

THE GOOD SHEPHERD

John 10:1-16

I. Introduction: *(Materials: ball)*

Dramatize a person being saved by another person. Have a volunteer (who doesn't mind being pushed) pretend he is your child playing in the street with the ball. You, the parent, see the car coming and push the "child" out of the way. Unfortunately, you saved your child, but were killed by the car. Tell the story.

II. Story: *(Refer to Two Houses lesson for tips on telling the story.)*

1. Jesus said, "The shepherd goes to the sheep pen through the gate."
 - The sheep know their shepherd's voice.
 - Thieves and robbers climb over the fence instead of going in the gate.
 - The sheep do not know a stranger's voice."
2. Jesus said, "I am the gate for the sheep."
 - All who come in the gate will be saved and find green grass.
 - A thief comes to rob, kill, and destroy."
3. Jesus said, "I am the good shepherd."
 - I come so that everyone will have life that never ends.
 - I give my life for my sheep."

New words: *(Write the new words on the board and discuss the meaning of each word.)*

shepherd, sheep pen, gate, through, voice, thief(ves), robber(s), climb, over, fence, instead, save(d), grass, rob, kill, destroy, life, "give my life"

III. Questions:

- How does the shepherd go into the sheep pen?
- How do thieves and robbers go into the sheep pen?
- Whose voice do the sheep know?
- Who is the gate for the sheep?
- What happens to people who come in through the gate?
- Why does Jesus come?

IV. Vocabulary: *(Students make sentences using selected vocabulary from the following.)*

Nouns

shepherd
sheep pen
gate
voice
thief(ves)
robber(s)
fence
grass
life

Verbs

climb
save(d)
rob
kill
destroy
"give my life"

Adverbs/Adjectives

over
instead

V. Group discussion: *(Materials: None)*

In groups of three, have students compile a list of situations in which they might give their life for someone. Have a representative from each group present their list to the class. Be sensitive to your class as you might want to share more about how Jesus gave his life for us. Many students may already be familiar with the Easter story of Jesus. This might be a good time to remind them of how Jesus gave his life for us so that we can have life.

VI. Game: *(Materials: chairs or other objects, blindfold)*

This game is best played in a large empty area indoors or outside. The object of the game is for the shepherd to VOCALLY guide the sheep, who is blindfolded from one point to another specified point indicated by a chair or other object while others are trying to vocally lead the sheep in the wrong direction. Before class, set up a point where the sheep will begin and a point where the sheep needs to stop indicated by chairs, etc. Ask for two volunteers, one to be a sheep and the other to be a shepherd. Then ask for 3-4 volunteers to be other voices. Explain that the sheep should ONLY follow the directions of the shepherd, even though the sheep may hear other voices trying to lead him/her in the wrong direction. Blindfold the sheep. Have the shepherd give clear directions (turn right, turn left, take three steps, etc.) to lead the sheep to the specified destination. Have the other voices try to distract the sheep with other directions. A demonstration of the game with other teachers or helpers might be VERY helpful for the students.

VII. Extension: *(Materials: Write the following on the whiteboard: I turned off the light. . ., You need to go to bed. . ., Please put the plates on the table. . ., Clean your room. . ., He put the clothes in the dryer. . ., She painted the shelf red. . ., I bought a hammer. . ., Please carry your little sister. . ., You need to put ice on your ankle. . .)*

Begin on one side of the classroom with the first student reading one phrase from the board. The next student must finish the phrase with “so that. . .”. Continue around the room until all students have had a chance to use the phrase “so that. . .”.