



A FEW WORDS TO THE LEADER

In this episode, Nicholas thinks it's funny when he encourages Philip, the class runt, to give the wrong geography answers to Derrick, the class bully. Unfortunately, Philip takes Nick's idea seriously, and Derrick becomes furious at being humiliated. Nick wants to stop Derrick from tormenting Philip, but none of the other kids will stand with him. McGee suggests that Nick challenge Derrick to a skateboard race. If Derrick loses, he has to leave Philip alone. But if Derrick wins, Nick has to be his slave for a week!

Children often struggle with how to help others. Usually it is safer not to get involved on the side of the underdog. It is more convenient to go along with the crowd, doing what seems popular. While few youngsters face a skateboard challenge ending in the threat of slavery, the thought of being laughed at or, worse yet, ostracized, is very frightening.

Older Children (grades 3-6) are very capable of recognizing the right thing to do, but they are highly intimidated by the actions of their friends. It is very difficult to stand against the group that delights in teasing another child. Pressure to be accepted by the gang is perhaps the most common reason kids fail to help others.

Younger Children (grades 1-2) are highly self-absorbed, so they may not even notice when someone else is in need. However, younger children are more dependent than older children on approval from parents and other adults. As a result, they may find it easier than an older child to come to the aid of someone in need.

KEY VALUE

Children see others in need at school and in their neighborhoods. Jesus tells us to help others whenever possible. This lesson is designed to help you communicate to children the value of helping others in need.

Materials Needed:

- “Skate Expectations” video
- Printed activity page from the end of this lesson.
- Two pairs of gloves and mittens.
- Band-Aid bandages
- Chalkboard and chalk or poster paper and markers.
- Pens/pencils and paper
- Extra Bibles

As you lead children in viewing and talking about this episode, direct your conversation toward actual situations when someone else needed help. Use the incidents in the story to open up dialog about times when it is difficult to help others. The activity and discussion ideas for this episode can help build better communication between you and the children in your group. This communication will focus on the important issues raised by Nicholas and McGee. In addition, the interaction between you and the children will help them consider how the Bible really applies in day-to-day experiences.

"BIBLE PASSAGES"

A Jew going on a trip from Jerusalem to Jericho was attacked by bandits. They stripped him of his clothes and money and beat him up and left him lying half dead beside the road.

By chance a Jewish priest came along; and when he saw the man lying there, he crossed to the other side of the road and passed him by. A Jewish Temple assistant walked over and looked at him lying there, but then went on.

But a despised Samaritan came along, and when he saw him, he felt deep pity. Kneeling beside him the Samaritan soothed his wounds with medicine and bandaged them. Then he put the man on his donkey and walked along beside him till they came to an inn, where he nursed him through the night. The next day he handed the innkeeper two twenty dollar bills and told him to take care of the man. "If his bill runs higher than that," he said, "I'll pay the difference the next time I am here."

[Jesus asked,] "Now which of these three would you say was a neighbor to the bandits' victim?"

The man replied, "The one who showed him some pity. "

Then Jesus said, "Yes, now go and do the same." Luke 10:30-37

"Let us not get tired of doing what is right." Galatians 6:9

“SESSION OBJECTIVE”

As a result of this session, children will understand the importance of helping someone who is in need at school or in the neighborhood.

“REVIEW”

Begin by reviewing with the children what they've learned in the last three sessions. Ask what each of the previous videos was about, and see who can recite the memory verses.

“FIRST AID”

For this game you will need two pairs of gloves or mittens and a supply of Band-Aid bandages.

Have two volunteers compete. (With a large group, use teams and run as a relay with four competitors on each team.) Give each competitor a pair of gloves or mittens which he/she should put on.

NOTE: If you don't have two pairs of gloves or mittens that are reasonably similar, use one glove from each pair to give to each person.

Place a Band-Aid on the floor in front of each person. Explain that at your signal, they should pick up the Band-Aid, unwrap it, and put it on your elbow (stand in front of them, facing the group, with your arms out from your sides). They may only use their hands, which are covered by the mittens!

The first person to do this, wins. Repeat with another set of competitors.

NOTE: In a relay, when a person is finished, he or she should give the mittens to the next person on the team who should repeat the process. The contest continues until one team has opened all its bandages and put them on your arms.

Explain that a lot of people need "first aid, " not just with bandages but with other kinds of help. These people may not know what to do and would appreciate helpful advice, or they might need someone to listen to them or to be a friend. Then explain that this session is about helping others.

"SKATE EXPECTATIONS"

Introduce the "Skate Expectations" episode of McGee and Me! by saying something like: *"In this story a boy named Philip is being picked on by a gang of bullies. Our hero, Nicholas, wants the bullies to leave Philip alone. But how can he get them to do that? You 'll see that Nick and his cartoon friend, McGee, think of some not-so-great ideas before they come up with one that just might work. "*

SHOW THE FIRST PART OF THE VIDEO.

ACT ONE: After school, Nicholas discovers that Derrick, the bully, has terrorized Philip, the class runt, into giving him the answers for a take-home geography quiz. To Nick's dismay, he discovers the next day that Philip took seriously Nick's flippant suggestion to give Derrick the wrong answers. At lunch, Derrick and his friends get even with Philip, and no one helps Nicholas stand up to the bullies.

ACT "TWO: Nicholas thinks about Jesus' story of the Samaritan who helped the bandits' victim and tries to think of what he could do to obey Jesus' command, "Now go and do the same." McGee suggests a skateboard duel with Derrick as a way to settle the matter. Nick issues the challenge, then finds out that Derrick is very good. So Nicholas begins to practice.

STOP THE VIDEO AFTER THE MUSIC FADES OUT AND DERRICK SAYS TO HIS BUDDIES: "WE BETTER FIX HIM, JUST TO BE SURE. FIX HIM GOOD."

"LET'S TALK ABOUT IT"

Ask children to respond to these questions to help them evaluate Nick's attitudes and actions:

- 1. What do you think of Nicholas's suggestions that Philip put the wrong answers on Derrick's quiz?*
- 2. Why didn't Nick's friends help him stop Derrick from picking on Philip at lunch?*
- 3. Why did Nick want to help Philip?*
- 4. How is Nicholas similar to the Good Samaritan in the story Jesus told?*
- 5. How would you have helped Philip?*
- 6. For those of you who haven't seen this before, what do you think Derrick's friends might do?*



**VIDEO PRESENTATION -
15 MINUTES**

If children's comments indicate that any of them did not notice, or misunderstood, some facet of the story, clarify what really was said or done. Avoid the temptation to add "editorial" comments or to draw conclusions during this discussion. The objective at this point is to draw out what the children are thinking about Nicholas helping Philip. If children express conflicting ideas, simply accept the diversity with a comment such as, *"We don't know for certain how Nicholas felt, but your idea could be an explanation of why he decided to challenge Derrick."*

After taking a few answers to the last question, say: *"Let's find out."*



"SKATE EXPECTATIONS"

**VIDEO PRESENTATION-
10 MINUTES**

SHOW REMAINDER OF VIDEO.

ACT THREE: The night before the race, Nicholas worries and prays, telling God he wants to do what's right. The race draws a crowd, except Derrick's friends are nowhere in sight. As the race nears the finish, the missing friends make several attempts to stop Nick, helping Derrick cross the finish line first. However, their dirty work is seen by the other kids who unanimously declare Nicholas the winner because Derrick cheated. Philip thanks Nick for helping him.



"HOW TO HELP"

Write the following verse on the board: "Let us not get tired of doing what is right" (Galatians 6:9).

Below the verse write:

Bible person in need _____ · Helped by _____
Video person in need _____ · Helped by _____

Tell children to think about the Bible story of the Good Samaritan pictured in the video. Ask them to fill in the blanks in the first line. In other words, Who was the person in need in Jesus' story? And who was the helper? Then have them answer the same questions for "Skate Expectations."

Note: The answers are "the Jewish man" and "the despised Samaritan," and "Philip" and "Nicholas."

Write the answers in the blanks on the board. Hand out sheets of paper and pens/pencils. Tell the children to write these words on the left-hand side of the sheet: "school", "neighborhood", "family". (Copy this from the activity sheet at the end of this lesson) Then tell them to answer this question for each place:

"Who needs help?" They should write their answers on the paper just as you did on the board.

Note: With a large group, do this on the board also, with group members giving suggestions for each category.

Afterward, have a few volunteers share with the group what they wrote. Tell the children to keep these papers because you will use them in a couple of minutes.

MEMORY VERSE

Turn back to the board and have everyone look at the Bible verse (Galatians 6:9). Have them repeat the verse aloud together. Then remove one word at a time and have them repeat the verse, filling in the missing word(s) by memory until the whole verse has been erased from the board. Erase the words in this order: right, what, of, get, us, is, doing, tired, not, Let.

"APPLICATION"

On the papers they just worked on a few minutes ago, tell everyone to answer this question for each person: "How can I help?" Have a few volunteers share what they wrote.

NOTE: With a large group, work this through on the board as you did before.

"WHEN WAS A TIME" (5 minutes—grades 1-2, 3-6)

Distribute paper and make available pencils, felt-tip pens, and/or crayons. Tell the children to draw pictures of when someone helped them. Have them display and explain their pictures.

With grades 3-6, ask:

When did you help someone in need?

When was it difficult for you to help someone?

What things sometimes make it difficult to help someone?

What do you think is the best part about helping someone?

"EXCUSES, EXCUSES" (5 minutes—grades 3-6)

Have kids give the excuses people use for not helping others. List these excuses on the board. Talk about why each one is no good.

"HELPING RACE" (8 minutes—grades 3-6)

Divide into teams of four. Give each team two blindfolds. Explain that in each team, two people must be blindfolded, the third may not use his or her feet, the fourth may not use his or her hands, and nobody may talk. Have everyone line up along a line. Explain that the team has to get from that line to another one (on the other side of the room or yard), following the procedures outlined above. The first team to accomplish it wins. Use this to illustrate how people need help and how teamwork is important.

NOTE: This will work well with a small (8-12) or medium (12-20) sized group. Also, you will need a large area.

"BIBLE HELPS" (7 minutes—grades 3-6)

Make sure everyone has a Bible. (With a large group and/or with a lot of unchurched kids present, divide into teams of 2-4, with one Bible for each group, and have them take turns standing and reading the verse.)

Write the following Bible references on the board (see below). Explain that this will be a type of scavenger hunt. The children may open their Bibles to any of the references and may turn to any of the others whenever they want. You will call out a word. If their verse has that word in it, they should stand to their feet. The first person standing will get to read his or her verse aloud and win 100 points for that round.

Use at least one word from each passage (possible words to use are in parentheses). Then use "help" for the last word. (Remember various Bible translations may use different words.)

- *Deuteronomy 22:4 (ox)*
- *Joshua 1 (conquer)*
- *Proverbs 20:11 (pure)*
- *Isaiah 1:17 (poor)*
- *Jeremiah 22:3 (justice)*
- *Luke (fish)*
- *Luke 10:40 (Mary)*
- *Acts 9:25 (basket)*
- *Acts 16:9 (come)*
- *Philippians 4:3 (women)*

Afterwards ask what all the verses had in common. Then discuss the various ways to help people that those verses illustrate.

"HELPING HANDS" (7 minutes—grades 1-2, 3-6)

Divide into teams of four or five children each and have each team send a representative to the front. Mark out a place on the floor for each team to use as a stacking area (or have them work behind a long table). Then bring out a supply of paper cups and put them on the floor next to the stacking area.

Explain that when you give the signal, each team has 90 seconds to build a tower of paper cups. When the time expires, the team with the highest tower, wins. Only the appointed representative from each team may place items on the tower, but other members of the team may help him or her. For example, someone may hold the cups, others may hand the cups to the stacker, and some may help support the tower with their hands.

NOTE: With grades 1-2, consider using building blocks, small boxes, and/or books instead of paper cups.



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Who needs help?



school _____

neighborhood _____

family _____



How can I help?



school _____



neighborhood _____



family _____

