

# The “I am....” Statements of Jesus

## Lesson 8

### “I am the true vine....”

#### *Jesus Christ: the life that produces fruit in us*

##### Learning Outcomes:

- Learn and use fruit vocabulary
- Identify and understand the roles of the vine and the gardener
- Identify the spiritual fruit that we produce only by staying connected to Jesus (letting His life flow through us)
- Identify practical ways for us to stay connected to Jesus every day
- Recognise that Jesus is God Himself, who always was, is, and will be. 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>Stick fruit pictures around the room (numbered 1-10). Put students into mixed-level pairs and direct them to move around the room, looking at the pictures. Give the students a time limit (e.g. 5 minutes) to write down the names of the fruit.</p> <p>Elicit feedback and find out which pair has identified the most fruit within the given 5 minutes.</p> <p><i>Choose one of the following activities to do as a class:</i></p> <ul style="list-style-type: none"> <li>- <i>Ensure that the fruit pictures remain stuck around the room. Divide the class into two teams and instruct them to stand in the middle of the room. Call out, or hold up, fruit vocabulary and direct the students to race to find the matching fruit picture, bringing it to you. The winning team has accumulated the most pictures by the end of the game.</i></li> <li>- <i>Hold up the fruit pictures one at a time. Direct the students (individually or in pairs) to spell the fruit words. Give a piece of fruit to the students who have spelt the most words correctly.</i></li> <li>- <i>Just for fun, play the ‘fruit salad’ game. Sit the students in a circle and give each person a fruit name. Stand in the middle and call out one of the fruit names, e.g. ‘apples’. Direct all the apples to stand up and swap places, whilst you jump into one of the empty seats. The last person standing must then call out a fruit, and so on. Calling out ‘fruit salad’ means that everyone must stand up and swap places.</i></li> <li>- <i>Play fruit bingo. Give out bingo cards with six fruits listed on each. Hold up fruit pictures and direct the students to tick off the fruit if it is listed on their card. The winner is the one who shouts out ‘bingo!’ after</i></li> </ul>	<p>Numbered fruit pictures, Blu Tac, paper (with numbers 1-10 on) and pens</p> <p><i>Fruit pictures, fruit vocabulary cards</i></p> <p><i>Fruit pictures, paper and pens, apple/ orange</i></p> <p><i>Fruit pictures and bingo cards</i></p>

<p><i>they have ticked off all six fruits.</i></p> <ul style="list-style-type: none"> <li>- <i>Write a list of fruits on the whiteboard. Line up two teams of mixed-level learners at the whiteboard and give each team a different coloured pen. Hold up fruit pictures for the student at the front of each line to look at and then quickly circle the appropriate fruit word on the board (before the other team circle the word). The students all take turns within their teams to look at a picture and circle a word. The winning team has circled the most words at the end of the game.</i></li> </ul>	<p><i>Fruit pictures, whiteboard and two different coloured pens</i></p>
<p>Play 'build a vine' based on the 'hangman' word game (this could be done in teams) using fruit vocabulary. For example, put - - - - - on the whiteboard for 'banana'. If a student calls out the letter 'a', fill in the gaps: - <b>a</b> - <b>a</b> - <b>a</b>. If a student calls out a letter which is not in the word, write the letter on one side of the board and then stick one piece of the vine picture on the board. The group must fill in the letters or guess the fruit word before the vine picture has been completed with all 6 parts.</p> <p>Let different students lead a round with their own choice of fruit word. (If necessary, check that the person leading knows how to spell the word that they have in mind.)</p> <p>Point out the different parts of the picture and elicit/introduce vocabulary for the different parts: <b>vine, branch(es), fruit - grapes.</b></p> <p>Ask the learners what is special about grapes. Establish that they produce <i>lots</i> of fruit in one bunch.</p>	<p>Whiteboard and pens, photo of vine with branches and grapes (cut into 6 pieces) and Blu Tac</p> <p>Vine picture, Blu Tac</p>
<p>Invite a member of the class or team who is/was a farmer or gardener to talk about how they look after plants. Ask the person to explain how they help plants to grow and to produce fruit. Instruct the other learners to listen and note down new words that they hear.</p> <p>Elicit any new words and put them on the whiteboard. Include the following words: cut, trim, prune, clean, produce. Check the students' understanding by providing illustrations or explanations of the words and then asking for the word, e.g. 'to make' = 'produce'. You could do a cutting action to elicit the words 'cut' or 'trim' (explain that 'trim' usually means to cut a little and 'prune' means to cut off a lot).</p> <p>Ask the learners who listened to the gardener/farmer: What does a gardener do to make plants grow and produce fruit?</p> <p>Show a picture of a correctly pruned bush. Highlight that this bush's branches have been cut <b>a lot</b>. Show a picture of the same bush in full flower/fruit and a picture of a bush that has died. Elicit that pruning is important to make a plant produce fruit.</p>	<p>Pens and paper</p> <p>Whiteboard and pens</p> <p>Pictures of pruned and fruitful bushes and a picture of a dead bush with no fruit</p>
<p>Tea/coffee break</p>	

## Stage Two: Bible Study

Activity	Resources
<p>Introduce the Bible passages by setting the context. The Old Testament says that Israel was God's vine. The people of Israel did not produce fruit, so Jesus came to be the true vine. Jesus spoke to His followers on the night of His arrest. Here, Jesus speaks about who <b>He</b> is but He also tells His followers who they (and we) are.</p> <p>Show the class where the passages are in the Bible.</p>	<p>Bible</p>
<p>Read the passages, with the learners following on their sheet, marking any new words.</p> <p>Ask the students what the passages are 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. <i>(You could play a quick game of 'Blockbusters' to check understanding. Draw a bunch of 12 grapes on the whiteboard. On each grape, write the first letter of a different word from the passages. In two teams, students take it in turns to choose a grape, e.g. a grape with the letter 'c' on it. Give a definition, e.g. 'Which 'c' is to tell a person to do something?' Answer: 'command'. If the students guess the correct word, they claim the grape by colouring it in with their pen. If a team guesses incorrectly, the opportunity can be passed to the other team. The aim of the game is to be the first team to claim 3 connected grapes (so they are free to block the other team's path!)</i></p> <p>As appropriate, elicit the syllable and stress pattern of key words and drill them chorally and individually.</p> <p>The passages can then be read again by the students.</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 John 15. Point to the photo from the 'build a vine' game and ask: Who is the vine? Who are the branches? Who is the gardener?</p> <p>Point to the 'build a vine' picture on the whiteboard and remove a branch piece of the photo. Stick it elsewhere on the board. Ask the learners what will happen to this branch. Elicit that it will not produce any fruit because there is no life in it: it will die. Explain that it must stay connected to the vine (stick the branch piece of the photo back with the vine) so that it has life coming through it and</p>	<p>Bible passages: John 15 v.1-17 Galatians 5 v.22-25</p> <p>Whiteboard and pens</p> <p><i>Whiteboard and two pens of different colours</i></p> <p>'Build a vine' 6-piece picture</p>

<p>fruit coming out of it. The branch can do nothing on its own, but when it is connected to the vine, it can do <b>everything</b> that the vine does. The life and power of the vine comes out through the branches.</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"> <li>1. Why did Jesus say “<b><i>I am</i></b> the true vine”? Why didn’t he say, “<i>I have</i> the true vine”?</li> <li>2. (a) How can followers of Jesus produce fruit? (b) Who produces the fruit? Read Galatians 5 v.22.</li> <li>3. What ‘fruit’ is in the life of a believer? (Read Galatians 5.)</li> <li>4. (a) Which is the most important fruit? (Read John 15 v.9-10, v.12-13 and v.17, Galatians 5, v.22). (b) Describe this fruit (see John 15 v.12-13).</li> <li>5. (a) What does the gardener do? (b) Why does the gardener do this?</li> <li>6. Name some things that the gardener wants to cut out of our lives.</li> </ol> <p>Elicit whole-group feedback and clarify any issues.</p> <p><b>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.</b></p> <p>Jesus says “<b><i>I am</i></b>” not “<i>I have</i>” because Jesus <i>Himself</i> is the true vine. 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, <b>God with</b> us. He was there before the world was made, He is alive now and He will be with His people forever.</p> <p>The first/most important fruit is love. God is perfect love (agape). God’s love is different to people’s love. (<i>Give a practical example of a situation to contrast human love with God’s love.</i>) God loves us when we are good and when we are bad. God’s love is <i>not</i> about feelings. Feelings change. God’s love is always the same; it never changes.</p> <p>Ask the students: <i>How</i> do we know that God loves us? Elicit that God gave His Son, Jesus. Jesus gave His life. He died for everyone. God’s love is love in <i>action</i>. God’s love is not words or feelings; God’s love gave <b>everything</b>.</p> <p>Followers of Jesus must love each other with the <i>same</i> love (v.12-13). We must give everything for one another. Ask the class: How can we do this? Who produces this love in us? The Holy Spirit does it. <i>We</i> cannot do it: without Jesus, we can do nothing (v.5). But, we are <i>not</i> without Jesus. God is love, and His</p>	<p>Whiteboard and pens</p>



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