

The “I am....” Statements of Jesus

Lesson 5

“I am the good shepherd.”

Jesus Christ: the One who leads His sheep and gives His life for them

Learning Outcomes:

- Learn the names of different occupations
- Identify the attributes of a good shepherd
- Understand that Jesus, the good shepherd, gave His life to save the sheep
- Understand that the sheep hear and know the good shepherd’s voice
- Recognise that Jesus is God Himself, who always was, is, and will be. Jesus reveals God the Father. When we know Jesus, we know God the Father.

Session length: 2 hours

Stage One: Lead-in/language activities

Activity	Resources
Welcome the students and open in prayer.	
<p>Give out 20 pictures and job vocabulary labels to groups of two or three students. Ensure that the words ‘farmer’ and ‘shepherd’ are included. Instruct the learners to match the job pictures with the labels.</p> <p>Recap any new words by holding up some of the pictures (or by acting out the job) and eliciting vocabulary. Drill any difficult pronunciation.</p> <p>Remove all the job word labels. On the whiteboard, write the job vocabulary with the vowels omitted, e.g. f_rm_r. Instruct the Entry 1 learners to complete the words.</p> <p>Direct the Entry 2 learners to work in pairs. Tell the learners to look at the job pictures again and to write the name of each job on the pictures.</p> <p>Instruct the Entry 3+ learners to work in a small group. Tell them to look at the pictures and discuss what each job role involves, drawing on their own experience where applicable.</p> <p>Elicit brief feedback from the three groups. Elicit students’ own past (and present) jobs.</p>	<p>Job pictures and labels (available from the internet/English language teaching resource)</p> <p>Whiteboard and pens Paper and pens</p>
Give three or four of the learners a job word each, e.g. mechanic/doctor/teacher/shepherd... Give the rest of the learners associated job words, e.g. car/spanner/garage/patients/medicine/	<p>Job labels Associated words</p>

<p>hospital/students/college/sheep... (Note: be careful who you assign an animal role to, as this might offend people from some cultures). Tell all the learners to keep these words hidden.</p> <p>Direct the learners to move around the group, telling each other some simple information about themselves (or acting out their role) without saying who or what they are. Tell the students to find their 'partners', e.g. the 'mechanic' needs to match up with the 'car', the 'spanner' and the 'garage'.</p> <p>Elicit feedback from the activity. Invite the 'workers' to make oral statements: "I am a shepherd. I work with sheep." "I am a teacher. I work with students at a college". "I am a doctor. I work with patients in a hospital". "I am a mechanic. I use a spanner to fix cars in a garage."</p> <p>Ask if there are any shepherds in the class. If so, invite them to share their experiences of what the job involves. Ask if they are/were good at their job, giving reasons why (if possible). (Highlight that Eastern shepherds <i>lead</i> the sheep, rather than <i>driving</i> them, as western shepherds do.)</p>	
<p>Direct a support assistant to work with the Entry 1 learners, helping them to remember the job vocabulary, and practising any difficult pronunciation. Encourage the learners to make oral statements about the people in the pictures and about themselves: "I am a/ I was a ..." "He is a..." "She is a..."</p> <p>Divide the Entry 2 learners into pairs and the Entry 3+ students into pairs. Tell them that each pair is going to write a job description for a shepherd. The Entry 3+ learners can write this unaided. Give the Entry 2 learners a list of attributes to choose from, e.g. A shepherd must: <i>love animals/like getting up early/sleep deeply for a long time at night/like walking/like sitting around a lot/have a quiet voice/be a hard person/know his animals well/care about his animals/like being inside all the time/be strong/like to be clean all the time/have good eyesight/be alert and ready for anything/be a follower, not a leader/be nervous and afraid/suffer from hayfever/be good at making fires/like being around people all the time/be a hard worker.</i> (The ones highlighted in blue are necessary attributes!)</p> <p>Invite the students to present their ideas to the whole class.</p> <p>As a short extension activity, invite the Entry 3+ learners to form some questions to interview two people for the job of shepherd (using their job descriptions for ideas). Prepare two support assistants for the job interview. Instruct one support assistant to answer the questions poorly and the other to answer well, e.g. "What time do you get up in the morning?" "A: 5 a.m. The earlier the better for me!" "B: 11 a.m. but it's a bit too early for me..."</p>	<p>Jobs pictures</p> <p>Job description (multiple choice sheet)</p> <p>Paper and pens</p>

<p>Instruct the other students to listen to the interviews and ask them to make notes if possible.</p> <p>After the interviews, ask the learners: “Who should get the job? Who would be a good shepherd and why?”</p>	
<p>Break</p>	

Stage Two: Bible Study

Activity	Resources
<p>Introduce the Bible passage by setting the context. Explain that shepherds cared for their sheep and always kept them safe. When a wild animal tried to attack, a shepherd would risk his own life to save the sheep. A person who was <i>paid</i> to care for the sheep was different: when he saw danger, he would run away and leave the sheep. Jesus was talking to Israel’s religious leaders. He said that they were not good shepherds (leaders) of the people.</p> <p>Show the class where the passage 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>Point out the previous lesson’s passage in context.</p> <p>Elicit from the learners any words that they do not understand, and put the key vocabulary 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><i>(Additional activity: Play the game of ‘hangman’ as a group, using key vocabulary from the text. Invite two or three students to lead a round of the game. Instead of drawing a picture of some gallows (which would be inappropriate), build up a picture of a sheep. Draw a leg for each incorrect letter given, then a body, head, two ears, two eyes and a mouth/nose. If the word is guessed before the picture is completed, the group have won that round.)</i></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</p>	<p>Bible passage: John 10 v.1- 6 (7-10) 11- 18</p> <p>Whiteboard and pens</p>

<p>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 the 'I am' phrase in the passage.</p>	
<p>Divide the class into small groups, each led by a support assistant. Direct the groups to discuss the following questions (written on the board):</p> <ol style="list-style-type: none"> 1. (a) Who are the sheep? Read also Isaiah 53 v.6. (b) Who are the 'other sheep' in verse 16? (c) How are we <u>all</u> like sheep? 2. Jesus is the good shepherd. What good things does He do for His sheep? 3. Why is it important that Jesus said "<i>I am</i> the good shepherd.?" 4. Read v.17-18. What did Jesus mean? 5. Why did Jesus give His life for the sheep? Read Isaiah 53 v.6 again. 6. What will the sheep do? Read verse 16. 7. Have you heard the good shepherd's voice? When? How? <p>Elicit whole-group feedback and clarify any issues.</p> <p>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.</p> <p>Sheep wander off (<i>demonstrate this</i>): they need a leader to follow. We are ALL (Jews and non-Jews) like sheep: we have gone our own way and not followed God's way. Going our own way is called 'Sin', and it is the most serious and horrible thing in the world because it separates us from God. God is holy (100% good) and He must punish sin.</p> <p>God is holy but He also loves us very much. He gave His Son Jesus to take the punishment for the world's sin: death on a cross. Jesus gave His life to save the sheep from punishment: He changed places with us and died in <i>our</i> place. Jesus <i>gave</i> His life: it was not <i>taken from</i> Him. He chose to give His life to save us. When we trust in Jesus and turn to follow Him, the good shepherd, we receive God's forgiveness and new life forever. We become one of His sheep.</p> <p>Jesus was the good shepherd who gave his life (died) for the sheep. In John 10, Jesus was talking about what going to happen in the future. He died for the people of Israel (the people he was talking to) and for us (the other sheep). Jesus died for all of us and to bring all of us together.</p> <p>Sheep are nervous and afraid; they need someone to care for and</p>	<p>Whiteboard and pens</p>

protect them. The good shepherd knows His sheep well and He cares for them. He speaks to His sheep so that they can follow Him in their new life every day. God's Holy Spirit speaks to us today and leads us. If we listen to His voice often, we will quickly recognize it when He speaks, just as we are quick to recognize a good friend's voice on the telephone. As we listen to Him speak, we will get to know Him better.

Encourage students to give testimonies of when and how God has spoken to them. Elicit the ways in which God speaks to us: through the Bible, in dreams, directly to our hearts, through people (e.g. the pastor talking in church), in visions/pictures, through the desires of our hearts. God speaks to us to lead us. He encourages us and shows us when He wants to change things in our lives. (You will need to clarify and give examples for some of these points.)

Summarise (putting these points on the whiteboard, if helpful):

- **Jesus gave His life** (died) to save us from death and to give us new life when we trust and follow Him.
- **Jesus speaks to us** to lead us in our new life. We have all that we need as we trust and follow Him.

Jesus said: "***I am*** the good shepherd." He showed 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.

Jesus did not say: "God is the good shepherd." He said "**I am** the good shepherd." He is not just a 'worker': He is the shepherd Himself. Jesus Christ is God's Son who was sent from heaven to the world so that we can be saved from sin and death, and we can come into God's family. **Jesus is the only shepherd for all people: there is no other shepherd. We cannot come into God's flock without the shepherd.** We must *know* the shepherd; not just know *about* Him. It's *who* you know, not *what* you know!

Knowing God brings full life forever. We can know Him as the caring and generous (giving) Father who speaks to us. We can know Him because Jesus is exactly the same as God the Father. Jesus gave everything for His sheep. Now, Jesus is always with us, keeping us safe and speaking to us by His Holy Spirit. 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.

(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.	
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