

# THE SHEEP AND THE GOATS

Mat. 25:31-46

**I. Introduction:** *(Materials: plastic toy sheep and goats, paper crown, piece of paper with "throne" written on it)*  
Tape the piece of paper with "throne" written on it onto a chair. Place the paper crown on your head. Place the toy sheep and goats on the table and begin dividing them, putting the sheep on your right and the goats on your left. Act the story. An alternate plan is to use volunteers or other ESL teachers to act out the sheep and the goats. After the dramatization, tell the story as the students follow along with their copy of the parable.

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

1. King Jesus divided all the people like a shepherd divides the sheep from the goats.
2. The King said to the sheep on his right, "Come into my house. I want to give you many things."
  - I was hungry and you gave me food.
  - I was thirsty and you gave me drink.
  - I was a stranger and you invited me in.
  - I was naked and you gave me clothes.
  - I was sick and you took care of me.
  - I was in jail and you visited me.
3. The sheep asked, "When did we do all these things?"
4. The King said, "When you did any of these things for one of my people, you did it for me."
5. The King said to the goats, "Go away from me. Go into the fire that never stops."
  - I was hungry, but you did not give me food.
  - I was thirsty, but you did not give me drink.
  - I was a stranger, but you did not invite me in.
  - I was naked, but you did not give me clothes.
  - I was sick, but you did not take care of me.
  - I was in jail, but you did not visit me.
6. The goats asked, "When did we not do all these things?"
7. The King said, "When you did not do any of these things for one of my people, you did not do it for me."

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

**divided, divides, goats, on his right, stranger, invite(d), naked, take/took care of, jail, visit(ed), fire**

**III. Questions:**

- Who are the sheep?
- Where did the King want the sheep to go?
- Who are the goats?
- Where did the King want the goats to go?
- Why was the King happy with the sheep?
- Why was the King unhappy with the goats?

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

**Nouns**

goats  
stranger  
jail  
take/took care of  
fire

**Verbs**

divided/divides  
invite(d)  
visit(ed)

**Adverbs/Adjectives**

on his right  
naked

**\*NOTE:** *This lesson has many directions one could go and many lead-offs into other lessons so the teacher will have to pick and choose. Although one should be sensitive to the Spirit, remember that the lesson is an English lesson with emphasis on conversation and not a preaching lesson. Students can be encouraged to talk with the teacher after class if they have additional questions.*

**V. Group discussion:** (Materials: “The Sheep and Goats Matching Worksheet”)

1. Ask the class who they think are the king’s people that the sheep helped. Refer back to “The Good Shepherd” lesson, explaining that Jesus is both the King and the Shepherd. The sheep are those that know Jesus’ voice and follow what He teaches.

Ask the class to think about whether they are sheep or goats. Explain that no person can be a sheep that does everything the King likes all the time. We ask the King to forgive us when we didn’t do something right. Demonstrate this by “gently” walking into a volunteer and then saying, “I’m sorry.” Have the volunteer say, “That’s OK.” Explain that the volunteer is forgiving you. Be sensitive to the class at this point and provide further demonstrations or explanations, if needed.

2. After students have completed the matching worksheet either individually or as a class, assign each student a number and a letter on the worksheet that **DO NOT** match. For example, the student with #1 would read, “I am hungry.” You would ask who has the matching letter. Then the student with the letter C that matches #1 says, “Would you like some food?” It is OK for the students to read from the worksheet, but encourage students to say the phrases in a different way, if they can and praise original conversation. After every student has had a turn, reassign numbers and letters and have the students do the exercise again; but this time, have the students with the matching letter ignore the student with the matching number. Ask how the students felt who were ignored and how the students felt who did the ignoring. Then, explain that the ones who ignored could say, “I’m sorry, Jesus” (make a prayerful motion as you are saying this). Then have the students who ignored go to the students with the matching number and respond appropriately now.

**VI. Game:** (Materials: “. . ., but . . .” activity page)

Practice using “but” in conversation. Refer to the “. . ., but . . .” Activity page.

**VII. Extension:**