

## Unit 1

# The Lamb of God



biblepicturegallery.com

*John 13:1-17*

1. Look!	2
2. The Path of Blessing	12
3. The Passover Celebration	20
4. Jesus the Servant	24
5. An Example to Follow	30
6. No, Never	34
7. As I Have Done For You	36
8. Servants	38

## Look!

### Task #1



#### **Objectives:**

- to **discuss** serving

**Approx. Time:** 45 min.

#### **Materials:**

- Jesus the Messiah SLIDE
- Who is Jesus SLIDE
- Picture Card & Label Set for each pair
- John 1 Audio (PPT Slide #6)
- John 1 Text for each learner
- Picture SLIDE
- Sign Worksheet for each learner

#### **Text:**

**John 13:1-17**

#### **Instructions:**

##### **Part A** Introduction

1. Introduce this course, *The Lamb of God*, by explaining that we will be reading about the death and resurrection of Jesus Christ as reported in the Gospel of John. John wrote at the end of his gospel:
  - *This disciple (John) is the one who testifies to these events and has recorded them here. And we know that his account of these things is accurate.*
  - *Jesus also did many other things. If they were all written down, I suppose the whole world could not contain the books that would be written.*
  - *The disciples saw Jesus do many other miraculous signs in addition to the ones recorded in this book. But these are written so that you may continue to believe that Jesus is the Messiah, the Son of God, and that by believing in him you will have life by the power of his name.*

**These are written so that you may continue to believe that Jesus is the Messiah, the Son of God, and that by believing in him you will have life by the power of his name.**

Jesus the Messiah SLIDE

2. Elicit from the learners what they already know about Jesus Christ. Use the **Who is Jesus SLIDE** to write some of the things that the learners mention.
3. Divide the learners into groups of 3 people and give each group a static page, flip chart paper or poster and marker pens.
4. Ask them to put *Who is Jesus?* in a circle in the middle of the page (similar to the SLIDE) and then draw lines out from the centre to make a mind map of all the information that they have about Jesus: *his birth, life, ministry, miracles, parables, teaching, death, Christ, Messiah, God, Son of God, etc. etc.*
5. When the groups seem to have completed the task, put them up on the wall and have each group present its ideas to the rest of the class.



**Who is Jesus?**

Who is Jesus SLIDE

**Part B** *Metaphors*








1. Introduce the fact that John, the writer of this gospel that we are reading and studying, uses word pictures or metaphors throughout the book for us to understand Jesus.

- Elicit from the learners what a metaphor is.

**Instructor Note:** A *metaphor* is a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance. Something is used, or regarded as being used, to represent something else; an emblem or symbol.

2. Explain that John records seven (7) metaphors that Jesus applied to himself.
  - In order to illustrate this point further hand out a set of **Picture Cards** and **Labels** to pairs of learners for them to match appropriately.
  - Elicit from each pair about one of the pictures and what it teaches them about Jesus Christ.

*Answer Key*

Feeding 5000 people		The Bread of Life	Teaching followers		The Way, The Truth, The Life
Healing a blind man		The Light of the World	Caring for sheep		The Good Shepherd
Raising a dead man		The Resurrection and the Life	Entering a sheepfold		The Gate
Farming		The True Vine			

3. However, point out that John has one other major metaphor for Jesus that is foundational to his gospel: The Lamb of God.
  - Hand out the **John 1 Text**. Play the **Audio** (embedded in the PPT slides).
  - Ask the learners why they think John the Baptist told his listeners that this Word (Jesus) that gives life and light is the Lamb of God?
  - After the learners have presented some of their ideas, explain that the Passover Lamb is a key concept.

**John 1 Text**

*In the beginning the Word already existed. He was with God, and he was God. He was in the beginning with God. He created everything there is. Nothing exists that he didn't make. Life itself was in him and this life gives light to everyone. The light shines through the darkness and the darkness can never extinguish it.*

*God sent John the Baptist to tell everyone about the light so that everyone might believe because of his testimony . . .*

*So the Word became human and lived here on earth among us. . .*

*John pointed him out to the people. . .*

*The next day John saw Jesus coming toward him and said, "Look! There is the Lamb of God!"*

John 1 Text

**Part C**    *The Passover Lamb*

1. Explain that Jesus, John the Baptist, and the people were Jews.
  - The Jewish people are the descendants of Abraham, Isaac & Jacob. Project the **Picture SLIDE**.
  - The history of these people is in the Old Testament and all of these listeners would know that history.
  - The primary event in their lives is the deliverance of the Jews from slavery, oppression & death in Egypt.
  - There is an annual remembrance of that salvation called the Passover. (It is still celebrated today by Jews)
  - Paul, another writer in the New Testament, also writes in 1 Corinthians 5:7 *Christ, our Passover Lamb, has been sacrificed for us.*





Picture SLIDE

2. Elicit from the learners as much as they can recall of the events of the first Passover.
3. Divide the learners into pairs. Give a **Sign Worksheet** to each learner.
  - Have the learners read the text together and then answer the questions.
  - Discuss the questions as a whole class.
  - Possible Ideas:
    - a. The lamb was to be sacrificed to provide blood to be used as a sign of the people's faith in God to save them from death.
    - b. The actual blood placed on the doorposts was a physical action to show their obedience to God- they sacrificed a lamb as he commanded. When God saw the sign of their obedience (evidence of a sacrifice – a substitute death) the angel of death passed over that household so they were saved.
4. Present to the learners that we are going to look more closely at the events of the death of Jesus (the Passover Lamb) as recorded in John's gospel.

**Exodus 12:21 ff**

Then Moses called all the elders of Israel together and said to them, “Go, pick out a lamb or young goat for each of your families, and slaughter the Passover animal. Drain the blood into a basin. Then take a bundle of hyssop branches and dip it into the blood. Brush the hyssop across the top and sides of the doorframes of your houses. And no one may go out through the door until

morning. For the LORD will pass through the land to strike down the Egyptians. But when he sees the blood on the top and sides of the doorframe, the LORD will pass over your home. He will not permit his death angel to enter your house and strike you down.”

**1. What is the purpose of the death of the Passover lamb?**

**2. Why do you think the Israelites were to put the blood on the doorframe?**

## ***The Path of Blessing***

### **Task #2**



#### **Objectives:**

- to **listen** for key content
- to **learn** new words from context
- to **discuss** cultural practices

**Approx. Time:** 45 min.

#### **Materials:**

- **Questions SLIDE**
- **Unit 1 Audio/Video**
- **Unit 1 Text** for each learner
- **Vocabulary SLIDE**
- **Questions Worksheet** for each learner

#### **Text:**

**John 13:1-17**

#### **Instructions:**

##### **Part A**

1. Explain to the learners that we will begin to study the main events of the death of Jesus by looking at the last Passover supper that Jesus had with his disciples.
2. Project the **Questions SLIDE**:
  - 1) Who are the people involved?
  - 2) What is the main event?
  - 3) What is Peter's response?
3. Divide the class into 3 groups and assign one question for each group. Have them listen for the answer.
4. Play the **Unit 1 Audio**. Elicit responses from each of the groups.

**Instructor Note:** All the **Audio/video Files** for the whole curriculum are embedded in the **Instructor PPT SLIDES**. The **Unit 1 Audio** is embedded in the PPT.

5. Play as often as necessary for them to come up with the answers.  
(**DO NOT** give them the written text at this point.)

##### **Part B**

1. Give each learner the **Unit 1 Text**.

**1) Who are the people involved?**

**2) What is the main event?**

**3) What is Peter's response?**

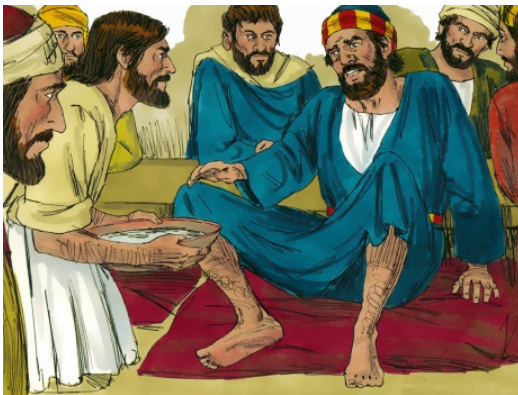
## The Path of Blessing

(John 13:1-17)

Before the Passover celebration, Jesus knew that his hour had come to leave this world and return to his Father. He now showed the disciples the full extent of his love. It was time for supper, and the Devil had already enticed Judas, son of Simon Iscariot, to carry out his plan to betray Jesus. Jesus knew that the Father had given him authority over everything and that he had come from God and would return to God. So he got up from the table, took off his robe, wrapped a towel around his waist, and poured water into a basin. Then he began to wash the disciples' feet and to wipe them with the towel he had around him.



When he came to Simon Peter, Peter said to him, "Lord, why are you going to wash my feet?"



Jesus replied, "You don't understand now why I am doing it; someday you will."

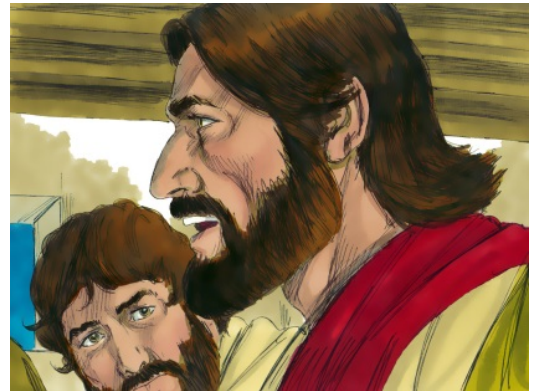
"No," Peter protested, "you will never wash my feet!"

Jesus replied, "But if I don't wash you, you won't belong to me."

Simon Peter exclaimed, "Then wash my hands and head as well, Lord, not just my feet!"

Jesus replied, "A person who has bathed all over does not need to wash, except for the feet, to be entirely clean. And you are clean, but that isn't true of everyone here." For Jesus knew who would betray him. That is what he meant when he said, "Not all of you are clean."

After washing their feet, he put on his robe again and sat down and asked, "Do you understand what I was doing? You call me 'Teacher' and 'Lord,' and you are right, because it is true. And since I, the Lord and Teacher, have washed your feet, you ought to wash each other's feet. I have given you an example to follow. Do as I have done to you. How true it is that a servant is not greater than the master. Nor are messengers more important than the one who sends them. You know these things - now do them! That is the path of blessing.



2. Ask the learners to highlight or underline the words or phrases on the **Vocabulary SLIDE:**  
*Passover    the full extent    the Devil had enticed    to betray*  
*had given him authority    protested    the path of blessing*
3. Divide the learners in pairs and assign one phrase to each pair to try to explain the meaning of the phrase by looking at the context in which it is found.
4. Elicit ideas from the pairs and discuss as a whole class.

*Answer Key:*

*Passover* – a Jewish celebration

*the full extent* – the greatest limit

*the Devil had enticed* – the evil one had tempted

*to betray* – to be disloyal

*had given him authority* – had made him ruler or in charge

*protested* – refused strongly

*the path of blessing* – the way to live with God's favour

5. Ask the learners to point out any other phrases that they would like to discuss. Use the same procedure (looking in the context for meanings).
6. Discuss the custom of foot washing.

**Instructor Note:** Foot washing was a custom in the times of Jesus. People walked most of the time and wore sandals, so their feet got dirty. It was the custom of the day to have a servant at the door of a home in order to wash the feet of the guests and people who lived in that home as they came in.

7. Ask the learners to share about what might be an equivalent service in their communities. What are the things that people do for family and guests? These are things that are usually taken for granted and usually not thanked for.



- **Passover**
- **the full extent**
- **the Devil had enticed**
- **to betray**
- **had given him authority**
- **protested**
- **the path of blessing**

**Part C**

1. Give each learner the **Questions Worksheet** to find the answers in the text.
2. Ask the learners to discuss their answers with the person next to them.
3. Discuss the questions together as a class. Ask volunteers to supply answers. The class can discuss the answers and agree or disagree.

<i>Suggested Answer Key:</i>
<b>1. What celebration was soon to be held?</b> <i>Passover</i>
<b>2. What did Jesus know about his own future?</b> <i>his hour had come to leave this world and return to his Father</i>
<b>3. What did Judas plan to do?</b> <i>to betray Jesus</i>
<b>4. What did Jesus do for the disciples?</b> <i>washed their feet</i>
<b>5. How did Peter respond at first to Jesus?</b> <i>protested – you will never wash my feet</i>
<b>6. What did Jesus instruct his followers to do?</b> <i>wash each other's feet</i>

*Find the answers in the text to the following questions.*

- 1. What celebration was soon to be held?**
  
  
  
  
  
  
  
  
  
  
- 2. What did Jesus know about his own future?**
  
  
  
  
  
  
  
  
  
  
- 3. What did Judas plan to do?**
  
  
  
  
  
  
  
  
  
  
- 4. What did Jesus do for the disciples?**
  
  
  
  
  
  
  
  
  
  
- 5. How did Peter respond at first to Jesus?**
  
  
  
  
  
  
  
  
  
  
- 6. What did Jesus instruct his followers to do?**

Task #3



**Objectives:**

- to **listen** for main information
- to **read** for main information

**Approx. Time:** 30 min.

**Materials:**

- Exodus Audio
- Exodus 12:1-14
- Resource Sheet for each learner
- Question & Answer Cards for each pair of learners

**Text:**

John 13:1-17

# The Passover Celebration

**Instructions:**

1. Draw attention to the phrase: *Before the Passover celebration*. Present the following information to the learners:
  - Jesus and his disciples were remembering and celebrating an event that first took place in a period of time when the Israelites were slaves in Egypt.
  - The Israelites had come to Egypt at the invitation of Joseph and the existing Pharaoh, but as the years went by, subsequent Pharaohs began to resent the Israelites and eventually enslaved them.
  - God through Moses freed the Hebrew people from slavery and took them out of Egypt.
  - At first, Pharaoh would not let the Israelites leave.
  - As a result, God brought a number of disasters on the Egyptian nation.
  - The original Passover was the deliverance of the Israelites from the last disaster that came on the Egyptians: **the death of the firstborn son**.
2. Hand out the **Exodus 12:1-14 Resource Sheet** to each learner. Play the Audio of the text and have the learners follow along.

**Instructor Note:** This **Audio File** is embedded in the **PPT SLIDES**.

## **Exodus 12:1-14**

Now the LORD gave the following instructions to Moses and Aaron while they were still in the land of Egypt: From now on, this month will be the first month of the year for you. Announce to the whole community that on the tenth day of this month each family must choose a lamb or a young goat for a sacrifice. If a family is too small to eat an



entire lamb, let them share the lamb with another family in the neighborhood. Whether or not they share in this way depends on the size of each family and how much they can eat. This animal must be a one-year-old male, either a sheep or a goat, with no physical defects.

Take special care of these lambs until the evening of the fourteenth day of this first month. Then each family in the community must slaughter its lamb. They are to take some of the lamb's blood and smear it on the top and sides of the doorframe of the house where the lamb will be eaten. That evening everyone must eat roast lamb with bitter herbs and bread made without yeast. The meat must never be eaten raw or boiled; roast it all, including the head, legs, and internal organs.

Do not leave any of it until the next day. Whatever is not eaten that night must be burned before morning.

Wear your traveling clothes as you eat this meal, as though prepared for a long journey. Wear your sandals and carry your walking sticks in your hands. Eat the food quickly, for this is the LORD's Passover. On that night I will pass through the land of Egypt and kill all the firstborn sons and firstborn male animals in the land of Egypt. I will execute judgment against all the gods of Egypt, for I am the LORD! The blood you have smeared on your doorposts will serve as a sign. When I see the blood, I will pass over you. This plague of death will not touch you when I strike the land of Egypt.

You must remember this day forever. Each year you will celebrate it as a special festival to the LORD.

3. Hand out the **Question & Answer Cards** to each pair of learners. Have them match the cards.

**Optional:** Give one card to each learner and they have to find the matching question or answer

*Answer Key:*

<b>1. What is the main task that the Israelites had to do in preparation for the original Passover?</b>	<i>They had to kill a lamb and smear some of its blood on the sides and tops of the doorframes of the house in which they ate the lamb.</i>	<b>2. What did God do on that first night?</b>	<i>God passed through Egypt that night and struck down every firstborn – both human beings and animals - bringing judgment on the Egyptians.</i>
<b>3. How did the obedience of the Israelites affect God's actions that night?</b>	<i>When God saw blood on the Israelite houses, he passed over them. As a result, the firstborn Hebrews were not killed when he struck Egypt.</i>		

4. Discuss the matches as a whole class.
5. Elicit from the class any ideas as to the significance of Jesus' celebrating the Passover with his disciples at this time in light of the discussion of him as the Lamb of God (Task 1).

## Jesus the Servant

### Task #4



#### **Objectives:**

- to **practice** the pronunciation of stress, thought grouping and intonation within the context of a larger text
- to **analyze** a text in terms of the various aspects of pronunciation

**Approx. Time:** 60 min.

#### **Materials:**

- Sample SLIDE
- Thought Group SLIDE
- Unit 1 Script Audio
- Dramatic Reading Script for each learner

#### **Text:**

**John 13:1-17**

#### **Instructions:**

1. Explain that this task will help learners to understand English speakers more and to be understood better.
2. Present the concept of thought groups using the **Thought Group Resource Sheet/SLIDE**.
  - When speaking English, words are grouped into information bundles that are set off by pauses.
  - This is a very important aspect of the English language for making meaning.
  - There are some places where it is necessary to pause, some places where it is okay to pause, and some places where you must not pause.
  - It is important to know where not to pause.



## **What are thought groups?**

- a preposition and its following noun phrase  
*e.g. from the table, around his waist, into a basin*
- a subject and verb  
*e.g. Jesus gets up He begins*
- an article or determiner and its noun  
*e.g. the table, his robe, a towel, his waist, a basin, the disciples' feet*
- an auxiliary and main verb  
*e.g. He's washing*

## **Where do we NOT put pauses?**

- in the middle of a prepositional phrase
- between a subject and verb
- in the middle of a noun phrase
- in the middle of a verb phrase

3. Hand out the **Dramatic Reading Script** to each learner. Assign each learner a different character in the **Dramatic Reading Script**.

**Characters: Narrator Simon Peter Jesus**

4. Have them separate the information units or thought groups for their character's lines by pause marks [//]. Demonstrate first with this text.

Jesus gets up from the table,// takes off his robe,//wraps a towel around his waist,// and pours water into a basin.// He begins to wash the disciples' feet// and wipes them with the towel //he has around him.//

5. Demonstrate how difficult it is to understand the meaning of the sentence if the thought groups are split up inappropriately.

- Read each line with a 2 second pause at the end. .

Jesus gets. . .	<i>split 2 word verb</i>
up from the . . .	<i>determiner and noun</i>
table takes . . .	<i>split 2 word verb</i>
off his . . .	<i>determiner and noun</i>
robe wraps a . . .	<i>determiner and noun</i>
towel around . . .	<i>preposition and its noun</i>
his waist and . . .	
wipes them with . . .	<i>preposition and its noun</i>
the towel he . . .	<i>subject and verb</i>
has around him.	

- You could ask what was separated that shouldn't have been- e.g. preposition and its noun; auxiliary and main verb; determiner and noun; subject and verb etc

6. Play the **Unit 1 Audio** as the learners follow along.

**Instructor Note:** The **Unit 1 Audio** is embedded in the **PPT SLIDES**

7. Lead the class in doing a dramatic reading of the whole script. Be sure that the accompanying actions are done as well. **Note that some characters do not have speaking parts.**

**Jesus gets up from the table,  
takes off his robe,  
wraps a towel around his waist,  
and pours water into a basin.  
He begins to wash the disciples' feet  
and wipes them with the towel  
he has around him.**

*Suggested Example of Dramatic Reading Script:*

**Jesus the Servant**

**Narrator:** It is before the Passover celebration. It is time for supper.  
2 Jesus gets up from the table, takes off his robe,  
wraps a towel around his waist, and pours water into a basin.  
4 He begins to wash the disciples' feet, and wipes them with the towel he  
has around him.  
6  
**Simon Peter:** [Looking at Jesus about to wash his feet.] Lord,  
8 why are you going to wash my feet?  
10 **Jesus:** You don't understand now, why I am doing it,  
someday you will.  
12  
**Simon Peter:** [protesting] No, you will never wash my feet.  
14  
**Jesus:** But if I don't wash you, you won't belong to me.  
16  
**Simon Peter:** Then wash my hands and head as well, Lord,  
18 not just my feet.  
20 **Jesus:** A person who has bathed all over, does not need to wash  
except for the feet, to be entirely clean. And you are clean,  
22 but that isn't true of everyone here. Not all of you are clean.  
24 **Narrator:** After washing their feet, he puts on his robe again, and sits  
down.  
26  
**Jesus:** Do you understand what I was doing? You call me "Teacher"  
28 and "Lord," and you are right, because it is true. And since I, the Lord  
and Teacher, have washed your feet, you ought to wash each other's feet.  
30 I have given you an example to follow. Do as I have done to you.  
How true it is, that a servant is not greater than the master.  
32 Nor are messengers more important than the one who sends them.  
You know these things, now do them. That is the path of blessing.

## Jesus the Servant

**Narrator:** It is before the Passover celebration. It is time for supper.

2 Jesus gets up from the table, takes off his robe,  
wraps a towel around his waist, and pours water into a basin.

4 He begins to wash the disciples' feet and wipes them with the towel he  
has around him.

6  
**Simon Peter:** *[Looking at Jesus about to wash his feet.]* Lord,  
8 why are you going to wash my feet?

10 **Jesus:** You don't understand now why I am doing it;  
someday you will.

12  
**Simon Peter:** *[protesting]* No, you will never wash my feet!

14  
**Jesus:** But if I don't wash you, you won't belong to me.

16  
**Simon Peter:** Then wash my hands and head as well, Lord,  
18 not just my feet!

20 **Jesus:** A person who has bathed all over does not need to wash,  
except for the feet, to be entirely clean. And you are clean,  
22 but that isn't true of everyone here. Not all of you are clean.

24 **Narrator:** After washing their feet, he puts on his robe again and sits  
down.

26  
**Jesus:** Do you understand what I was doing? You call me 'Teacher'  
28 and 'Lord,' and you are right, because it is true. And since I, the Lord  
and Teacher, have washed your feet, you ought to wash each other's feet.  
30 I have given you an example to follow. Do as I have done to you.  
How true it is that a servant is not greater than the master.  
32 Nor are messengers more important than the one who sends them.  
You know these things - now do them! That is the path of blessing.

## An Example to Follow

### Task #5



#### **Objectives:**

- to **learn** about and practice infinitives as they express purpose

**Approx. Time:** 30 min.

#### **Materials:**

- Infinitive Phrases Worksheet for each learner
- Infinitives SLIDE

#### **Text:**

John 13:1-17

#### **Instructions:**

1. Introduce this focus on the grammar of infinitives by reminding the learners about the structure of infinitives (to + base form of verb) since some might confuse the preposition 'to' followed by a noun or pronoun e.g. *to him*.
2. Explain that infinitives carry a sense of purpose.
3. Ask the learners to underline or highlight all the infinitives in this passage.

#### *Answer Key:*

line #	Infinitive
2	to leave
2	(to) return
5	to carry out
6	to betray
12	to wash
12	to wipe
16	to wash
29	to wash
30	to be
38	to wash
40	to follow

4. Give each learner the **Infinitive Phrases Worksheet**. Explain the information at the top of the worksheet using the **Infinitives SLIDE**.

Definition	Function	Example
Infinitive = <i>to</i> + the simple (base) form of the verb	a. express a purpose of a <u>noun</u> (functioning as an adjective)	a. a book <u>to read</u> for my class
	b. express a purpose of an action verb (short for <i>in order to</i> ) (functioning as an adverb)	b. He came here <u>to study</u> English.
	c. as the object of certain verbs (functioning as a noun) - some verbs require a pro(noun) + infinitive (functioning as a noun)	c. he began <u>to wash</u> their feet  I told my son <u>to stop</u> .

Noun + Infinitive	Verb + Infinitive

## Infinitives

Definition	Function	Example
<b>Infinitive</b> = <i>to + the simple (base) form of the verb</i>	<b>a.</b> express a <u>purpose</u> of a noun <i>(functioning as an adjective)</i>	<b>a.</b> a book <u>to read</u> for my class
	<b>b.</b> express a purpose of an action verb (short for <i>in order to</i> ) <i>(functioning as an adverb)</i>	<b>b.</b> He came here <u>to study</u> English.
	<b>c.</b> as the object of certain verbs <i>(functioning as a noun)</i> - some verbs require a pro(noun) + infinitive <i>(functioning as a noun)</i>	<b>c.</b> he began <u>to wash</u> their feet  I told my son <u>to stop</u> crying.

Infinitives SLIDE



5. Ask them to list the infinitive phrases from the text in the chart on the **Infinitive Phrases Worksheet**. They should also decide what the infinitive is connected to in the sentences – a noun or a verb
6. When everyone has finished this task, have them check with a partner.
7. Finally, discuss the assignment as a complete class.

<i>Answer Key:</i>	
<b>Noun + infinitive</b>	<b>Verb + infinitive</b>
<ul style="list-style-type: none"> <li>• hour to leave</li> <li>• hour to return</li> <li>• his plan to betray Jesus</li> <li>• an example to follow</li> <li>• to wash...to be</li> </ul>	<ul style="list-style-type: none"> <li>• had enticed to carry out his plan</li> <li>• began to wash</li> <li>• began to wipe</li> <li>• does not need to wash</li> <li>• are you going to wash</li> <li>• ought to wash</li> </ul>

<i>Answer Key for Infinitives in Text:</i>		
<i>line 2</i>	to leave	(adjective of purpose of noun, <i>hour</i> )
<i>line 2</i>	(to) return	(adjective of purpose of noun, <i>hour</i> )
<i>line 5</i>	to carry out	(adverb of purpose – verb, <i>enticed</i> )
<i>line 6</i>	to betray	(adjective -expression of purpose-noun, <i>plan</i> )
<i>line 12</i>	to wash	(object of verb, <i>began</i> )
<i>line 12</i>	to wipe	(object of verb, <i>began</i> )
<i>line 16</i>	to wash	(object of verb, <i>go</i> )
<i>line 29</i>	to wash	(object of verb, <i>does not need</i> )
<i>line 30</i>	to be	(adjective -expression of purpose- nominal, <i>to wash</i> )
<i>line 38</i>	to wash	(object of verb, <i>ought</i> )
<i>line 40</i>	to follow	(adjective -expression of purpose of noun, <i>example</i> )

## No, Never

### Task #6



#### Objectives:

- to **learn** to refuse in a culturally acceptable manner

**Approx. Time:** 30 min.

#### Materials:

- **Refusal Cards** for each group

#### Text:

John 13:1-17

#### Instructions:

1. Call learners' attention back to the text. Ask them the following question: When Jesus first said that he was going to wash Peter's feet, what did Peter say?  
(Answer: "No, you will never wash my feet!")
2. Explain that in English, there are many ways to refuse offers of assistance. Some are very strong, some are moderate and some are polite.
3. Divide learners into groups of three or into pairs. Give each group a set of **Refusal Cards**. Ask them to rank the refusals as: Strong    Moderate    Polite

<u>Strong</u>	<u>Moderate</u>	<u>Polite</u>
No	No, don't bother. I'll do it.	No thank you.
No, never.	No, it's OK.	I can manage, thank you.
No way!	Don't bother.	No, that's all right. Thanks.
Please, don't!	Please, don't.	Please, don't.

4. Discuss together the rankings of each group.  
Discuss together the added meaning of intonation in context. (Also note that English speakers use more words to indicate politeness.)

**Instructor Note:** 'Please, don't!' can be used in different ways depending on the context.  
One's intonation has a great deal to do with how these responses are to be received.

5. Look at Peter's refusal in the text. Which category would it fit into?
6. Ask the following question:  
Why do you think Peter initially refused Jesus' offer?

## As I Have Done For You

### Task #7



#### **Objectives:**

- to **discuss** questions that arise from the text

**Approx. Time:** 30 min.

#### **Materials:**

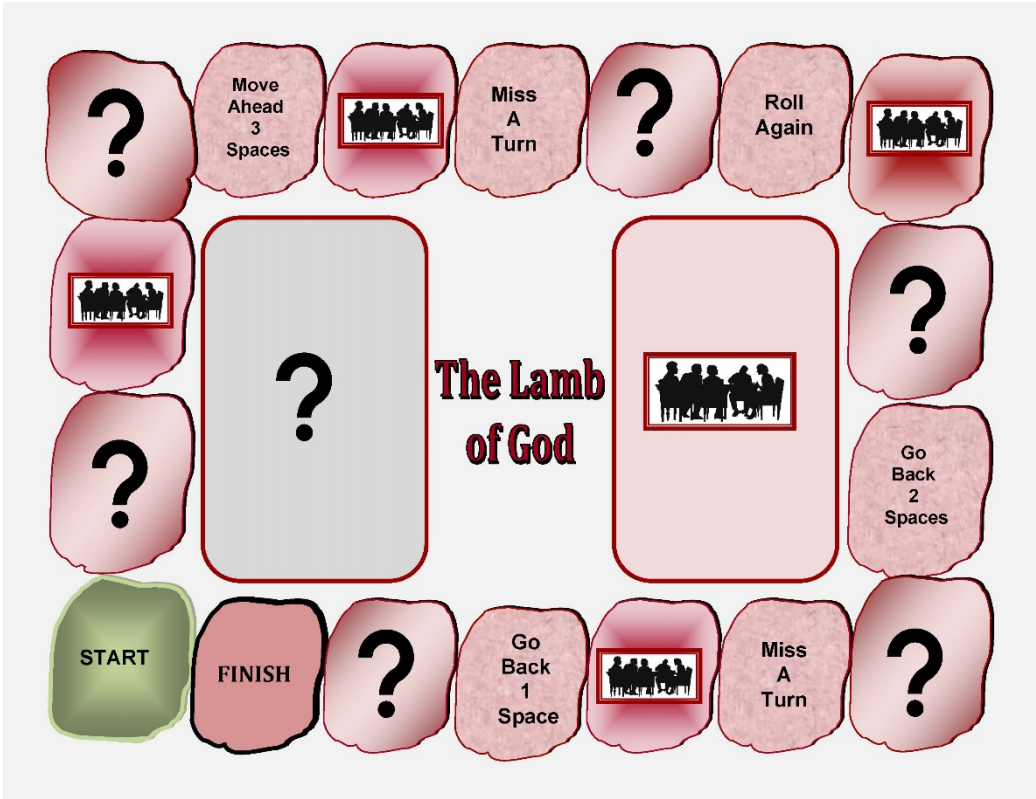
- Discussion Board, movers, coin, and What Do You Think? Cards for each group

#### **Text:**

John 13:1-17

#### **Instructions:**

1. Divide the class into groups of 3 or 4.
  - Give each group a Discussion Board, movers, a coin and a set of **What Do You Think? Cards**.
  - Each learner receives a mover. The coin serves as the die (heads = move 2 spaces forward; the tails = move 1 space forward)
  - The learners take turns moving around the board.
  - At each turn, the learners flip the coin and move, if they land on a square with a ? on it, they should pick up a **What Do You Think? Card**.
  - The learner should give his/her opinion and then ask the others what they think.
  - If landing on a **Discussion Stone**, *raise a point* to be discussed with the whole group.
2. As a whole class discuss what the importance of this example might be for us.



What  
Do You  
Think?  
LoGU1T7

How can a person develop a more other-centred attitude?	Do you know people who have served unselfishly? Tell about one of them.	What does the <i>path of blessing</i> mean?	What does Jesus say is the result of having a servant attitude?
Why do you think Jesus insisted that his followers must accept this service from him?	What was Jesus trying to teach his disciples?	Why do you think this message about service was so important to Jesus?	Why do you think Peter changed his response?

## Servants

### Task #8



#### **Objectives:**

- to **read** and **summarize** a story

**Approx. Time:** 30 min.

#### **Materials:**

- Summary SLIDE  
- Biography Worksheet A, B, C for each group

#### **Text:**

*John 13:1-17*

#### **Instructions:**

1. Divide the class into groups of three – A, B and C.
  - Give each group one biography.
  - The group will read their story and answer the questions.
  - Then, each person should practice giving a verbal summary of the story. People should not read the story when giving the summary.
2. Regroup the learners ensuring that one learner from each group is in a new group.

A	A	A	A	A
BC	BC	BC	BC	BC

3. In the new group, each group member will report on the story he or she read in the first grouping. They are to give a verbal summary. They are not to read it. The other group members can ask questions for clarification.
4. As a whole class, ask the groups how these people demonstrate what Jesus was teaching about service. Write comments on the **Summary SLIDE**.

## George Mueller

(Serving the Orphaned)

George Mueller was born in 1805 in Prussia. He was famous for the many children's homes he began. When he was a young man in his 20's, he began an organization that provided food, clothing and an education for poor children. He and his wife opened up an orphanage and took care of 30 orphaned girls. Over the next thirty years, he opened up many other orphanages which took care of 2,000 children.

What is most amazing about George Mueller is that he never asked anyone for money. He relied on his faith in God to supply food, clothes and money, to take care of the children in his care. The children were well fed, well dressed and well educated. His work was continued by others.

### Questions:

1. What is George Mueller remembered for?
2. What did he do while still in his 20s?
3. What did he do after he got married?
4. How did Mr. Mueller get the supplies that he needed?
5. How many children did he care for?

## **Mother Theresa**

(Serving the Poor)

Mother Theresa was a Roman Catholic nun who served the poor people of India. She was known as “the saint of the gutters”, because she would pick dying people off the streets, bring them to her mission and care for them. She began her own mission organization and had many other nuns working with her. In her later years, she won the Nobel Peace Prize for her work with the poor.

She became a nun at the age of 18 and spent her whole life devoted to serving God by serving others. She was a very humble person and when she died at the age of 87, she left behind her only 2 saris (Indian dresses) and a bucket for water she used to wash in.

### **Questions:**

1. What denomination was Mother Theresa a member of?
2. Where did she work?
3. How was she honored?
4. How many years did she serve God by serving others?
5. What possessions did she have when she died?



## Elizabeth Fry

(Serving Prisoners)

Elizabeth Fry was born in 1780 and later married and raised 11 children. She became a minister and later became well known for helping women who were in prison. Her work with prisoners began after a visit to a prison near her home. The conditions in the prison were very bad. The prison was overcrowded and dirty and many women had their children living with them. The prisoners were not separated according to the crime they had committed and some prisoners had not even had a trial yet.

She organized a women's committee that helped to improve the living conditions in the prison. The committee also began a school for the children inside the prison. Elizabeth Fry's service to the prisoners influenced other people in England and other countries in Europe. She believed that all people, no matter who they were or what they had done, should be treated with respect.

### Questions:

1. What can you learn about Elizabeth Fry's personal life?
2. Why did she begin to work among prisoners?
3. What were the prison conditions like?
4. What did her women's group do?
5. What was Elizabeth Fry's attitude toward people?

**George Mueller**  
(Serving the Orphaned)

**Mother Theresa**  
(Serving the Poor)

**Elizabeth Fry**  
(Serving Prisoners)

Summary SLIDE