook](https://bit.ly/FMSorryBook), 4:28). Wonder together:

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- Sorry (Really Sorry)* by Joanna Cotler (Philomel Books, 2020)
  - Internet-connected device (optional)

- How did each animal feel when one of their friends was mean to them?
- Why were they then mean to another friend?
- How did they feel when they again saw the friend who had hurt them?
- How did they each feel after receiving a gift from their friend?
- How is this like or unlike our relationships with friends?
- When have you ever felt like these animals or been in a situation like this?

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- Two-sided copies of Resource Pages 2 and 3

## REPARATIONS

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Distribute two-sided copies of Resource Pages 2 and 3 and invite the volunteers to take turns reading aloud small sections. When you've read the entire article, use the following prompts to engage the children in discussion:

- ✦ What did the US government do wrong?
- ✦ How do you think it felt to be sent to a camp?
- ✦ How do you think it felt to be released from a camp? What would you do to start a new life?
- ✦ Do you think the money helped the people who had endured the camps?
- ✦ What can we do to make sure something like this never happens again?

In the box on the bottom of the back side, write or draw a short story responding to one of the questions. Invite the children to share their stories or drawings with the group as they wish.



## PRACTICING THE PRACTICE

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- Scenarios cut apart from Resource Page 4

## ROLE PLAY

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Form up to four groups of two or three children per group. Hand out one or more scenarios from Resource Page 4 to each group. Invite the members of the groups to create a scene including a resolution in which the relationship is repaired. Once the groups are ready, invite them to act out their scene for the other children. Discuss:

- ✦ How did it feel to pretend to be in these situations?
- ✦ Was it hard to figure out how to repair the relationship? Why or why not?
- ✦ Have you ever been in this sort of circumstance in real life? What was it like, and how did it resolve? Is there something you'd change about it?

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- Paper
  - Crayons, markers, colored pencils
  - Watercolor paints and painting supplies

## WORDS OF AFFIRMATION

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Tell the children that perhaps the hardest kind of breach to repair is when we've hurt someone with our words. Once something is said aloud, we can't take it back! Explain that we may be able to use other words to help heal the hurt. Invite the children to think about someone whose feelings they may have hurt, even accidentally. Using the paper and art supplies, encourage them to make a card or write a letter to that person, apologizing and affirming their love for the person they have hurt. Assist with writing as needed. If possible, have the children give the card or letter to the recipient, but tell the children that, even if that's not possible, they can take the card home and use it as a reminder to pray for the person they have hurt. Tell them that God can repair feelings better than we can, anyway!



## FOLLOWING JESUS

Lead the children in the following back-and-forth prayer. If your context allows, don't be afraid to celebrate God's love loudly!

Leader: Is there anything you can do to make God love you any more?

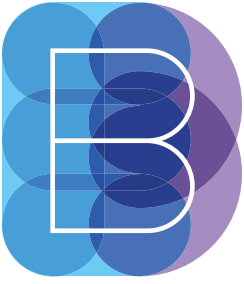
**Children: No!**

Leader: Is there anything you can do to make God love you any less?

**Children: No!**

Leader: God's love never quits.

**Children: God loves us all-the-way and always!**



## BIBLE STORY

### BASED ON LUKE 19:1-10

#### **The Short Man**

Have you ever known someone whom nobody liked? Sometimes we don't like people who are different from us, different in how they speak or look or act. Jesus met someone like that.

Jesus was walking, on the way to Jerusalem, with his disciples. To get there, they had to go through Jericho. Zacchaeus was a rich tax collector who lived there. No one in Jericho liked tax collectors. The people who lived there hated Zacchaeus because he worked for the Romans, who had taken over their land. The money they paid Zacchaeus went to the Romans. The tax collectors could take more money than they gave to the Romans and keep it for themselves. That's how they earned their living. But some tax collectors kept a lot for themselves. That's why the people didn't like or trust them.

Zacchaeus heard that Jesus was on the way to Jericho. He wanted to see Jesus, so he went to the road where Jesus was coming. Lots of people were already there. Zacchaeus couldn't see a thing because he was very short. No one would let him through to the front.

Then Zacchaeus had an idea. "I'll climb up into a tree. I'll climb that sycamore tree!"

Jesus got to where Zacchaeus was. He looked up and said, "Zacchaeus, what are you doing up there? Hurry and come down! I would like to come and see you in your house today."

Zacchaeus climbed down from the tree and welcomed Jesus to his home. People saw this and began to whisper to one another. They said, "Look! Jesus has gone to a sinner's house!"

Zacchaeus stopped and said to Jesus, "Lord, I give half of what I own to the poor. And if I cheated anybody out of anything, I will pay them back more than I took."

Jesus said, "Zacchaeus is not a bad person. He understands what I have been teaching. He helps other people. He is a son of Abraham!"

# DAILY NEWS

## Japanese Internment Camps

On December 7, 1941, planes and boats from the Empire of Japan attacked a US Navy base in Hawaii called Pearl Harbor. Much of the world was already at war, and this attack caused the United States to join World War II, fighting against Japan, Germany, and Italy. Although these countries are now friends, they were bitter enemies then.

Because people in the United States were so afraid of their enemies, the government decided that thousands of people of Japanese heritage should be pulled out of regular life and imprisoned, just in case they were acting as spies for the Japanese military. Most of these people were American citizens who were completely innocent! They had only a few days' notice to close their businesses, sell their houses and belongings, and say goodbye



**Granada War Relocation Center, the official name of an internment camp for Japanese Americans. During World War II, the Colorado barracks were surrounded by barbed-wire fencing.**



**Interned Japanese American, Sumiko Shigematsu, standing at left, supervises fellow internees working at sewing machines at Manzanar Relocation Center, California. 1943 photograph by Ansel Adams.**

to their friends and family. Eventually, the government took most of their homes and land.

Life was not fun in these prison camps, known as “internment camps.” (*Internment* means putting someone in a kind of detention, particularly during a war.) The camps were far away from cities and towns and didn’t have a lot of food or comfortable housing. Kids attended school and some adults had jobs, but the US military was in control of everything they did.

When the camps were finally closed after the end of the war, residents were given a very little bit of money and a train ticket home. That was it! Many families had to start all over. This was

# Japanese Internment Camps cont.



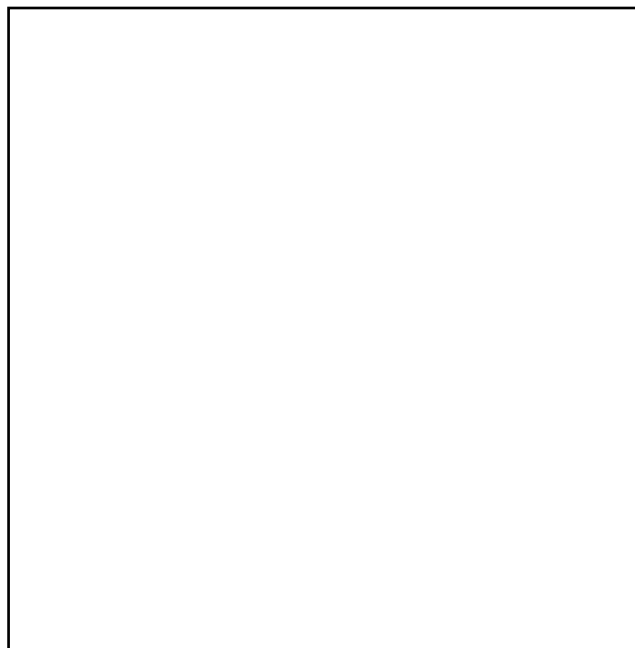
Shop window of the Japanese American owned Asahi Dye Works in Los Angeles's "Little Tokyo." The sign reads, "Closing, we won't take it to Owens Valley for U," April 1942.

very difficult to do, and many families ended up being much poorer than they were before the war.

Looking back, it's easy to see that what the US government did was very wrong. But it wasn't until 1988 that Congress officially apologized. As part of the apology, people who had been sent to these camps and their families were

given \$20,000 to try to make up for some of the damage. Of course, no amount of money could give these Americans back those years of independent life, but it helped a little to repair the damage done.

Payments like these are called *reparations* because they are an attempt to repair damage. There have been other examples of the US government paying reparations when they have done something wrong, but there are also examples of the government never trying to fix it. For example, many people think that the government should pay Black Americans or Black communities for the terrible damage of slavery. Doing so would be a big job, but it just might help heal some of the hurt in our country. What do you think?¹

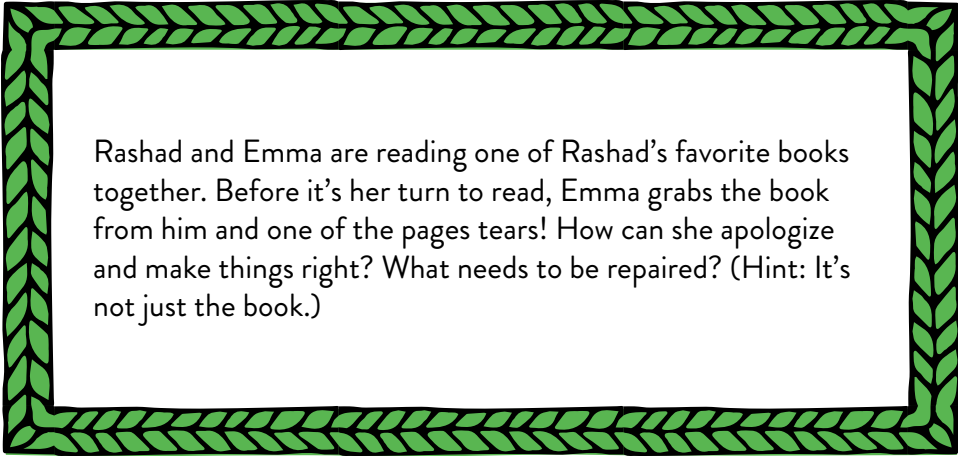


#### Sources:

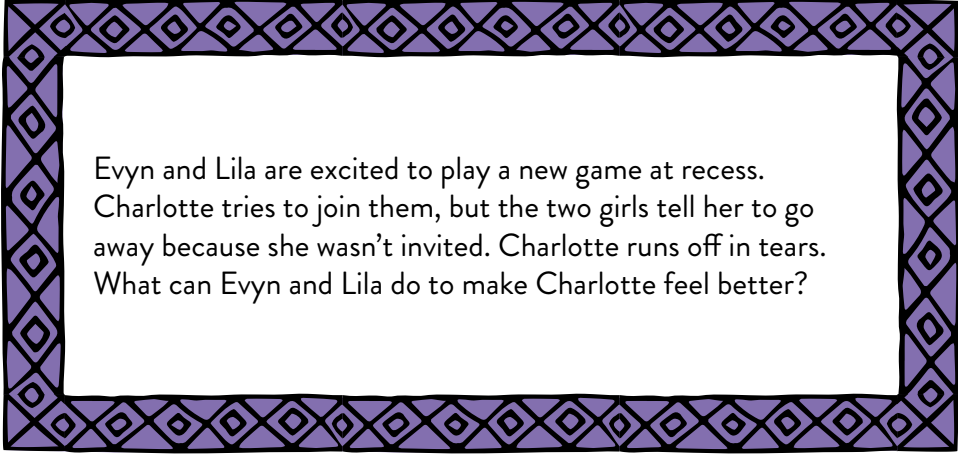
"Japanese Internment Camps." Edited by History.com Editors, History.com, A&E Television Networks, 29 Oct. 2009, [www.history.com/topics/world-war-ii/japanese-american-relocation](http://www.history.com/topics/world-war-ii/japanese-american-relocation).

Emily Zentner. "What Happened to the Property of Sacramento's Japanese American Community Interned during World War II?" CapRadio, California State University, 4 June 2019, [www.capradio.org/articles/2019/06/04/what-happened-to-the-property-of-sacramentos-japanese-american-community-interned-during-world-war-ii/](http://www.capradio.org/articles/2019/06/04/what-happened-to-the-property-of-sacramentos-japanese-american-community-interned-during-world-war-ii/).

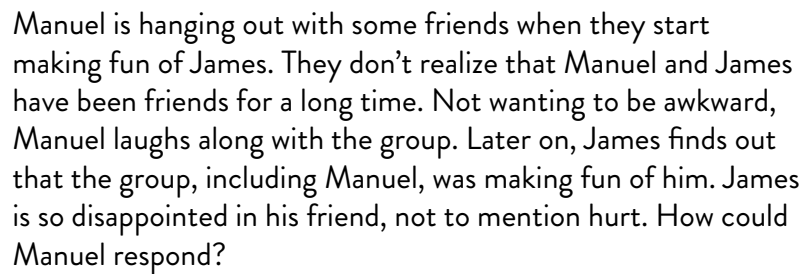




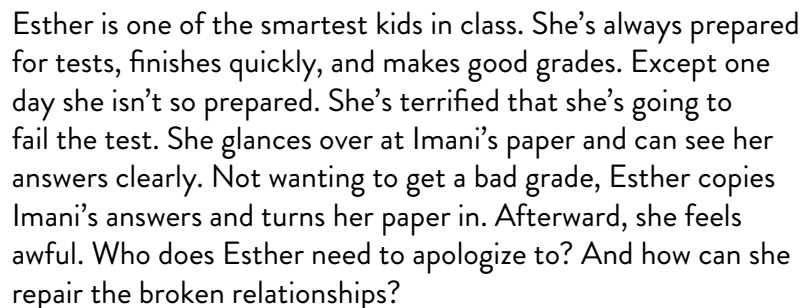
Rashad and Emma are reading one of Rashad’s favorite books together. Before it’s her turn to read, Emma grabs the book from him and one of the pages tears! How can she apologize and make things right? What needs to be repaired? (Hint: It’s not just the book.)



Evyn and Lila are excited to play a new game at recess. Charlotte tries to join them, but the two girls tell her to go away because she wasn’t invited. Charlotte runs off in tears. What can Evyn and Lila do to make Charlotte feel better?



Manuel is hanging out with some friends when they start making fun of James. They don’t realize that Manuel and James have been friends for a long time. Not wanting to be awkward, Manuel laughs along with the group. Later on, James finds out that the group, including Manuel, was making fun of him. James is so disappointed in his friend, not to mention hurt. How could Manuel respond?



Esther is one of the smartest kids in class. She’s always prepared for tests, finishes quickly, and makes good grades. Except one day she isn’t so prepared. She’s terrified that she’s going to fail the test. She glances over at Imani’s paper and can see her answers clearly. Not wanting to get a bad grade, Esther copies Imani’s answers and turns her paper in. Afterward, she feels awful. Who does Esther need to apologize to? And how can she repair the broken relationships?

