

Excellence in Safeguarding Level 1



Accompanying materials for children and young people

Excellence in Safeguarding Level 1 – accompanying materials for children and young people’s groups

Introduction

Purpose

These materials have been designed to accompany the BUGB Level 1 Excellence in Safeguarding film. The short film features a drama sketch about the Good Samaritan bible story, which serves to introduce and discuss important safeguarding messages with children.

The following session plans continue the story of the Good Samaritan and have been designed for use in church children’s groups, once they have seen the film (either in an all age church setting or in their groups). The materials provided are aimed at three different age groups:

- School Years Reception to Year 2
- School Years 3 to 6
- School Year 7 and above

Important Reminder

The session plans outlined below explore some sensitive issues, which could be a challenge for both children and church workers present. It is important to remember that some children and/or workers in your group may have experienced abuse, or might know someone who has. Make sure that the children are reminded of who they can talk to or where they can get help if they need it. This is covered in **‘Section 3: Tell Someone’**, as detailed below.

It may be that disclosures of abuse or concerns are raised during or following this session. Church workers should be available to talk and prepared for any disclosures that might be made. All church workers should be familiar with the church safeguarding policy, which outlines the agreed procedure for responding to disclosures of abuse. Any disclosures should be listened to and responded to appropriately, before being recorded and passed on to the church Designated Person for Safeguarding.

Advice and Support

If you are unsure about how to use any of the materials provided, or are concerned about discussing sensitive issues with children, please contact your local Baptist Association Safeguarding Contact for advice and support. (www.baptist.org.uk/associationcontacts)

Session for School Years Reception to Year 2

Section	Activities	Timing
Section 1 - Warm up/introducing the theme	Happy/Sad Game The Good Samaritan story Conversation and questions Key message	15 minutes
Section 2 – Helping Others	Helping Game (optional) Making telescopes craft activity Key message	15-20 minutes
Section 3 – Tell Someone	When something bad happens – conversation and questions People I trust craft activity Key message	15 minutes
Ending the session – prayer and reassurance	Prayer using craft activities Time for children to talk	5 minutes

SECTION 1: Warm Up / Introducing the Theme

Happy / Sad Game

Read out statements one at a time of possible happy or sad things that could happen. Have a sad end of the room and a happy end of the room (which you could illustrate with a happy / unhappy emoji picture). Ask the children to run to opposite sides of the room depending on whether the statement makes them feel happy or sad. Of course, they won't necessarily always agree!

Example statement ideas	<ul style="list-style-type: none"> • Getting a birthday present • Eating ice cream on the beach • Riding a rollercoaster • Winning a race • Going to a party 	<ul style="list-style-type: none"> • Getting told off by your teacher • Running out of chocolate • Getting bullied in the school playground • Falling out with one of your friends
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Good Samaritan Story Recap (Luke 10:30-37)

Ask the children to sit quietly and listen as one of the leaders reads the story of the Good Samaritan:

There once was a Jewish man walking along a rocky, hilly road, going on a trip. The man was enjoying the nice weather when suddenly a group of robbers jumped out at him from behind a rock. They hit him and took all of his things. They left him, hurt, lying on the side of the road.

A few minutes later, step, step, step, a priest came down the road and noticed the man lying on the side of the road. You'd think he'd run over and help the man, but do you know what he did? He crossed the road and pretended he hadn't noticed him.

Soon after, step, step, step, another man, called a Levite, was walking down the road. Levites were people who helped priests with their work. Surely, he would help the man! But do you know what he did? He too walked past without helping, even though he could see the man was badly hurt.

A few minutes later, step, step, step, another man came along, called a Samaritan. One thing you should know about Samaritans is that Jews didn't usually treat them very well, so they didn't get along. The man who was lying on the road was a Jew. So, what do you think the Samaritan did? Perhaps you would think that he would walk by and maybe even laugh at the man. But as soon as he saw the man, he went over to him and put bandages on all the places that were hurt. Then he took the man to a house where he would be taken care of, so that he could rest and get well.

Conversation and questions

Remind the children that you started today's session by playing a game about happy / sad things that can happen. Ask them to talk about the happy and sad things that happened in story of the Good Samaritan, using the prompt questions below if they find it hard to get started.

Initially it was sad because the man was hurt by robbers and was then ignored by the priest and Levite. But it was happier at the end because although he was hurt, the Good Samaritan stopped and helped him, and then took him to a house to be cared for.

Prompt questions	<ul style="list-style-type: none">• How do you think the man felt when he was hurt on his way home?• How do you think he felt when the priest and the Levite didn't stop and help him?• How do you think he felt when the Good Samaritan stopped to help him?• What could have helped him feel better still? (<i>involving other people, doctor helping with injuries, the road being made safe, it not happening again</i>)
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Key Message

Just like in the Good Samaritan story, sometimes things happen in life that hurt us and make us feel sad or worried. So what should we do if we see that someone else is hurt or upset? Just like the Good Samaritan, we should help them!

SECTION 2: Helping others

Optional Helping Game (depending on time)

Explain that you're going to start with a game to get everyone thinking about helping other people.

<p>Break the children into small groups and chose one child from each group to pretend to be the hurt man who was robbed. Give their teammates a toilet roll and explain that they're going to be like the Good Samaritan and help the hurt man. They then have to work together to wrap up the child playing the hurt man from neck to toe as quickly as they can. Be clear that they should not wrap anything around the person's head as this may frighten them, and that they shouldn't wrap too tightly.</p> <p>The group who does it first wins!</p> <p><i>Resources needed:</i></p> <ul style="list-style-type: none">• Toilet rolls

Reflective Activity

<p>Telescope Craft</p> <p>Explain that you're going to make a telescope to be on the 'look out' for friends who need help, and for spotting other people being kind to each other. Younger children may need help to roll their telescopes and use the hole punch, but should be fine with the stickers and other decorations.</p>

Resources needed:

- *Thin card (to form the base of the telescope)*
- *Stickers / foam shapes, glitter, etc (for decoration)*
- *Glue (to attach the decorations to the telescope)*
- *Sellotape (roll the card and Sellotape the edge to form the telescope)*
- *Hole punch (to create holes for string so that the telescope can be worn around the neck)*
- *Ribbon or string to form a handle or decoration*

Break time

Serving Others

If you have a drink / snack break, get the children to serve each other, in the spirit of helping others.

Key Message

We should always try and help others as much as we can - we should all look out for each other.

SECTION 3: Tell someone

Introduction

Explain that when bad things happen, either to other people or ourselves, we don't have to feel alone because there are helpful people we can talk to. Give the example of being pushed over at school and being able to tell your class teacher.

Prompt questions

- Why is it good to tell someone else if you feel sad, frightened or worried about someone else or yourself?
- What could happen as a result of telling other people?

Summarise that it's always good to talk to an adult they trust about things that make them upset. Remind them that whatever the problem, it's not their fault and they will never get into trouble for speaking up. Involving a trusted adult can also be an important part of helping someone else - just like in the Good Samaritan story when he took the man to the house to be looked after.

Tell the children that you're all going to think about who they can talk to if they're worried about something that is happening to someone else, or themselves. Ask the children to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people. They could include a parent/carer, sibling, friend's parent, teacher, church worker, police officer, NSPCC worker (have a poster up to point out). When offering guidance on who this might be, don't include generalised statements of people who can definitely be trusted.

Reflective Activity

Trusted People Paperchain

- 1) Using the paperchain template, fold the paper into a pleated formation and then cut around the figure to form a paperchain of four people. (You can do this in advance for younger children who are not yet comfortable or safe to use scissors).
- 2) Ask the children to think about people in their lives who they can talk to and trust. They should name each of the people in the paperchain after someone they trust, writing the name onto their body.
- 3) They should decorate each figure so that they look like the person they've named them after.
- 4) Encourage the children to take their paperchain home as a reminder that there are always people they can talk to!

Resources needed:

- *Paperchain template for each child*
- *Pens / crayons / wool for hair*

Key Message

Explain that if the children are ever unsure as to whether or not to tell someone, they should always tell a grown-up they trust. Remind the children of who in the church they can talk to. For younger children, photos of the Designated Person for Safeguarding, as well as their Sunday School teachers, will be helpful. If there is time, you might ask the Designated Person to come along to a future session just to say hello.

Ending the session – prayer and reassurance

End your session in prayer and ask the children to have their telescopes in one hand and their paperchains in the other.

Dear Lord Jesus,

Thank you for the story of the Good Samaritan, who helped someone who was hurt and sad, and made sure that they were looked after. Help us to be good at looking after other people, and getting help for ourselves and others when we need it.

(Hold up telescopes and look through them, looking around the room) We ask that you would help us to look out for people who are sad or upset so that we can help them to get the help they need.

(Hold up paperchains of trusted people) We thank you for the people we can go to if we are worried or sad, or if we are not sure what to do.

Thank you that we are all loved and special to you, Lord Jesus. We ask that you would bless our friends, our families and our church.

Amen

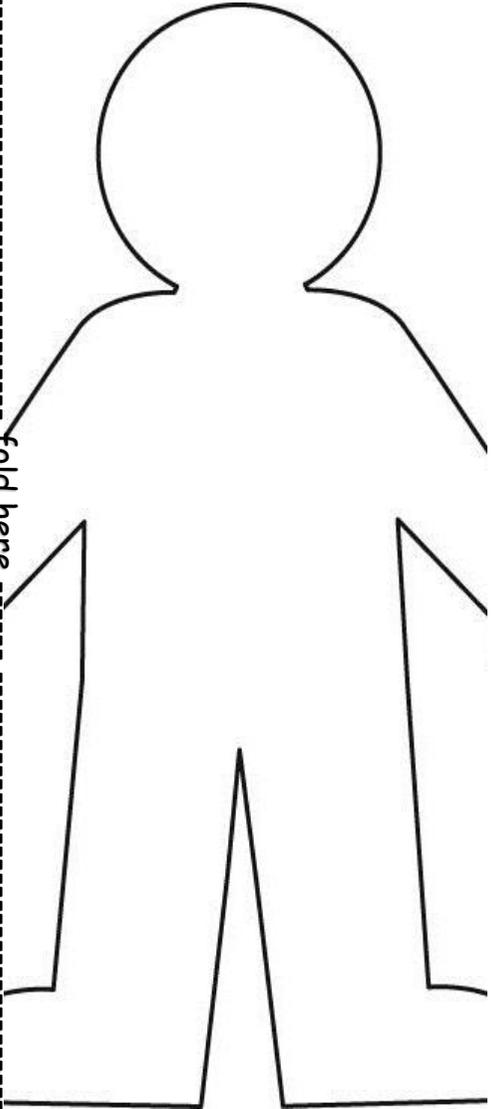
Please note: It is important that church workers are both available to talk and prepared for any disclosures that might be made. Please make sure that you have time available after the session just in case

PEOPLE I TRUST

fold here

fold here

fold here



Session Outline for School Years 3 to 6

Section	Activities	Timing
Section 1 - Warm up/introducing the theme	Happy/Sad Game The Good Samaritan story Conversation and questions Key message	15 minutes
Section 2 – Helping Others	Helping Game (optional) Scenarios Key message	15-20 minutes
Section 3 – Tell Someone	When something bad happens – conversation and questions Tree of Trust activity Key message	20 minutes
Ending the session – prayer and reassurance	Prayer Time for children to talk	5 minutes

SECTION 1: Warm Up / Introducing the Theme

Happy / Sad Game

Read out statements one at a time of possible happy or sad things that could happen. Have a sad end of the room and a happy end of the room (which you could illustrate with a happy / unhappy emoji picture). Get the children to run to opposite sides of the room depending on whether the statement makes them feel happy or sad. They of course won't necessarily always agree!

Example statement ideas	<ul style="list-style-type: none"> • Getting a birthday present • Eating ice cream on a beach • Riding a rollercoaster • Winning a race • Going to a party 	<ul style="list-style-type: none"> • Getting told off by your teacher • Running out of chocolate • Getting bullied in the school playground • Falling out with one of your friends
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Good Samaritan Story Recap (Luke 10:30-37)

There once was a Jewish man walking along a rocky, hilly road, going on a trip. The man was enjoying the nice weather when suddenly a group of robbers jumped out at him from behind a rock. They hit him and took all of his things. They left him, hurt, lying on the side of the road.

A few minutes later, step, step, step, a priest came down the road and noticed the man lying on the side of the road. You'd think he'd run over and help the man, but do you know what he did? He crossed the road and pretended he hadn't noticed him.

Soon after, step, step, step, another man, called a Levite, was walking down the road. Levites were people who helped priests with their work. Surely, he would help the man! But do you know what he did? He too walked past without helping, even though he could see the man was badly hurt.

A few minutes later, step, step, step, another man came along, called a Samaritan. One thing you should know about Samaritans is that Jews didn't usually treat them very well, so they didn't get along. The man who was lying on the road was a Jew. So, what do you think the Samaritan did? Perhaps you would think that he would walk by and maybe even laugh at the man. But as soon as he saw the man, he went over to

him and put bandages on all the places that were hurt. Then he took the man to a house where he would be taken care of, so that he could rest and get well.

Discussion

Remind the children that you started today's session by playing a game about happy / sad things that can happen. Ask them to talk about the happy and sad things that happened in the Good Samaritan story, using the prompt questions below if they find it hard to get started.

Initially it was sad because the man was hurt by robbers and was then ignored by the priest and Levite. But it was happier at the end because although he was hurt, the Good Samaritan stopped and helped him, and then took him to a house to be cared for.

Prompt questions	<ul style="list-style-type: none">• How do you think the man felt when he was hurt on his way home?• How do you think he felt when the priest and Levite didn't stop and help him?• How do you think he felt when the Good Samaritan stopped to help him?• What could have helped him feel better still? (<i>involving other people, doctor helping with injuries, the road being made safe, it not happening again</i>)
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Key Message

Just like in the Good Samaritan story, sometimes things happen in life that hurt us and make us feel sad or worried. So, what should we do if we see that someone else is hurt or upset? Just like the Good Samaritan, we should help them!

SECTION 2: Helping Others

Optional Game (dependent on time)

Explain that you're going to start with a game to get everyone thinking about helping other people.

<p>Helping Others Game</p> <p>Break the children into small groups and chose one child from each group to pretend to be the hurt man who was robbed. Give their teammates a toilet roll and explain that they're going to be like the Good Samaritan and help the hurt man. They then have to work together to wrap up the child playing the hurt man from neck to toe as quickly as they can. Be clear that they should not wrap anything around the person's head as this may frighten them, and that they shouldn't wrap too tightly.</p> <p>The group who does it first wins!</p> <p><i>Resources needed:</i></p> <ul style="list-style-type: none">• Toilet rolls

Reflective Activity

Helping Others Worksheet

Complete a scenario-based worksheet, getting the children to think about helping other people in different contexts. There are a number of different scenarios, with accompanying questions. The children should think through each scenario and identify:

- What would make the situation better?
- What would you do?
- What would happen next?

Discuss as a group afterwards.

Resources needed:

- *Printed worksheets*
- *Pens*

OR

Set up a game of Tetris and one by one, read out the scenarios from the *Helping Others Worksheet*. After reading out a scenario, ask each child to answer a question about it (as above) before taking a brick.

Resources needed:

- *Tetris game*

Break time

Serving Others

If you have a drink / snack break, get the children to serve each other, in the spirit of helping others.

Key Message

We should always try and help others as much as we can - we should all look out for each other.

SECTION 3: Tell Someone

Introduction

Explain that when bad things happen, either to other people or ourselves, we don't have to feel alone because there are helpful people we can talk to. Give the example of being pushed over at school and being able to tell your class teacher.

Prompt questions

- Why is it good to tell someone else if you feel sad, frightened or worried about someone else or yourself?
- What good things could come from telling someone else?

Summarise that it's always good to talk to an adult they trust about things that make them upset. Remind them that whatever the problem, it's not their fault and they will never get into trouble for speaking up. Involving a trusted adult can also be an important part of helping someone else - just like in the Good Samaritan story when he took the man to the house to be looked after.

Tell the children that you're all going to think about who they can talk to if they're worried about something that is happening to someone else, or themselves. Ask the children to think of different types of

helpful people. Explain that people who you can trust and who can help might be very different for different people. They could include a parent/carer, sibling, friend's parent, teacher, church worker, police officer, NSPCC worker (have a poster up to point out). When offering guidance on who this might be, don't include generalised statements of people who can definitely be trusted.

Reflective Activity

Tree of Trust

Get each child to complete a *Tree of Trust Worksheet*, adding the names of people they feel they could confide in and trust. Reiterate the point that they will each have different people they can trust, and that that's okay. Don't make the children share their lists, although if they start to do this, don't stop them. Encourage the children to keep their list somewhere safe as a reminder that there are always people they can talk to.

Resources needed:

- *Tree of Trust worksheet*
- *Pens*

Key Message

Explain that if the children are ever unsure as to whether or not to tell someone, they should always tell a grown-up they trust. Remind the children of who in the church they can talk to.

Ending the session – prayer and reassurance

End your session in prayer and ask the children to have their Tree of Trust pictures in front of them.

Dear Lord Jesus,

Thank you for the story of the Good Samaritan, who helped someone who was hurt and sad, and made sure that they were looked after. Help us to be good at looking after other people, and getting help for ourselves and others when we need it.

We ask that you would help us to look out for people who are sad or upset so that we can help them to get the help they need.

(Hold up Tree of Trust pictures). We thank you for the people we can go to if we are worried or sad, or if we are not sure what to do.

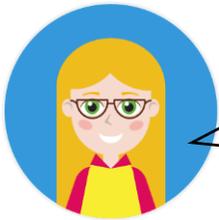
Thank you that we are all loved and special to you, Lord Jesus. We ask that you would bless our friends, our families and our church.

Amen

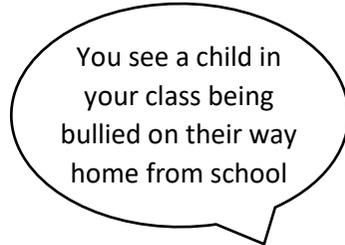
Please note: It is important that church workers are both available to talk and prepared for any disclosures that might be made. Please make sure that you have time available after the session just in case.

Section 2: Helping Others Worksheet

Here are some situations to think about....



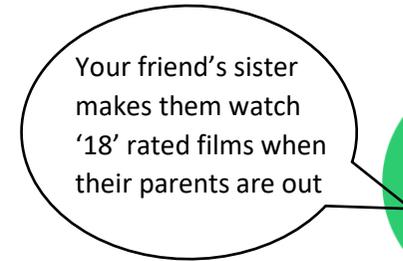
Someone sends your brother a photo they don't like



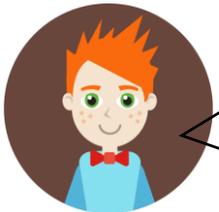
You see a child in your class being bullied on their way home from school



Your school friend never has much food in their packed lunch and always eats some of yours



Your friend's sister makes them watch '18' rated films when their parents are out



You're at the park and someone you don't know starts taking photos of you and your friends



Your friend's dad is always shouting at their mum and calling her horrible names



You're at a party and find a friend crying by themselves. They've been crying a lot lately, but you don't know why



Someone is sending your sister nasty texts



One of your friends is hurting themselves and asks you to keep it a secret



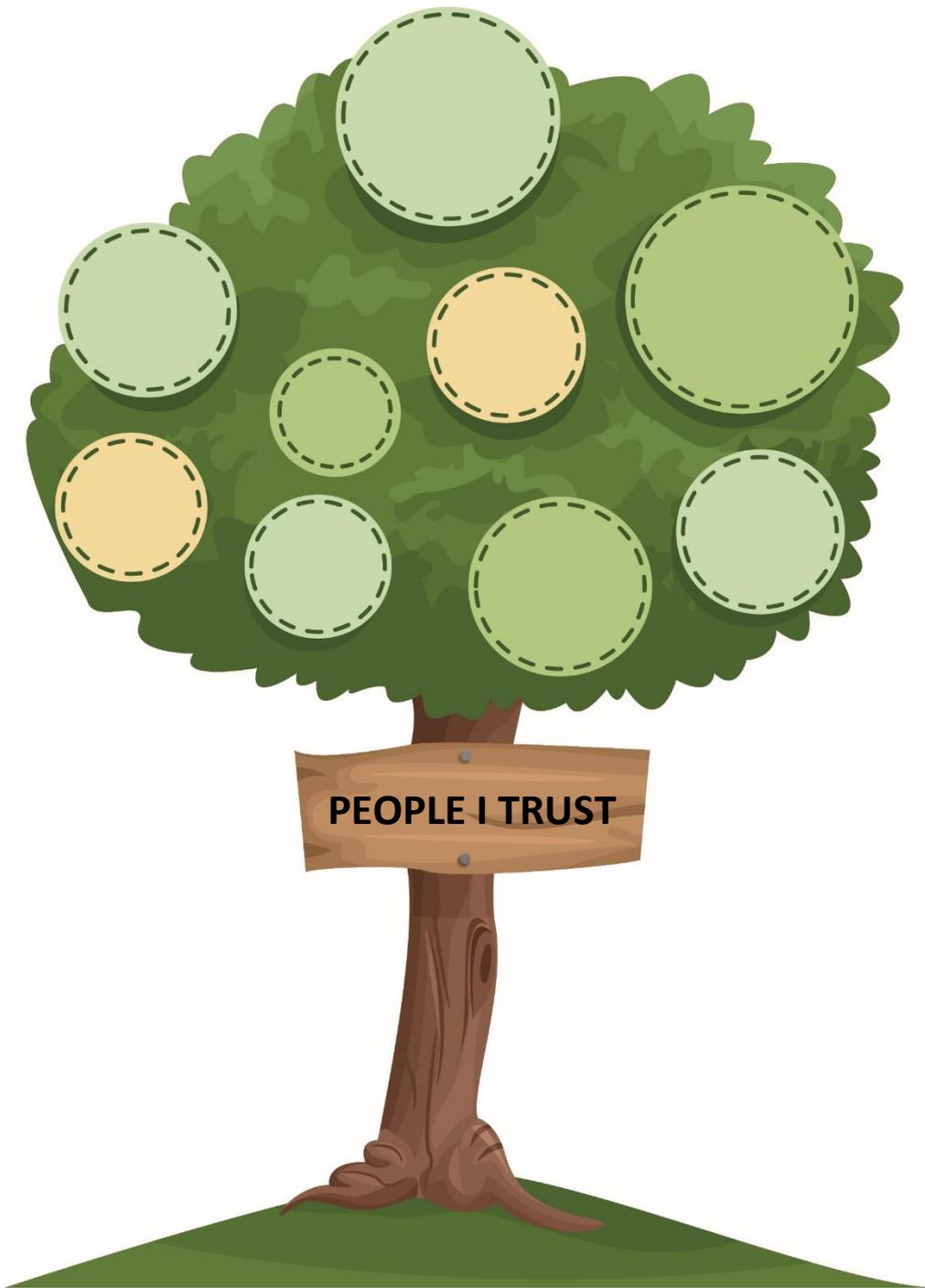
An adult always wants your friend to sit on their lap and cuddle them - they don't want to keep doing it

What would make each situation better? What could you do to help? What would happen next?

Section 3: Tree of Trust Worksheet

Who do I Trust?

Add the names of people you can talk to if you're worried about something that is happening to you or someone else.



Session for School Years 7 and above

Section	Activities	Timing
Section 1 - Warm up/introducing the theme	Safe/Unsafe Game The Good Samaritan story – newspaper article Conversation and questions Key message	15 minutes
Section 2 – Helping Others	Helping Game (optional) Agony Aunt scenarios Key message	20 minutes
Section 3 – Tell Someone	When something bad happens – conversation and questions Safe Hands activity Key message	20 minutes
Ending the session – prayer and reassurance	Prayer Time for children to talk	5 minutes

SECTION 1: Warm Up / Introducing the Theme

Safe /Unsafe Game

Read out statements one at a time – they cover some possible safe / unsafe things that could happen. Have a safe end of the room and an unsafe end of the room. Get the young people to run to opposite sides of the room depending on whether they think the event or activity is safe or unsafe. Of course, they won't necessarily always agree!

Example statement ideas	<ul style="list-style-type: none"> Someone you don't know starts talking to you online You get a text from someone you know from school who you fancy You meet up with friends after school and go to the park Your best friend hasn't been around a lot and seems to have new friends who are a lot older than them. They don't invite you to join in. 	<ul style="list-style-type: none"> Our youth leader arranges to meet you in a coffee shop after school to talk though some difficulties you have been having You lose your phone in the park and your mum can't get hold of you You don't do your homework and get a detention You go to youth club and meet some new people who haven't been before – they seem really nice Your teacher offers to tutor you after school in a subject you are struggling with
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Move on to read the story of the Good Samaritan together - you can use the newspaper article version if you wish.

Luke 10:30-37 New Living Translation (NLT)

Parable of the Good Samaritan

³⁰ Jesus replied with a story: "A Jewish man was traveling from Jerusalem down to Jericho, and he was attacked by bandits. They stripped him of his clothes, beat him up, and left him half dead beside the road.

³¹ "By chance a priest came along. But when he saw the man lying there, he crossed to the other side of the road and passed him by. ³² A Temple assistant walked over and looked at him lying there, but he also passed by on the other side.

³³ "Then a despised Samaritan came along, and when he saw the man, he felt compassion for him.

³⁴ Going over to him, the Samaritan soothed his wounds with olive oil and wine and bandaged them. Then he put the man on his own donkey and took him to an inn, where he took care of him. ³⁵ The next day he handed the innkeeper two silver coins, telling him, 'Take care of this man. If his bill runs higher than this, I'll pay you the next time I'm here.'

³⁶ "Now which of these three would you say was a neighbour to the man who was attacked by bandits?" Jesus asked.

³⁷ The man replied, "The one who showed him mercy."

Then Jesus said, "Yes, now go and do the same."

Discussion

1. Start the discussion by asking the group if they have heard the story of the Good Samaritan before. Imagine you saw this story in the local paper - what would your reaction be?
Some reactions could be:
 - Shocked
 - Angry
 - Sad
 - Confused
 - Not bothered
 - Happy that someone helped
2. What do you think you would've done if you had come across the man who had been beaten up?
3. Has anyone ever had to help someone else who is in trouble?
4. What is your reaction to the man that did help – what do you notice about him?
 - He is different – point out that Jews and Samaritans didn't get on and so everyone would've understood if he hadn't helped.
5. Do you think that it matters who the person who needs help is or who gives the help?

SECTION 2: Helping others

Optional Game (dependent on time)

Explain that you're going to start with a game to get everyone thinking about helping other people.

Helping Others Game

Break the children into small groups and choose one child from each group to pretend to be the hurt man who was robbed. Give their teammates a toilet roll and explain that they're going to be like the Good Samaritan and help the hurt man. They then have to work together to wrap up the child playing the hurt man from neck to toe as quickly as they can. Be clear that they should not wrap anything around the person's head as this may frighten them, and that they shouldn't wrap too tightly.

The group who does it first wins!

Resources needed:

- Toilet rolls

Reflective Activity

Ask Susie, Agony Aunt Worksheet

Use this worksheet to help the young people to think about helping other people in different contexts. Each section has a different scenario and set of accompanying questions.

The young people should think through each scenario and identify:

- What would make the situation better?
- What would you do?
- What would happen as a result?

Discuss as a group afterwards.

Resources needed:

- Printed worksheets
- Pens

SECTION 3: Tell someone

Introduction

Explain that the good thing is that when bad things happen, either to other people or ourselves, we don't have to feel alone because there are helpful people we can talk to.

Prompt questions

- Why is it good to tell someone else if you feel unsafe or are worried about whether someone else is safe?
- What could happen as a result of telling other people?

Summarise that it's always good to talk to an adult they trust about things that make them upset. Remind them that whatever the problem, it's not their fault and they will never get into trouble for speaking up. Involving a trusted adult can also be an important part of helping someone else - just like in the Good Samaritan story when he took the man to the house to be looked after.

Tell the young people that you're all going to think about who they can talk to if they're worried about something that is happening to someone else, or themselves. Ask the young people to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people. They could include a parent/carer, sibling, friend's parent, teacher, church worker, police officer, NSPCC worker (have a poster up to point out). When offering guidance on who this might be, don't include generalised statements of people who can definitely be trusted.

Reflective Activity

Safe Hands

Ask each young person to draw around one of their hands. On each of the fingers on the picture write the name of someone they could talk to if they felt unsafe or were worried about someone else. Encourage them to include some adults on their hand not just their friends – remind them that sometimes things that worry them need to be shared with an adult they trust so they find a way to help.

Spend time talking to them about why they chose the people that they did. To help them remember who they have put down, ask each person to put their own hand out in front of them and repeat the names to themselves of each person they have written down as they touch that finger. You could repeat this again at the beginning of the next meeting to see if they remember it.

Ending the session – prayer and reassurance

End your session in prayer:

Dear Lord Jesus,

Thank you for the story of the Good Samaritan, who helped someone who was hurt and sad, and made sure that they were looked after. Help us to be good at looking after other people, and getting help for ourselves and others when we need it.

We ask that you would help us to look out for people who are sad or upset so that we can help them to get the help they need.

We thank you for the people we can go to if we are worried or sad, or if we are not sure what to do.

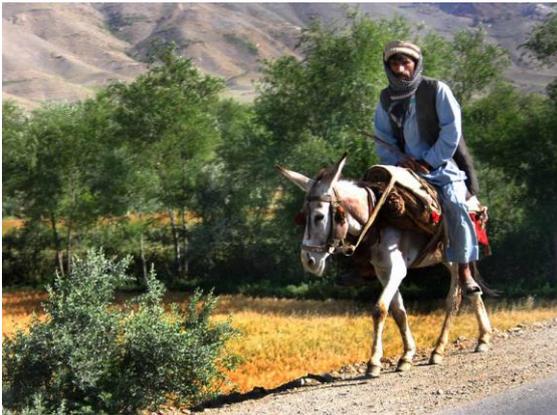
Thank you that we are all loved and special to you, Lord Jesus. We ask that you would bless our friends, our families and our church.

Amen

Please note: It is important that church workers are both available to talk and prepared for any disclosures that might be made. Please make sure that you have time available after the session just in case.

THE DAILY POST

Robbery on the road to Jericho



Yesterday brought us another amazing story from Jesus of Nazareth, the teacher who has been shaking things up all across Galilee.

The story goes like this:

A Jewish man was traveling from Jerusalem down to Jericho, and he was attacked by bandits. They stripped him of his clothes, beat him up, and left him half dead beside the road.

By chance a priest came along. But when he saw the man lying there, he crossed to the other side of the road and passed him by. A Levite walked over and looked at him lying there, but he also passed by on the other side.

“Then a despised Samaritan came along, and when he saw the man, he felt compassion for him. Going over to him, the Samaritan soothed his

wounds with olive oil and wine and bandaged them. Then he put the man on his own donkey and took him to an inn, where he took care of him. The next day he handed the innkeeper two silver coins, telling him, ‘Take care of this man. If his bill runs higher than this, I’ll pay you the next time I’m here.’

“Now which of these three would you say was a neighbour to the man who was attacked by bandits?” Jesus asked.

The man replied, “The one who showed him mercy.”

Then Jesus said, “Yes, now go and do the same.”

And for all you animal lovers – the donkey was OK too!





Ask Susie

Dear Susie,

My name's Claire and I'm 15 years old. I am very worried about my best friend. She has lost her sparkle in the last few months and often cries if I ask her how she is. I'm really concerned that something might be wrong at home.

What should I do to help her? I don't want to be nosey, but she's really sad.

Dear Susie,

I'm Ben, I'm 12, and I go to football club with some other guys from my year at school. Recently one of the lads has started picking on the smaller boys and some of them are quite scared. I don't want to tell tales, but I think I need to do something. How can I help them and let this boy know that he can't carry on bullying people?

Dear Susie,

How can I find out what's happening for my friend Sarah? She was really excited about her new phone, but now she seems scared to look at it. I'm worried that she's getting nasty pictures. What do I do to help her?

Dear Susie,

My next door neighbour is a boy called Sam. We're both 13 and go to the same youth club at church. He always looks as if no one looks after him. Yesterday I noticed a set of bruises on his arms. I'm really scared that someone is hurting him. What do I do and who do I tell?

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