

4

Make It Right

LUKE 19:1-10



GOAL

Children learn about *equal* and *fair* and begin to apply those concepts as they consider ways to care for others.

- 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 equity, may I see each child as diverse and unique as you have created them. Help me to know my own advantages and how I can use those to help others who don't have them. Amen.

THIS SESSION

Since people have differences, what may be good for some is not helpful to others. To honor God's gift of diversity, we work toward equity in a world where humanity has set up systems to keep resources unequal, unfair, and unjust. People with advantages can help to overcome disadvantages that others have, and all can work to make the world more equitable and just.

THE BIBLE STORY

In Luke 19:1-10, Jesus encounters the tax collector Zacchaeus. Zacchaeus both *had* advantages and *took* advantage of others. He acted unfairly and unjustly when he collected more money than he was supposed to and kept it for himself. Zacchaeus wants to make things right, using his advantage to help those who are disadvantaged,

CONNECTIONS WITH CHILDREN

Children may be introduced to the concept that *equal* doesn't necessarily mean *fair*. What is right is ensuring that everyone gets what they need to thrive regardless of their differences. Concrete object lessons help children understand this concept. Teaching children about fairness and equity helps them become justice-minded.

SESSION PREPARATION

- "Enough to Build" (p. 36): Place a random number of interlocking building blocks (from four to ten) in paper lunchbags. Prepare one bag for each child. On the outside of each bag, write a number (between 2 and 10) that is either a few less, a few more, or the exact number of blocks in the bag.

Depending on the options you choose:

- "Fair vs. Equal" (p. 37): Fold copies of Resource Page 3 in thirds along the dashed lines so that the picture of the three children with no boxes is on the first third outside, the picture with equal boxes is on the back outside third, and the picture with different boxes is on the inside third under the first picture with no boxes.
- "Being a Purple Person" (p. 38): Obtain *The World Needs More Purple People* by Kristin Bell and Benjamin Hart (Random House Books for Young Readers, 2020) or use the YouTube video "The World Needs More Purple People by Kristin Bell and Benjamin Hart—Story Time Read Aloud" (bit.ly/FMPurplePeople, 5:34). Cut purple fabric into strips of at least 36", one for each child.
- "Zacchaeus Tree" (p. 39): Gather and tie several branches together or use a larger branch with smaller branches coming off it. Place the branch(es) in a container with dirt and/or rocks to make a tree.



GETTING STARTED

- Copies of Resource Page 1
- Crayons

GIVING WHAT IS NEEDED

A C

Greet the children as they arrive and provide copies of Resource Page 1 and crayons. Invite the children to color the pictures. As they are coloring, talk together about each picture. Wonder what the people in the pictures in the left column have that the people in the pictures in the right column need. Have the children draw lines connecting what people have to what people need. Tell the children that today's session is about sharing that makes sure people have what they need.

CELEBRATING GOD'S DIVERSITY

C

Invite the children to respond with suggestions as prompted, highlighting God's diversity in creation and in us. Let the group know when they will respond individually and as a group. Use the following pattern:

God made (*name an item of creation, such as the moon or mountains, or a particular body of water or land form, or a particular plant or animal*).

Let's describe (*repeat the item of creation named above*).

(*Invite people to take turns describing the item of creation named above.*)

Thank you, God, for (*repeat the item of creation named above*).

(*One person at a time, lead this part of the litany.*)

(*Name*), you are made in God's image.

(*Invite the named person to say a sentence that describes something about themselves, such as "I am tall," or "I have green eyes," or "I like to draw."*)

Thank you, God, for (*name of person named above*).



Example:

God made rain.

Let's describe rain.

Rain can be gentle or loud. Rain is wet.

Rain helps plants grow.

Thank you, God, for rain.

Simon, you are made in God's image.

I have brown skin.

Thank you, God, for Simon.



INTRODUCING THE PRACTICE

- Prepared bags of blocks

ENOUGH TO BUILD

G C

It's important for children to recognize when they have more than they need. By helping children focus on redistributing resources, they can begin to build a foundation of equity for themselves and others.

Give each child a bag of blocks. Invite them to look at the number on their bag and build a tower using only that number of blocks. Give the following examples:

- If the bag has the number 5 on it, you can use only five blocks even if the bag has more blocks in it. You have more blocks than you need.
- If the bag has the number 8 on it, and you have only four blocks in your bag, that is all the blocks you have to use. You don't have enough blocks.

When they are finished building, tell the children with extra blocks to find someone who needs more blocks so they can share their blocks with those who don't have enough. Wonder together:

- ✦ How did it feel not to have enough blocks?
- ✦ How did it feel to have more than enough blocks?
- ✦ For those with more blocks than they needed, why do you think it was important to share blocks rather than just built bigger towers?
- ✦ How did it make you feel that everyone didn't have an *equal*, or the same, number of blocks when you were done building your towers but everyone had what they needed? Was that fair or unfair?

Help the children understand that *fairness* has to do with what is needed. It may not be *equal* (the same), but it is *fair*. Tell the children they will hear a story about a man named Zacchaeus who did something that was unfair and what he did to make things right.



FINDING THE PRACTICE IN THE BIBLE

ZACCHAEUS MAKES THINGS RIGHT



Resource Page 2

Read aloud the adapted Bible story from Luke 19:1–10 on Resource Page 2. Engage the children in conversation using the following questions:

- ✦ At the beginning of the story, what does Zacchaeus do to show how he treats people?
- ✦ Why do you think Jesus stopped and talked with Zacchaeus?
- ✦ How did it make the people around them feel?
- ✦ Do you think it was fair of Jesus to stop and talk with Zacchaeus and say he wanted to have dinner with him? Why or why not?
- ✦ How did Zacchaeus giving up some of what he had make things fair and right?



FINDING THE PRACTICE ALL AROUND US

Choose one or both options.

FAIR VS. EQUAL



Ask the children which they think is better, to be equal or to be fair. Explain that *equal* means everyone is treated the same and *fair* sometimes may seem unfair because people may get different things.

To help the children understand the difference between *equal* and *fair*, give half the group a piece of paper, give half of the children without paper a crayon, and give the children without paper or a crayon nothing. Ask the children to draw a picture. In some fashion, they will tell you that they don't have what they need.

Tell them that you will treat them all the same, all equally. Give everyone a crayon and see what happens. Ask the children if treating everyone equally helped everyone draw a picture. Now ask each child what they need and provide it for them. Comment that now everyone has what they

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- Paper
 - Crayons
 - Folded copies of Resource Page 3

need to be successful in drawing a picture, even though some people got different things than other people. Explain that this is fairness. Fairness acknowledges differences and provides for each one's needs.

Hand out folded copies of Resource Page 2, with the picture of three children trying to reach apples in a tree face up. Invite the children to color the picture, but keep the paper folded until you tell them to do the next step. While they are coloring, talk about the picture together, wondering what is going on in the picture and how the children can reach the apples.

Have the children open up the paper to show the picture they were coloring and the back third with the children standing on the same boxes. As the children color, talk about what *equal* means in this picture, pointing out that everyone got the exact same box to stand on. Wonder how this helps or doesn't help the children reach the apples. Ask the children what they think each of the children in the picture needs to be successful.

Have the children open up the paper so all three panels are showing. As the children color, talk about what *fair* means. Wonder if each child got what they needed to be successful. Talk about what is equal and what is fair.

- ☐ Pictures cut from Resource Pages 4 and 5

SEEING FAIRNESS

Tell the children that people can use their voices and their actions to make a difference in other people's lives. Display the pictures cut from Resource Pages 4 and 5, and have a conversation with the children about each picture using the following prompts:

- What is this picture showing?
- Have you seen something like this? Tell me about it.
- What might be a need that this picture shows a response to?



PRACTICING THE PRACTICE

Choose one or both options.

- ☐ *The World Needs More Purple People* by Kristin Bell and Benjamin Hart (Random House Books for Young Readers, 2020) or internet-connected device
- ☐ Purple fabric strips, at least 36" in length
- ☐ Scissors

BEING A PURPLE PERSON

Tell the children that we honor God's diversity when we ask questions, laugh, use our voice, work hard, and be just who we are meant to be. Explain that, when we ask questions, we can learn. When we laugh, we are joyful and usually forget differences that divide us. Suggest that, when we use our voice, we can speak up for those who need to be heard. When we work hard, we can do our part to make the world a better place.

Read aloud *The World Needs More Purple People* by Kristin Bell and Benjamin Hart, or show the YouTube video "The World Needs More Purple People by Kristin Bell and Benjamin Hart—Story Time Read Aloud" (bit.ly/FMPurplePeople, 5:34). Comment that a purple person isn't someone who paints themselves purple, as Penny pointed out in the story, but a person who cares about all people.

After the story, tell the children that they are going to try Penny's steps to become a purple person.

- Step 1—Ask (really great) questions. Invite each child to ask a question about anything. If you or other children can answer, do so. Otherwise, remark that it is a great question and that you don't know the answer to it!

- Step 2—Laugh (a lot). Have the children try belly laughing. Invite anyone who wants to try it to lay on their backs on the floor in a circle with one child’s head on another child’s stomach and start laughing. It’s contagious!
- Step 3—Use your voice (and don’t lose your voice). Have the children take turns saying something kind about the person to their right.
- Step 4—Work hard (super-duper hard). Invite the children to tell about something they have worked hard on this past week. Have everyone cheer after each child speaks.
- Step 5—Just be (the real) you! Give each child a strip of purple fabric to remind them of being a purple person. Suggest that they can tie the ends together and wear it around their waist like a belt, across their shoulder like a sash, around their wrist like a bracelet, or in another fashion. Cut off any excess fabric.

ZACCHAEUS TREE



Talk together about how Zacchaeus used his money to help other people. Wonder together what other ways people can help others in need. Some ideas might be to donate food, clothing, toys, or books to those who need them; spend time with someone who is lonely or whose family lives far away; make a card or food for someone who is sick; play with a child who is new to the neighborhood, church, or school; and so forth.

Tell the children that they are going to make a Zacchaeus tree with leaves that show ways to help others in need. Give the children copies of Resource Page 6 and crayons. Invite them to draw a picture on the leaf of one way they would like to help others in need. It may be one of the ways suggested or their own idea. Have each child tell you their idea and write it on their leaf under their drawing. Have them cut out their leaf, assisting with cutting as needed, and punch a hole in one end. Help the children thread a piece of green curling ribbon through the hole and tie their leaf to a branch.

Encourage the children to tell their families about their idea to help others in need and try to do it.

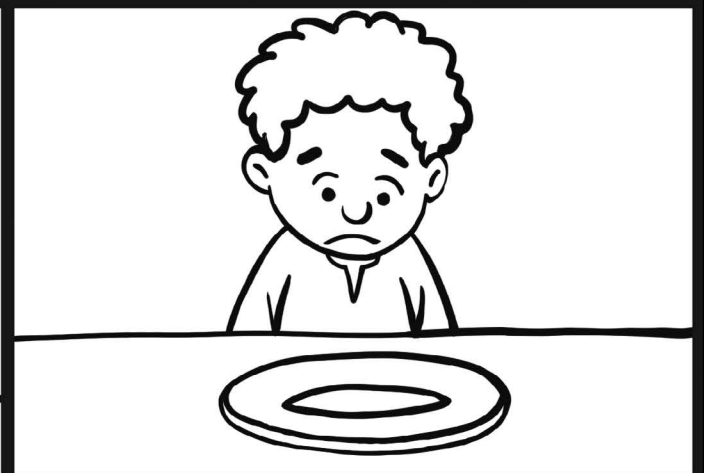
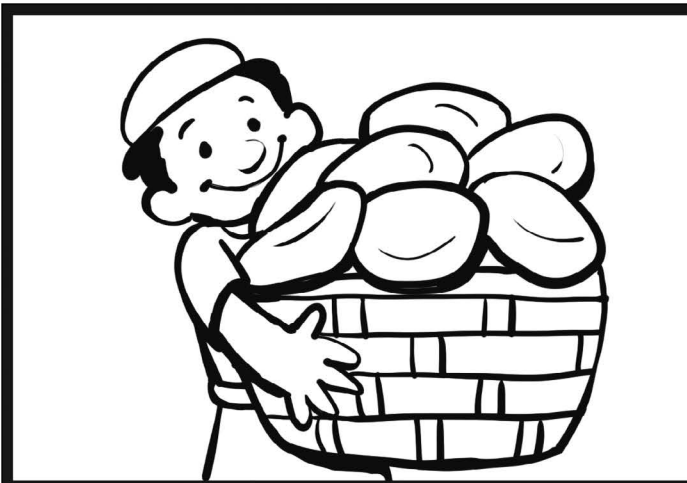
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- Copies of Resource Page 6
 - Crayons
 - Scissors
 - Single hole punch
 - Green curling ribbon
 - Prepared potted branches

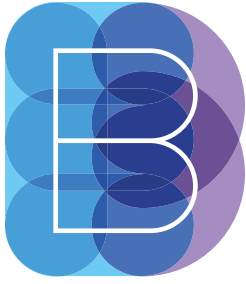


FOLLOWING JESUS

Gather the children in a circle. Invite them to repeat after you as you pray:

God, you give us enough. /
 Sometimes you give us a lot, /
 more than we need. /
 Help us make sure that everyone /
 has what they need. /
 Amen. /





BIBLE STORY

BASED LUKE 19:1-10

In the town of Jericho, there was a tax collector named Zacchaeus. Zacchaeus would collect money from people to pay to the rulers. But many tax collectors at that time, and Zacchaeus was one of them, asked for too much money. They would keep some of the money, getting richer and richer. They had more than they needed when the people they took from didn't have enough. It wasn't fair, and it wasn't right.

One day, Jesus came to Jericho and saw Zacchaeus watching him from a tree. Jesus called for Zacchaeus and told him that he wanted to have dinner at his house. The people around Jesus were angry. It wasn't fair! Zacchaeus had lots while they had little. Zacchaeus would get to spend time with Jesus when they wouldn't. It wasn't fair!

Something changed Zacchaeus though. Maybe it was Jesus seeing him for who he truly was, a person who had needs that his riches could never help. Zacchaeus said, right there in front of everyone, "I know I have done wrong. I have not been fair and have taken more than I needed. I will give half of my things to others who don't have enough. And, I won't just give back what I stole, but I will give back more than I took so that others may have what they need." Zacchaeus understood that he needed to help others by making sure they had enough. Jesus saw that, when Zacchaeus made things right for others, it would give Zacchaeus exactly what he needed too.

