

Teaching the Three Missions

An elementary educator companion



ELEMENTARY TEACHER & HOMESCHOOL RESOURCE

By Gail Pickett Morin

10-page free sample, including cover | Christian Bible learning

Full Bible course coming to IngramSpark March 2027

From the creator of Detective Sam and the Bible Time Travelers



A course you can try in three sessions

This companion supports Three Missions of Faith, a ten-page student sample for grades K-5. Each session explores a passage, a discussion, and an action. Suggested length: 25-35 minutes per session, adjusted for your group.

Intended learning

Students identify an action in a Bible passage; explain how that action relates to mercy, responsibility, or good works; and propose a safe, caring response in a present-day situation.

Set a clear context

Use in Christian schools, churches, Sunday school, and Christian homeschool settings. This course is explicitly Christian. Review the passages and adapt theological discussion to your community. It is not a secular school curriculum or a validated anti-bullying intervention.

Sam is a fictional learning guide, separate from the biblical narrative. Read actual Scripture alongside the paraphrases. Students may draw, dictate, point, sign, or write; reading speed and handwriting are not the learning goals.

Prepare once

Student pages and pencils; crayons if useful; your preferred Bible; a paper lamp drawing or battery light for session 3. No flame, food, online account, payment, or special equipment is required.



Your three-session teaching map

Session 1 | Be a neighbor | Luke 10:25-37

Student pages 2-4. Welcome and choices (3 min); passage and retelling (7); discussion (5); scenarios (8); draw or share an action (5). Goal: connect mercy with a specific caring response.

Session 2 | Make things right | Luke 19:1-10

Student pages 5-6. Recall a caring action (3); passage and retelling (7); discussion (5); repair plan (10); reflection (3). Goal: distinguish apology from concrete responsibility.

Session 3 | Let your light shine | Matthew 5:14-16

Student pages 7-10. Recall the missions (3); passage and image (6); project plan (10); code review (6); family reflection (5). Goal: plan one safe good deed and explain its purpose.

Check in before moving on

Ask each learner for one piece of evidence from the passage, one meaning in their own words, and one possible application. Revisit the story when a response is unclear; avoid treating faith as a competition.

Short-session option: split each session across two days. Older learners can add a paragraph of textual evidence. Younger learners can respond to one question orally.



Teach mission 1: Mercy in action

STUDENT PAGES 3-4 | LUKE 10:25-37

Invite: "Is a neighbor only someone living beside us?" Read the passage without asking children to act out violence. The student retelling keeps the injury description brief.

Discuss: What did the Samaritan notice? Which actions took time or resources? Explain, with care, that Samaritans and Jews had social and religious divisions. The unexpected helper crossed those divisions with mercy; do not present any ethnic or religious group as inherently unkind.

Answers and acceptable evidence

Student p.3, question 1: any two of tending wounds, transporting the man, taking him to an inn, paying for care, or promising further repayment.

Question 2: payment to the innkeeper and the promise to cover further care show continuing responsibility.

Scenario answers - student page 4

Communication device: A. Address the person and allow time.

Hurt or threatened: B. Get a trusted adult.

New student: A. Offer welcome and ask. Respect a wish for space.

Transfer: Invite an invented example, not a disclosure of a real conflict. Ask: "How would you check what help is wanted?" Praise respectful listening and adult help-seeking.



Teach mission 2: Welcome and repair

STUDENT PAGES 5-6 | LUKE 19:1-10

Invite: "What is the difference between saying sorry and trying to make something right?"
Read the passage. Note that Jesus' welcome and Zacchaeus' response are both part of the story.

Story answers - student page 5

1. Zacchaeus climbed a tree because he wanted to see Jesus over the crowd.
2. He said he would give half his possessions to the poor, and repay four times what he had taken dishonestly. Either promise is acceptable.

Model the repair plan - student page 6

Notice: A crayon was borrowed without permission and broken; its owner is affected.

Own it: "I used your crayon without asking, and I broke it. I am sorry."

Repair: Ask an adult to help arrange replacement or another fair solution.

Try again: Ask permission first and handle borrowed supplies carefully.

Keep responsibility separate from shame

Discuss a behavior, not whether a child is "bad." Do not require public apologies, hugs, immediate forgiveness, or reconciliation with someone unsafe. Follow safeguarding procedures when needed. Children cannot earn God's love through an activity score.

Extension: older learners can compare an intention, an apology, and a completed repair. Ask what support might make a promise realistic.



Teach mission 3: Good works with purpose

STUDENT PAGES 7-8 | MATTHEW 5:14-16

Invite: show a paper lamp drawing or battery light. Ask what changes if it is hidden. Read the passage and name light as an image Jesus uses for his followers' visible good works.

Story answers - student page 7

1. When a lamp is hidden, its light is less useful to people around it.
2. The Father in heaven receives glory.
3. Responses vary: tidy a shared area, include someone, thank a helper, or perform another safe caring action. No applause or public post is necessary.

Coach the project - student page 8

Help each student name a person or group, seek permission, list available materials, and choose a manageable first step. The goal is thoughtful action, not a large campaign. The learner may plan rather than finish the project during class.

Example plan

Project: a welcome card for a new classmate.

Permission: teacher first; recipient can decline.

Materials: classroom paper and crayons.

First step: ask what language or format would be welcome.

Reflection: Did the card meet the recipient's preference?

Do not require donations, public photos, online posting, or contact with unfamiliar people. Family participation is optional. Offer an equivalent classroom action.



Adapt without losing the learning goal

Grades K-2 / emerging readers

Read aloud, pause often, and use one question at a time. Invite a drawing or spoken answer. An adult may record the child's words. Use brief sessions and concrete examples.

Grades 3-5 / confident readers

Ask for details from the passage and explanations of consequences. Invite comparison of two possible actions. Add vocabulary work with mercy, compassion, responsibility, and glorify.

Access and belonging

Offer large print, a digital zoom view, thick pencils, scribing, pointing, signing, home-language answers, or a quieter spot. Describe images aloud. Ask before helping. All activities can be completed seated; no child needs to role-play a disability.

Emotionally safe discussion

Use fictional scenarios. Allow a pass. Do not ask children to tell the group about bullying, family conflict, money, or personal harm. Listen privately to a disclosure and follow your setting's safeguarding process.

Do not assess reading fluency, artistic skill, disability, or willingness to pray as evidence of faith or kindness. Invite questions and allow thoughtful disagreement within your setting's teaching approach.



Review, feedback, and next steps

STUDENT PAGES 9-10 | INFORMAL LEARNING CHECKS

Code answer - student page 9

1 = S (Samaritan); 2 = H (give and repay); 3 = I (visible light); 4 = N (Father in heaven); 5 = E (trusted adult). The word is SHINE. Ask students to explain one answer, rather than only decode the word.

A simple observation record

For each goal, record not yet / with support / independently:

1. Identifies a relevant detail in the passage.
2. Explains a connection to mercy, repair, or good works.
3. Proposes a safe, respectful action.
4. Reviews how the action could affect someone else.

This is teacher-created informal guidance, not a validated test or a measure of a child's spiritual worth. Student page 10 is open-ended; accept a response connected to a passage or mission.

Feedback language to try

"You noticed an important detail. What action follows from it?"

"You chose a caring response. How can you check permission?"

"What would make the plan safer or more manageable?"

One adjustment I will make for the next session:



A family note you can copy

ADULT-FACING RESOURCE | PAIR WITH STUDENT PAGE 10

Hello families,

Our group is trying Detective Sam's Bible Explorers, a free Christian sample course by Gail Morin. We are reading Luke 10:25-37, Luke 19:1-10, and Matthew 5:14-16, then discussing mercy, responsibility, and caring actions.

Please ask your child which mission they remember. You can read one passage together, listen to their ideas, and help them plan one safe act of kindness. Drawing, speaking, signing, and writing are all welcome ways to respond.

Children do not need to collect money, post online, visit strangers, or share personal information. Please contact your group leader with any questions about participation or the teaching approach. Prayer is offered as an invitation, not a performance task.

Our group / leader contact:

Optional family feedback for the group leader:

Leaders: send this note through your normal adult contact route. Do not ask children to register on a website or send Gail their personal information.



Help shape the next adventure

PILOT FEEDBACK FOR ADULT EDUCATORS

The larger Bible course is in development. These free samples invite adults to test clarity, age fit, accessibility, and practical teaching needs. They are not evidence of established adoption or proven outcomes.

Tell Gail what worked

Which age range did you teach? How long did the lesson take? Which instruction was unclear? Which activity helped learning? What would you change? Would a longer course be useful, and in what format? Send adult feedback only; no child names, photos, or personal disclosures.

Scripture references: Luke 10:25-37; Luke 19:1-10; Matthew 5:14-16. Retellings checked against the KJV text. Read the full passages in your preferred Bible.

biblegateway.com/passage/?search=Luke+10:25-37&version=KJV

biblegateway.com/passage/?search=Luke+19:1-10&version=KJV

biblegateway.com/passage/?search=Matthew+5:14-16&version=KJV

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Full Bible course coming to IngramSpark March 2027. Questions: superalertdogadventures@gmail.com

More samples: detectivesamadventures.com/#bible-adventures

DETECTIVE SAM | CONNECT WITH GAIL

Plan a visit or program

Tell Gail your city, state, age group, and audience size.

Discuss a school or church visit

superalertdogadventures@gmail.com

Prefer a conversation? Request a meeting online.

Meeting and visit requests are tentative until Gail confirms.

For adults contacting on behalf of their family or organization.