

**BIBLE VERSES:** Proverbs 11.17, Genesis 24, 1 Samuel 24, 1 Samuel 25: 2 – 35, 1 Samuel 26, Luke 10: 30 – 37, Luke 6: 37 – 38, 2 Samuel 7: 18.

**This session aims to help group members value the act of kindness, both in themselves and in others, as a reflection of Godliness.**

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## LEADER'S NOTES

As adults, we want to develop kindness in our young people because we know how important and valuable this is. It occurs to me, that with our increasingly busy lives, we may not be the role models that our young people need today. How often do we find time to show kindness to others? How often are we prepared to go beyond what is needed?

In His loving kindness, our Heavenly Father continually goes beyond our daily needs to fill our lives to overflowing with His goodness and kindness. He is our role-model and the best example of kindness for our children. Sharing experiences of God's kindness is always exciting and highly motivating. Emulating that kindness in our own lives is perhaps more difficult, particularly in a world which is often hardened towards genuine kindness.

We can learn a lot from young children, who seek to please others through their acts of kindness. When they are young, children will often go to a lot of trouble to show kindness to others. But how much of this kindness do we notice or reward? Our children often become hardened by our inability to see and appreciate their efforts on our behalf. Leading children to appreciate that their Heavenly Father notices everything that they do, and that He will reward their kindness is crucial to them valuing and developing kindness as an integral part of their character.

Pray that you will be good role models to the children in your group. As well as noticing and rewarding kindness, take every opportunity to share God's kindness towards you with your group.

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## CAMEL RACE

### GAME | 🐪 WARMING UP

Have the children get into one straight line for a mock camel race 'across the desert'. As an alternative, you may wish to race as teams if the room is small. If you are racing inside, you should decide how many laps of the room would be appropriate.

Explain to the children the way that camels walk, rocking from side to side, moving both left limbs at the

same time, followed by both right limbs. Demonstrate, moving with hands flat on the ground, bottom high in the air and body in a V-shape.

You can make the race more challenging by getting the children to retrieve an object from a midway point, which can be balanced on their head, neck or back of the shoulders.

## **EQUIPMENT**

Not necessary, but you may like to use props to make it more interesting.

**DURATION: 5 MINS.**

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# **CAPTAIN'S COMING**

## **GAME | ⤴ WARMING UP**

Tell your group that they are sailors on a ship. One of the leaders should then become captain. They will call out instructions which then must be followed by the 'sailors'. As the children become proficient at this, the captain should increase the speed that the directions are changed. The objective is for the 'sailors' to respond quickly and accurately to the latest instruction.

The pace of this game should ensure enjoyment for all, but you may like to add an element of competition whereby it is necessary to respond appropriately to each instruction in order to remain in the game.

Begin by demonstrating each instruction.

Port: *Run to left hand wall*

Starboard: *Run to right hand wall*

Fore: *Run to front*

Aft: *Run to back*

Climb the rigging: *On the spot rope climbing actions*

Swab the decks: *Mopping actions*

Cannon ball coming: *Lie flat on the floor*

Captain's coming: *Stand straight and salute*

**The Point:** This activity is primarily just for fun but you could make the point that it's important that we obey God's instructions to us because He knows what is best for us.

## **EQUIPMENT**

None.

**DURATION: 10 MINS.**

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## FEEDING THE CAMELS

**GAME | 🏹 WARMING UP**

The object of this game is that each team (of around seven children) aim to transport as much water as possible from one bucket to the other, using a small cup, in order to feed the camels. As a matter of interest, a thirsty camel can drink 100 litres of water in 10 minutes!

Each team lines up, one behind the other and facing bucket 'a' which is full of water. Bucket 'b' should be immediately behind the team. The child at the front of the line and nearest bucket 'a' fills the cup with water and passes it backwards over their head to the next member of the team who continues to pass it back in a similar fashion until the last member receives the cup and tips the water into bucket 'b'. They then either return the cup in the same way, or alternatively, run to the front of the line with the cup to start the process all over again.

For added interest, and if you are playing this activity outside, you may like to put holes in the plastic cup.

When the final whistle blows, the team that has been able to transport the most water for the camels (bucket 'b') wins.

**The Point:** Just for fun.

### EQUIPMENT

For each team you will need: two buckets, one of which should contain water, plus one plastic cup. If you are playing this game indoors, you may like to cover the floor with a waterproof layer.

**DURATION: 10 MINS.**

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## BRING BACK KINDNESS

**ACTIVITY | 📬 GETTING STARTED**

For each team, one child at a time should clear the obstacle course to retrieve a piece of the puzzle, passing back over the course before a second member can start. While this is happening, other members of the team work at assembling the puzzle. The first team to assemble the puzzle correctly wins.

Ask the children how they would have felt if you had given an unfair advantage to just one team, allowing them, alone, to retrieve the pieces without completing the obstacle course.

**The Point:** You may like to make the point that this activity introduces the theme of kindness and that it's

important that we are kind to everybody, and not selectively.

## **EQUIPMENT**

For each team, write the word kindness on a strip of paper and cut it into pieces to form a puzzle. Set up a suitable obstacle course, bearing in mind the age and ability of the children. For example: Bench (walk / run along bench) Hoop (pass hoop over head then body) Skipping rope (skip three times) Chair (pass under chair and out other side).

**DURATION: 10 MINS.**

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## **THE KIND SORT**

### **ACTIVITY | GETTING STARTED**

Divide the children into groups of about 5 or 6. Give each group two sorting hoops (if available) and a list of action cards. The actions cards could have ideas like the following on them...

Visit sick grandma / Let your friend know that you finished your work before they did / Play with baby brother while mum makes tea / Leave a friendly message for someone who feels low / Tell everyone when you see someone make a mistake / Let your family know if you are going to be late / Go straight out to play after dinner so that the table can be cleared away / Send a note to a sick relative telling them why you don't like visiting poorly people / Keep your room and your things tidy / Pretend not to notice when someone else makes a mistake / Encourage a friend when they are trying to achieve something / Splash in a puddle by Dad's clean car / Help your friend to get their work finished / Share what you have with others who do not have / Stay away from people who need help.

Ask each group to sort the cards into 'kind' and 'unkind' piles. Discuss in groups the decisions that have been made. Following this activity, reflect on how the children would like to be treated and why being kind is important.

The Point: The point of this activity is to get the children to think about what kindness and unkindness look like in practice.

## **EQUIPMENT**

For each group of about 5 children: Two sorting hoops (if available) 10 – 12 cards containing actions that we can take, some of which are kind and some of which are not.

**DURATION: 10 MINS.**

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## **DETERMIND TO BE KIND**

### **DRAMA | GETTING STARTED**

Divide the children into small groups and ask them to brainstorm different ways of responding with kindness to a person who does not respond well to them. Ask each group to record their different ideas on separate pieces of paper (which can be displayed around the room). Younger children can be supported by giving them a role-play scenario in order for them to try out different responses. Afterwards, get the children to share their ideas.

Possible role-play scenarios for younger children:

1. *Although you live near Tom, he never wants to walk with you to school.*
2. *Mary always leaves you out of her games.*
3. *Whenever you get something wrong, Mark makes fun of you.*
4. *Your sister, Molly, always refuses to help you keep the bedroom tidy.*

Together, consider the response these various actions might get.

Make the point that sometimes, despite our greatest efforts, our kindness is not always received and often people behave badly towards us despite our kindness.

**The Point:** Although we are called to show kindness to others, sometimes that can be extremely difficult.

## **EQUIPMENT**

A5 pieces of paper and pens, sufficient for at least one per child. Alternatively, if role-play scenarios are to be given, they can be written on pieces of card, with room left underneath for possible responses.

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# **DEAR DORCAS**

## **DRAMA | DIGGING IN**

Ask someone to find Acts 9:36-41 in the Bible and to read the story of Dorcas. Ask the children what they think Dorcas was like as a person? What sort of things did she do? Say that Dorcas was obviously very kind.

Ask the children to get into groups of about 5 and to make up a short role play showing how Dorcas was kind to people – the Bible passage tells us some of the things she did, but we can deduce others.

Let each group show their improvisation.

Now ask the children why everyone was so sad when Dorcas died – if she had been less kind would people have been less upset?

Ask the groups to make a second improvisation in which they are sad because Dorcas is dead and then they hear that she is alive again. Let the groups show their role plays.

Say that we really appreciate kind people because kindness is quite rare. Challenge the children to do kind things for their friends, families and even enemies!

**The Point:** To look at an example of someone who was known for her kindness.

## EQUIPMENT

Bibles, handmade clothes (or clothes that look handmade!) costume (optional), blanket and pillow.

**DURATION: 15 MINS.**

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## KINDNESS IN ACTION

**BIBLE STUDY** | 📖 **WATCHER** | 🕒 **DIGGING IN**

You may choose to read Genesis 24 directly from the bible or paraphrase using the following text. Afterwards, there are questions to help the children reflect on the kindness that has been shown in the story.

If you choose to act out the story, you will need a narrator, and volunteers to act out the parts of: 10 camels / the servant / Rebecca. (Additional parts could go to the men who accompanied Abraham's servant and other young women at the well).

Genesis 24: Abraham sends his servant to find a wife for Isaac

*Abraham was old and well advanced in age and the Lord had blessed him in all things: (cattle, houses, jewels, money, land, friends, large family, health, long life, love and special friends who would take care of all he had, and who would be loyal to him in all things). Abraham was greatly blessed!*

*But there was one last thing that Abraham wanted from God before he died, and it was so important that he put his oldest and most loyal servant in charge of it.*

*Abraham wanted a very special wife for his son, Isaac.*

*But this was no ordinary servant! He prepared well in all things. It was very*

*important to him that he would be successful and find a bride for Isaac. He took no chances! He knelt and prayed to God. "O Lord God of my master Abraham, please give me success this day, and show kindness to my master Abraham".*

*The servant travelled on to a place where Abraham had indicated. He made his camels kneel down outside the city by a well of water.*

*There were many beautiful girls by the well drawing water. Which one was the right girl for Isaac? The servant prayed again. "Behold, I stand here by the well of water, and the daughters of the men of the city are coming out to draw water. Now let it be that the young woman to whom I say 'please let down your jar that I may drink', and she says 'drink, and I will also give your camels a drink', let her be the one whom you*

*have chosen for your servant Isaac. And by this I will know that you have shown kindness to my master Abraham”.*

*But it happened, that before the servant had finished speaking, that a girl called Rebecca came out with her jar on her shoulder. This young girl was very beautiful!*

*The servant said 'please let down your jar that I may drink'.*

*Rebecca replied 'drink, my Lord'. She lowered the jar that she was carrying and gave him a drink. "I will water your camels also" she added.*

Discuss with the group:

- How did God show his approval of Rebecca as the best wife for Isaac? *(through her actions, her kindness)*
- Was it not enough for Rebecca to do as she had been asked, to lower the jar and to give the water she had collected to the stranger? *(the jar was very heavy)* Why did she do more?
  1. Servant asked for water to drink.
  2. Rebecca agreed to give him water.
  3. Rebecca felt that there was more that she could do to help.
- How was the further response different from the required response?  
Doing what you are asked is a natural and expected response. However, kindness shows itself in an added gesture of goodwill.
- Why did Abraham's servant ask that God show 'kindness' to Abraham in providing him with a suitable wife for Isaac? What did he mean by the word 'kindness'? *(consider all that God had already done for Abraham).*

**The Point:** A kind heart shows itself in actions of kindness towards others, in deeds which go beyond what we might naturally expect. Kindness is an aspect of character which is highly valued by others and which demonstrates Godliness.

## **EQUIPMENT**

Bible.

**DURATION: 15 MINS.**

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## **GOOD SAMARITAN**

### **BIBLE STUDY | DIGGING IN**

This activity using the famous Parable of the Good Samaritan shown in Luke 10:30–37.

Begin by explaining to the children that Jesus told this story to help us understand how we should behave towards others, and that it was first told more than 2000 years ago!

Now read the story. (Most children will be familiar with this parable)

Explain to the children that, although many things have changed, the message remains the same.

The following story of The Good Samaritan is a parable for our time. The children may like to act it out. If you choose to act out the story you will need: a narrator / Sarah / Playground Friend / Mike and Stephen / a small boy.

*Sarah hated playtimes. It always seemed that everyone was happily involved in all manner of ball or hoop games, sharing secrets, playing chase, acting out a story or imagining that they were the teacher in charge. Sarah didn't know how to join in with the other children, but she was painfully aware just how silly she would have seemed to anyone who had noticed that she was friendless, alone and miserable. So she wouldn't let them know! She just wouldn't. She would smile as people passed by; pretend to be deeply involved in a thinking game; make it look as though she had chosen to spend time out. But on the inside, Sarah grew sadder each day.*

*St. Bart's School had their very own Playground Friends so it wasn't long before one of these children noticed that Sarah had been alone for several days and that she probably was in need of a special friend to talk to. As she passed by on the other side of the playground she felt sure that someone would talk to her soon.*

*Later that day, Mike Holden and Stephen Grayson met together under the oak tree, as they always did on Tuesdays, to pray that God would help them to help others. Mike had noticed Sarah and could see for himself that she was alone and friendless. Together, they prayed that God would bring friendship into this girl's life.*

*But a small boy from the infants ran past them excitedly, retrieving his ball which had rolled under the old, school bench. He rushed past Sarah, hardly noticing her sitting alone, studying her hands. He took hold of his ball, and as he did, caught sight of the sadness on Sarah's face. "You know, I feel sad sometimes when I have to play ball on my own," he said kindly. "If I haven't got a friend that day," he hesitated. "Then it's really nice to find a new friend to play with." He came round to the front of the bench and sat himself down next to Sarah, holding his ball tightly in his arms. "Sometimes, I like to sit on the bench and think about things. Do you like playing ball?"*

Review the end of the original Good Samaritan story, Luke 10: 36 – 37.

Now ask the children to consider the playground story. Who was the Good Samaritan? What reasons might the Playground Friend have had for not helping Sarah? Did Mike and Stephen do the right thing?

**The Point:** We each have a responsibility to show kindness to others. Should we ask God to do something that we can do ourselves? How often do we choose not to notice, rather than help people ourselves?

## **EQUIPMENT**

Bibles.

**DURATION: 15 MINS.**

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## **KINDNESS IN ADVERSITY**

## BIBLE STUDY | 📖 DIGGING IN

Split the children into two groups. Discuss the title of this activity and then tell the children that you have a passage of scripture that you would like them to take a look at.

Explain that it can sometimes be easier to understand why people behave the way that they do by 'putting ourselves in their shoes'. Ask the children if they have used 'hot seating' before, and if they have, ask them to explain how it works.

Explain that to 'hot seat' means to put one person in the position of having to answer questions from the point of view of a particular person. For example: One person in your group sits in a specific chair and pretends to be David. When asked questions, that person will try to think and feel the way that David would have done, and to reply as he might, given the chance.

In the following stories, David and Saul feel and behave very differently. 'Hot seating' will allow us to ask and answer important questions about their behaviour.

Readings: 1 Samuel 24 / 1 Samuel 26

Each group would benefit from the support of one adult leader.

### Introduction – to be given to the whole group

Since a young boy, David had been a loyal servant to his master, King Saul. Even though Saul liked David very much, he saw that everyone loved and respected David and, eventually, his love for him turned to jealousy and hatred. Saul attempted to turn everyone against David and even set out to kill him himself.

David, however, continues to show great kindness to Saul.

### Each of the two groups should now:

- Read one of the passages
  - Hot seat one member of your group who will respond as David
  - Hot seat one member of your group who will respond as King Saul
- Aim to reach conclusions about how each man felt about himself / the other at the start and end of the passage*
- Share your findings with the other group / compare findings

**The Point:** Although it is very difficult to show kindness when we can't get along with someone, our kindness leads us to have inner feelings of peace and the conviction that we have behaved correctly. As we later find in the story of David, it also leads to God's blessing in our lives.

## EQUIPMENT

Bibles, paper and pens.

**DURATION: 20 MINS.**

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# KIND CARDS

CRAFT IDEAS | 🖱️ RESPONSE

Give each child a small piece of card. Ask them to think of someone they know who is kind to other people – not just their friends but people they don't really know or like. Ask them to make a card for this person thanking them for their constant kindness.

You could provide envelopes and stamps so that the children can post their cards to the recipient.

**The Point:** To thank people for their kindness.

## EQUIPMENT

Card, pens, paper.

**DURATION: 5 MINS.**

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# JUGS OF KINDNESS

ACTIVITY | 📖 WATCHER | 🖱️ RESPONSE

Explain to the children that It is difficult for any of us to understand why God loves us so much and is so kind. But from the evidence we have, it is clear that, throughout history, God has sought to fill our lives to overflowing with his blessings. Throughout the Bible there are endless accounts of God's people being utterly amazed at the way God had blessed them!

In 2 Samuel 7:18, we learn from what King David says that he can not quite believe how kind God is being to him:

*"Who am I, O Sovereign Lord, and what is my family, that you have brought me this far? And as if this were not enough... you have also spoken about my future... Is this your usual way of dealing with man, O Sovereign Lord?"*

What is clear is that just as God is kind to us, He expects us to be kind to others.

In Luke 6:37 – 38 Jesus tells us that there is a connection between the way that we treat others and the way that God treats us:

*"Don't judge other people, and you will not be judged. Don't accuse others of being guilty, and you will not be accused of being guilty. Forgive, and you will be forgiven. Give, and you will receive. You will be given much. Pressed down, shaken together and running over, it will spill into your lap. The way you give to others is the way God will give to you."*

You may like to demonstrate this to the children by placing a jug into a washing up bowl and then continuing to pour water so that the jug overflows.

Describe the connection between the overflowing water and God's amazing blessings in our life, that go well beyond our needs.

Explain to the children that you are going to give them a jug which can be filled to overflowing with kindness.

Assign to each group the task of filling their jug with examples of either God's kindness to us, or, ways in which we can be kind to others. They should do this by writing ways in which we can be kind to others, or in which God shows kindness to us, on each slip of blue paper (one example per slip). They should then fill the red jug with the blue strips. They might find that their jug overflows!

Make the connection between the level of kindness that we show to others and the level of kindness which God shows to us.

**The Point:** God sees what we do and always blesses us for kindness to others. We should be kind to others because God is kind to us.

## EQUIPMENT

1 pack for each group of 5 to 6 children, containing: 2 x cut-out shape of a jug (A4 size) - 1 red – marked from bottom to top with approx 12 x 'litre' marks and 1 x blue – cut into equal strips which are numbered from bottom to top, in line with litre measurements, plus about 5 extra strips and pens. Optional: A bucket of water / a large jug / a washing up basin.

**DURATION: 15 MINS.**

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## KIND DEEDS

**ACTIVITY** |  **WATCHER** |  **RESPONSE**

Divide into groups of no more than 6. It will probably be useful to have a leader with each group if this is possible.

Give each group pens and a copy of 4 everyday situations. Explain that for each situation there is a natural and expected response. A natural response has been given, with room left for a further response of kindness.

Remind the children that to be kind is to do more than is expected of you. How could they show kindness in each of these situations?

Working together as a group, ask them to come up with ideas of how they could react with kindness in the given situation.

Possible situations to use could be:

- You are asked by mum to wash up the dishes after tea, leaving them to drain. Mum will dry them up and put them away later. / You help by washing up the dishes. (*Further response might be: I dry*

them up)

- Susan's mum asks her to carry the ironing upstairs and leave the piles of clothes in each room. She will put the clothes away later. / Sue helps by carrying the ironing upstairs.
- Dad asks you to get a bucket of hot, soapy water so that he can wash the car. / You help by running a bucket of hot soapy water.
- You see your teacher struggle towards the door with a pile of books. He asks you to open the door for him. / You help by opening the door.
- You are asked if you have seen a lost dog. / You consider the question and answer appropriately.

**The Point:** Doing as we have been asked is not in itself kindness. Kindness requires us to go beyond what is expected. Every day, there are opportunities for each one of us to show kindness to those around us.

## EQUIPMENT

For each group: pens, and four (or more) everyday situations on paper, which have an expected response plus room to write a further response of kindness.

**DURATION: 10 MINS.**

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## KINDNESS BRINGS IT OWN REWARD

MEMORY VERSE |  WATCHER |  RESPONSE

*"You do yourself a favour when you are kind. If you are cruel, you only hurt yourself."*

**Proverbs 11.17**

Children should look up Proverbs 11:17 and write out the scripture.

Split the group into two. Give each group one line of the proverb and chant it at each other. Perhaps each group could invent an action that they can do to demonstrate 'kind' or 'cruel'.

Do the children have any personal experience which is evidence for kindness nourishing our soul?

**The Point:** To encourage young people to learn the Bible.

## EQUIPMENT

Bibles, pens and paper.

**DURATION: 10 MINS.**

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## RANDOM ACTS: A DRAMA ABOUT KINDNESS

**DRAMA**

**DOWNLOAD**

  [2.30Kindness.pdf](#)

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