

JESUS HEALS A CENTURION'S SERVANT

Unit E6: Luke 7:1-10

YOU WILL NEED

- Basket, Bible, book stand, candle
- Green felt underlay (50cm x 90cm)
- Brown felt road (16cm x 90cm)
- 3D figures:
 - Jesus
 - Centurion
 - Servant
 - 2 Jewish elders
 - 2 friends of the centurion

PREPARATION - Invite the children to enter the storytelling space, have them seated in a semicircle, ready to listen to the story. Ensure that all materials are prepared in a basket (gold box for parables) and that a Bible is in close proximity, elevated off the floor on a book stand.

TELLING THE STORY - Story is a key part of our faith tradition. Young children, with their capacity for intuitive learning, are particularly able to find meaning through story.

Hold the Bible in your hands...

This story comes from our Sacred Scripture, the Bible. We find this story in the New Testament, in the Gospel of Luke, so we know that this story is centered on the life and teachings of Jesus and the early Christian community. Because this story is from the Bible we will light the candle as we listen to the story.

Place the Bible back on the stand.

Unfold the underlay horizontally in front of you. Unroll the road on top of the underlay. Move Jesus from your left along to a third of the length of the road.

One day Jesus came to the town of Ca-per'na-um.

Hold the centurion.

A centurion, that is a Roman soldier, lived in the town.

Place centurion on green underlay to your right.

Hold slave.

The centurion had a slave whom he valued highly. His slave was very ill and close to death.

Lie slave in front of the centurion.

Now, the centurion heard that Jesus had come to his town.

Place the Jewish elders on the centurion's left.

The centurion sent some Jewish elders to Jesus asking him to come and heal his slave.

Move Jewish elders to face Jesus on the road.

The Jewish elders begged Jesus saying, “We know this centurion and his soldiers have occupied our land, but he is a man worthy of your help. He loves our people, and it is he who built our synagogue for us.”

Move Jesus and the Jewish elders along the road towards the centurion’s house.

So Jesus went with them.

Place the centurion’s friends beside him.

Move the centurion’s friends to stand in front of Jesus as you say,

When they were not far from the house, the centurion sent friends to Jesus to say to him, “Lord do not trouble yourself, for I am not worthy to have you come under my roof. Only say the word and let my servant be healed.” When Jesus heard this he was amazed!

Turn Jesus to face the elders, friends and students.

Turning to the crowd, Jesus said, “I tell you, not even amongst the Jews have I found faith like this!”

Return elders and friends to the centurion’s house.

The Jewish elders and the friends returned to the centurion’s house.

Raise the slave to stand beside the centurion.

There they saw the slave, now healed and in good health.

Sit back, pause for a moment, look up at students, and then wonder about the story together.

I wonder....

- if there’s something you find puzzling or amazing in this story.
- why the centurion (who was a Roman) sent Jewish elders to Jesus to speak for him.
- why the Jewish elders spoke so well about the Roman centurion.
- why the centurion loved the Jewish people.
- what Jesus meant when he said, “I tell you, not even amongst the Jews have I found faith like this!”
- whether you’ve ever heard words similar to those spoken by the Roman centurion: “Lord do not trouble yourself, for I am not worthy to have you come under my roof. Only say the word and let my servant be healed.”

Carefully pack the story materials back into your basket. Ensure that children are watching so they know how to pack the materials away should they choose to engage with the story during exploring.

EXPLORING - Provide an opportunity for individual/small group exploration in order to respond to the story. This provides students with time to focus on and explore the story or aspects of it, which have significance for them. For this reason, students choose from a variety of materials and types of work. This is an opportunity for students to respond to what they have heard in whatever way they choose, it should be seen as a prayerful opportunity for dialogue between the student and God. The ‘work’ itself is often an expression of the child’s experience or feelings. Children may share their ‘work’ only if they wish.

PRAYER - Conclude the session with prayer. Children come closer to God through the experience of prayer. Teachers help students to pray by praying with them, providing a variety of prayer experiences. These may include laying of hands over students' works, spontaneous prayer, prayer related to the Scripture, prayers found in KWL, informal or formal prayers, or a hymn.

Carefully pack story materials back into your basket. Ensure that children are watching so they know how to pack the materials away and where to find them.