

<p>Tell the learners to imagine that they all live together in quite a small house. Each person has a cupboard and a small space in the fridge to keep food in, and there is only room for 10 items each. Direct the students to decide which 10 items they would like from the list.</p> <p>Put the students into pairs. Ask them to compare their lists: have they got the same items in their list of 10?</p> <p>Tell the pairs that the fridge in the house has broken, so there is less room and cold things will not stay cold for very long. Together, they must agree on 5 items to keep in their cupboard.</p> <p>Finally, put two pairs together and tell them to compare their list of 5 items. Direct the groups to decide which item of food is most important, asking them to think about the reason why they have chosen this item.</p> <p>Elicit group feedback and identify 'bread' as very important. In some cultures, if you haven't had bread with a meal, you haven't eaten! Bread is the staple diet (explain this term) of many countries. For example, in the Afghan language, the word 'breakfast' means 'morning bread'.</p> <p>Ask each student to tell the group the word for 'bread' in their own language.</p>	
<p>Put the following words from the previous task on the whiteboard:</p> <p>a loaf of bread a bag of rice an egg a box of cereal a potato a tomato a strawberry half a melon</p> <p>Ask the students to identify the <i>singular</i> nouns (naming words).</p> <p>Introduce the following rules to form any <i>plural</i> nouns:</p> <ul style="list-style-type: none"> - for regular nouns, add 's', e.g. biscuit - biscuits - for nouns ending in 'ch', 'sh', 'o' or 'x', add 'es', e.g. church - churches, wish - wishes, fox - foxes, mango - mangoes - for nouns ending in consonant + 'y', take off the 'y' and add 'ies', e.g. cherry - cherries (but notes that: boy - boys because 'boy' ends with a <i>vowel</i> and a 'y') - for nouns ending in 'f' or 'fe', replace the 'f' or 'fe' with 'ves', e.g. leaf - leaves, knife - knives 	Whiteboard and pens

<p>Direct the students to work in pairs to write the plurals for the singular food nouns listed on the whiteboard.</p> <p>Elicit group feedback, inviting different students to write the plural forms on the whiteboard. Highlight the word 'loaves'.</p> <p>Explain that some nouns are 'uncountable'. You cannot count 'one milk, two oils...' Meat is included in this (lamb, chicken, beef, pork). They are not singular or plural. Elicit examples from the students.</p> <p><i>(As an alternative activity, you could introduce 'container' vocabulary through the use of flashcards. Matching tasks and games could then be used to check students' understanding and pronunciation of vocabulary such as 'a tin of beans', 'a bar of chocolate' and 'a loaf of bread'.)</i></p>	<p>Pens and paper</p>
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Stage Two: Bible Study

Activity	Resources
<p>Introduce the first Bible passage by setting the context</p> <p>Show the class where John 6 is in the Bible.</p>	<p>Bible</p>
<p>Read the passage, with the learners following on their sheet, marking any new words.</p> <p>Ask the students what the passage is about.</p> <p>Elicit new/difficult words from the students and put them on the whiteboard. Ask if anyone can explain the words, one at a time. If not, provide an explanation with examples/pictures/mime/ sound effects.</p> <p>When all the new words have been put on the board and the meanings are clear, elicit the syllable and stress pattern of each word and drill it chorally and individually as appropriate.</p>	<p>Bible passage: John 6 v.1-15</p> <p>Whiteboard and pens</p>
<p>Assign roles to the students (dividing them into groups if necessary) and direct them to prepare a drama of the passage.</p> <p>Invite the students to perform their dramas to the teacher, support assistants (and other students).</p>	
<p>Break</p>	
<p>Divide the class into three small groups. Direct each group to write four questions about the passage. Whilst the students are doing</p>	<p>Paper and pens Loaf picture – 9 copies (available</p>

<p>this, stick the loaves pictures on the whiteboard.</p> <p>Gather in the students' questions and select the three best questions from each group. Use these questions in a quiz, asking each group a question written by one of the other groups. When the correct answer is given, invite someone from the winning team to select a loaf from the whiteboard. The group then receive the number of points that are written on the back of the picture. If the group give the wrong answer, pass the question on to the other group who have not written the question. (Depending on the level of the learners and their familiarity with the passage, decide whether or not to allow the students to refer to the text before they answer.)</p> <p>The winning team has the most points at the end of the game (as the number of points on the back of each picture is different, this game is highly competitive until the end!)</p>	<p>on the internet) with different numbers of points on the back of each one (from 1-9), blu tac.</p>
<p>Having set the scene in the first part of the lesson (where Jesus fed and filled people <i>physically</i>/in their bodies), read the second passage. Direct the learners to follow the passage on their sheet, marking any new words.</p> <p>Ask the students what the passage is about.</p> <p>Elicit new/difficult words from the students and put them on the whiteboard. Ask if anyone can explain the words, one at a time. If not, provide an explanation with examples/pictures/mime/ sound effects.</p> <p>When all the new words have been put on the board and the meanings are clear, elicit the syllable and stress pattern of each word and drill it chorally and individually as appropriate.</p> <p>The passage can then be read again by the students. Ask the students to read it in the Bible in their first language if possible.</p> <p>Remind the students that we are looking at the name of God. Elicit what that is: I AM WHO I AM. Ensure that the students understand the meaning: the God who always lives and is always with His people; the One who was, is, and will be forever.</p> <p>Ask the students to identify all the 'I am' phrases in the passage.</p>	<p>John 6 v.25-35, v.40, 46-51</p>
<p>Divide the class into two groups, each led by a support assistant. Direct the small two groups to discuss some or all of the following questions (written on the board):</p> <ol style="list-style-type: none"> 1. (a) Why is bread important? (b) Jesus ate bread with his followers at a special meal before he died. Read Matthew 26 v.26-28. What did Jesus mean in John 6 when He said, "I am the bread that gives life."? 	<p>Whiteboard and pens</p> <p>Bibles</p> <p>Picture of the Passover meal (available on the internet)</p>

2. Describe the life that Jesus gives.
3. What do we need to do to receive this life forever?
4. Why did Jesus say “**I am** the bread that gives life.”? Why didn’t he say, “I *have* the bread that gives life”?
5. Are you hungry?

Elicit whole-group feedback and clarify any issues.

The notes below are to help you explain the Gospel to the learners, but they are not a script that you must stick to. You know your own learners’ needs and levels. Ensure that one way or another, the Gospel is clearly communicated.

Bread gives life to our bodies. We need Jesus, **the bread that gives life**, for our spirits. He *fills* us completely (100%) and forever. If you haven’t received the bread that gives life, you are hungry and empty! Jesus Christ is God’s Son who was sent from heaven; He is the only bread that gives life. No one and nothing else can give life: not rules (trying to be a good person) or religion that leads to eternal death. The bread is the *person* of Jesus.

Jesus did not just come to help people – He came to give **life!** Knowing lots of information about Jesus (in our heads) is not the same as being full of His life (in our hearts). It’s *His* life in us that makes the difference. Elicit from the learners the kind of life that Jesus gives. Establish that it is: **new life, full life, eternal (forever) life for the world.**

Ask the students if they know *how* Jesus gave us life. Refer them to the verses in Matthew. Establish that Jesus gave His body and His blood: He gave His perfect life. Jesus changed places with us. He died so that we could live and be forgiven by God. Without Him, we are dead spiritually (inside). Jesus took away the power of death because He lived, died and came alive again. (*Ern Baxter explained that this passage is a wonderful picture of the cross: Jesus, the bread that gives life, was broken and given to all people.*)

With Jesus, we can be 100% sure of having life forever with God our Father (and of coming alive again on the last day). There is nothing *we* can do to receive this life forever. We must only **trust** (have faith) in Jesus, whom God sent. When we come to Him, believing in Him, we will never be hungry or thirsty.

Jesus gives much, much more than we need. There were 12 baskets of bread left over. The people were hungry and Jesus filled them, giving them *more* than they needed for their bodies. This is the life He gives: overflowing, more than full and for everyone. (*Demonstrate this by overfilling a glass with water.*) Explain that Jesus fills us to overflowing in our spirits so that people around us can receive His life too.

Glass, jug of water, bowl, towel

Jesus gives us life and strength every day. We need to eat food for our bodies every day, but we also need to ‘eat’ food for our spirits every day. We ‘eat’ by talking to God, listening to Him and reading His Word every day so that we know Him better and become strong with His life and power.

If we know God (not just know *about* Him), we have life. We can know Him as the Father who fills us with His life. We can know Him because Jesus is exactly the same as God the Father. Jesus is came to give life that fills us 100% with God’s love and power. Jesus is God. Jesus came to show us the Father and He came to be the way to the Father. If we know Jesus, we know the Father.

Jesus says “***I am***” not “*I have*” because Jesus *Himself* is the bread that gives life. His death brought us life. He shows that He is God by using God’s name for Himself (which God told Moses). God’s Name means He always lives with His people. Jesus is Immanuel, **God** *with* us. He was there before the world was made, He is alive now and He will be with His people forever.

(Read also John 8 v.23-30. Notice Jesus’ repeated use of ‘I am’ in reference to His identity and mission.)

Pray to close.

Introduce the topic of the next sessions: other characteristics of God that Jesus shows us.

Jobs

butcher

supermarket check-out assistant

chef

fisherman

waitress

baker

factory worker

farmer

Foods	Choose and tick 10 items	With another student, choose 5 items	With a group, choose the most important item
a loaf of bread			
a bottle of cooking oil			
a packet of biscuits			
a bar of chocolate			
a bag of rice			
a bag of pasta			
a tin of beans			
a tin of soup			
two pints of milk			
an egg			
a chicken leg			
a piece of fish			
a box of cereal			
an apple			
a potato			
a tomato			
a strawberry			
half a melon			