

BREATHE: THE PERSON OF JESUS

Throughout the ages, one key question that almost everyone has an opinion of is, “Who is Jesus?” The answers widely range from “Son of God” to a merely “feel good teacher”. Yet to miss who Jesus actually is would be to miss the core of the Christian faith. Having a firm understanding of who Jesus claims to be is important if we are to follow him.

In this module, students will explore the Person of Jesus in four distinct angles:

- who do other people say Jesus is
- what does history say about Jesus
- how Jesus relates to the Trinity
- Jesus coming as a servant

May God reveal his Son to your students in such a clear light that they cannot deny Jesus as he really is.

Breathe

Module: The Person of Jesus

Lesson 1: “Who Do You Say I Am”

Objectives:

Students will be able to

- express who some other people claim Jesus is, both biblically and historically
- clarify who they believe Jesus is

Materials Needed:

- Bibles
- Papers with different celebrities names written on them
- Large sheets of paper
- 4 or 5 different colours of marker, in equal numbers, one for each student

Pre-lesson preparation:

- Before the session begins, write down the names of celebrities and/or people familiar to your youth on different pieces of paper. These will be taped to the backs of the students when you begin your warm up game.
- Have the paper and markers ready for the brainstorming activity.

Minds On: (20 minutes)

Game: Who Do People Say I am?

Tape the names of celebrities and/or people known to your group to the backs of students as they enter (or at a time that fits your outline for the session, for example after your worship time). Tell students you are playing a game called “Who do people say I am?” Students have to figure out the name on their back by asking the other students to give an answer to the question “Who do people say I am?” Students are obviously not allowed to say the celebrity’s name as part of an answer. (For example, if the name was Einstein, others could answer “People say you are a very smart person”.) Students can ask “yes” or “no” questions to find out more about their identity e.g. “Do people say I am a man?” or “Do people say I am dead?” Once a student has guessed their name you can give them a new name. Allow the game to continue until every student has guessed at least one name.

While the students are engaged in this activity, you could place a piece of chart paper and 4-5 markers at each of the appropriate locations in the room for the next activity, if they are not already placed. Ask the students to pause where they are, and give the following instructions:

Prompt:

If you ask five people to describe someone you are likely to get five different descriptions. Tonight we are going to spend time considering who Jesus is.

In Groups: Brainstorming

Tell the students that in a moment they will be brainstorming different ways that people see Jesus. Once in their groups, one group member will write the words “Who is Jesus?” in the middle of a piece of chart paper, and the other group members should write as many possible ideas about how people see Jesus. Encourage the students to speak their ideas out loud as they work, since hearing the ideas can inspire other thinking on the same topic. Tell the students you want groups of 4 (or 5, if that is better for your group)

at each piece of chart paper, then give the signal to “Go”. Help straggler students to get into a group.

Note: Adding Detail to an Instruction

Once they have begun working, ask them to listen briefly, and to consider how some of the following people might describe Jesus (You could also write these ideas on chart paper, a whiteboard, or PowerPoint).

- Who would the people you eat lunch with at school say Jesus is?
- Who would a child say Jesus is?
- Who would a preacher say Jesus is?
- Who would an atheist say Jesus is?
- Who would people of other faiths say Jesus is?

Give the students 5 minutes to write out as many things as come to mind. At the end of the 5 minutes have the students visit the other papers to scout comments made by the other students. Follow this up with a brief group summary of all the ways that they have heard people describe Jesus.

Action: (45 minutes)

Prompt:

As Jesus began his ministry, he continually taught his disciples about who he was. In this passage, we’ll explore a story where Jesus directly asks the disciples who people say he is.

Ask a volunteer to read (or have students take turns reading) Matthew 16:13-14. When they have finished reading ask, ‘Who is the first person the disciples mention?’ (John the Baptist). Who is the second?’ (Elijah.) And the last person they mention? (Jeremiah).

Ask students for their opinions on the significance of each person mentioned. It is possible that your students may not know who these three people are. Regardless, give them space to try and piece together what they collectively know about them. After they toss the ideas around for a couple of minutes share the following brief bios with them:

- John the Baptist – It was a commonly held view that Jesus was John the Baptist. John had been killed a few months before Jesus asked this question and King Herod himself had thought that Jesus was John who had come back to life (Matthew 14:1)
- Elijah – The Jews held to the promise of Malachi 4:5 and believed that Jesus was Elijah, whom God had promised would come back to Israel before the Messiah.
- Jeremiah – Based on the prophecy of Malachi 4:5, the Jews believed that any of the other prophets could also return. They thought that Jesus' miracles were merely a sign that he was a prophet and not the Messiah.

Prompt:

Many faiths also have differing views of who Jesus was.

- Islam believes that Jesus was a Messenger of God. It is a requirement of Islam that you believe that Jesus was a prophet.
- Among some Hindus Jesus is seen as nothing more than a man who was given special powers.
- In Buddhist thought many have drawn parallels between Jesus and Buddha. Their teachings are similar enough that some have speculated that they may be the same person.
- Ancient Egyptians believed in a God named Isis. She had a son Horus and their story is very similar to the story of Mary and Jesus.

Regardless of what others may say about Jesus, there is a more important question that we must answer.

Have a student read Matthew 16:15. Take some time to allow the students to personally consider this question. Use the following as a guide:

Think/Pair/Share: Who do you think Jesus is?

Give them time to think about their answers on their own. You may want to provide some blank paper for students to write down their thoughts. Then have students pair up and share their answers with a friend. It would be best to have them pair up with someone they know. Due to the personal nature of this question, familiar people to talk to will help foster conversation. After a few minutes, bring the pairs back into the larger group and ask for volunteers who are willing to share their thoughts on who they believe Jesus is.

Leader's Note:

Your youth leaders can pair up with new students who may not have a friend present.

Note on Teaching Practice: Wait Time and Questions

Students need time to consider answers to questions. The amount of time is dependent on two things: The amount of academic engaged time (did they read for thirty seconds or thirty minutes?); the complexity of thinking (is this a knowledge level question, or one that requires analysis?); and the movement from cover to overt (did you have them write their answer down first, share it with a friend first, or will they share it with the group right away?). The more the academic engaged time, the higher the level of thinking, and the more overt the answer, the longer the amount of wait time required. In part, this has to do with grappling with bigger ideas, and in part it has to do with risk. Sharing with a partner before sharing in the whole group can be an effective way to overcome this. After asking a question teachers typically feel like an eternity has gone by, when only a few seconds have passed, while students often need more time to think of an answer. As a leader, try counting to thirty before panicking.

Have a student read Matthew 16:16.

Prompt:

Peter acknowledged that Jesus was the son of the living God. We see in Jesus' response to Peter's declaration that it does not matter what the rest of the world says about Jesus. What is most important is who you say he is. Peter's faith in Jesus being the Son of God

led Jesus to entrust him with the future of the Church. How you respond to Jesus' question of who you think he is will determine the rest of your life.

Consolidate/Debrief: Approximately 5 minutes

Breathe In

Offer a prayer for the students that the true person and nature of Jesus would be revealed to them, and that they would grow in their understanding of who Christ is.

Breathe Out

Encourage your students to ask 3 people this week (they can be from different backgrounds) who they believe Jesus is. Have the students record the answers and then bring them to your next meeting. Since you might present these lessons in a different order than they were written, you will need to give yourself a reminder to make space for students to share their findings during your next meeting.

Breathe

Module: The Person of Jesus

Lesson 2: “The Historical Jesus”

Objectives:

Students will be able to

- identify non-Biblical evidence of Jesus’ existence
- present evidence that Jesus was a real, historical person
- apply implications of Jesus’ declarations to their Christian walk

Materials Needed:

- Bibles
- Paper and pens for opening activity
- Large sheets of paper and markers
- Youtube Video: <http://www.youtube.com/watch?v=v544LLaKNeA> (3:03 run time)
- 1 copy of Appendix A
- optional: small candies (as rewards for Minds On activity)

Pre-lesson preparation:

- Have the paper and markers ready for the opening activity
- Preload the Youtube video and ensure it will play on your computer/screen

Minds On: (15 minutes)

Game: I remember what happened...

Begin tonight's lesson by playing a game called "I remember what happened..." based on the board game Balderdash. The object of the game is to a) figure out what really happened on the date in question, and b) to try to convince others that something else happened on that date. After reading the date statement, the students must write down a brief statement of what happened on that date. They should make their answer brief, creative, and historical sounding, so that it sounds believable. Start by giving each student 4 pieces of paper and a pencil. Do this one question at a time. If a student actually knows the right answer, have them write it down.

Once the students write down their answer, gather the slips of paper and rehearse all answers, making sure you can read them convincingly to try to fool the students. Read all of the answers that were given, including the real answer. Then, have the students vote for what they believe is the real answer. Give a candy or "points" to those who choose the right answer. The reader "wins" if no one picks the correct answer.

If you have 10 or more students, break into two groups to keep the game a manageable duration. Use a student volunteer or leader to perform the role of the "reader", and give them a copy of the dates below.

- August 8th, 1961. Essex, England (U2 guitarist The Edge was born.)
- In 1591, what did Sir John Harington do? (He invented the flush toilet and installed one in Queen Elizabeth's palace.)
- November 7th, 1885, Craigellachie, British Columbia (The Last Spike of the Canadian Pacific Railway was driven into the ground.)
- What happened at Agincourt? (King Henry V won a decisive battle against the French.)
- December 6th, 1917, Halifax (An explosion occurred in Halifax harbor killing almost 2,000 people. The explosion triggered a tsunami 60 feet high.)
- April 2, 1975, Toronto (CN Tower was completed.)

Prompt:

Over the course of human history there have been numerous events that we continue to remember. One event stands out from all the rest. The birth of Jesus remains the pinnacle event of human history. Our calendars are based on his birth. Countless people are killed every day because they call themselves Christians. Jesus' mere existence has been debated for the last two thousand years.

In this lesson we are going to consider whether or not Jesus was a real person. Did he really live on this planet or was his life just a myth created to help us live our lives?

Action: (45 minutes)

Large Group: Video

Prompt:

The video you are about to watch was released by the Atheist Experience. It is a response to a caller's question of whether it is possible to prove that Jesus is not real.

Show the YouTube video listed above. The video contains some language that may be foreign to students. For instance, at one point Jesus is referred to as a "zombie" (He was dead and then started walking around again). This will be confusing to some students. Encourage students to do one of two things when something is said that they don't understand: say "stop" or write it down. You can then help walk them through the ideas either by stopping the video or by asking for questions once the video has completed.

Think/Pair/Share:

Once the video is finished, ask students to think for a moment and write down what were their initial thoughts on the video. Give the students a minute or two to consider answers. Have them pair up with a partner, and share those thoughts. After students have shared in

pairs, depending on your group, ask if some students would like to share their answer with the whole group.

Prompt:

The video brings up a good question: . Can we prove that Jesus really existed? What evidence do we have, outside of the Bible, that Jesus was real? To answer this question we are going to read the accounts of a few historians who wrote about Jesus. These historians were not followers of Jesus and, therefore, their accounts are unbiased.

Ask for 3 volunteers to read the historical accounts found in Appendix A (at the end of this lesson).

Prompt:

There is plenty of historical evidence that Jesus was a real person. However, the video stated that the bigger question is whether or not Jesus did everything he said he did. Jesus made some bold statements about who he was. Authors such as C.S. Lewis have come up with three possible explanations for Jesus. Either he was a liar, a lunatic or he was Lord.

Ask for 3 more volunteers to read the following Biblical passages.

- John 14:6
- John 6:36
- Matthew 7:21-23

Prompt:

Jesus made some bold statements about who he was. The liar, lunatic and Lord argument is essentially that Jesus was either lying, he was crazy, or he was who he said he was (The Son of God). One question that arises from this is ‘do you think a person would willingly die for something they were lying about?’

Consolidate/Debrief: (5 minutes)

Breathe In

Begin by sharing with your students your own reasons for believing that Jesus is Lord. Then have students spend, a couple of minutes considering their own response. Do they accept Jesus as Lord? Perhaps some of your students are at the point to make that decision now. If a student doesn't accept that Jesus is Lord, encourage them to consider what is standing in the way. Remember, coming to God is a process, and it is important to not rush people before they are ready. It may be necessary for you to plan to follow up with students in the coming days to help them wrestle with their own doubts and questions. Get out your calendar and book time to talk with these students.

Breathe Out

Conclude this lesson by having the students consider what it means to them that Jesus was a real, historical person. How will it change the way they act tomorrow? What will it mean when they get to school? What will it mean if they get mad at their parents or brothers and sisters? How should our actions change knowing that Jesus was a real, flesh and blood person?

Encourage students to identify one specific thing they will do in response to the reality that Jesus is Lord. It could be something like how they respond to their parents. It could be the choice to not engage in something they know they shouldn't do. Encourage them to make a goal that is specific, measureable, attainable, realistic, and has a time limit.

Josephus

Josephus was a first century historian who lived from about 37 AD to 100 AD. He wrote the following account:

About this time came Jesus, a wise man, if indeed it is appropriate to call him a man. For he was a performer of paradoxical feats, a teacher of people who accept the unusual with pleasure, and he won over many of the Jews and also many Greeks. He was the Christ. When Pilate, upon the accusation of the first men amongst us, condemned him to be crucified, those who had formerly loved him did not cease to follow him, for he appeared to them on the third day, living again, as the divine prophets foretold, along with a myriad of other marvellous things concerning him. And the tribe of the Christians, so named after him, has not disappeared to this day.

Tacitus

Tacitus was a Roman Senator and historian who wrote about the great fire in Rome.

Nero fastened the guilt . . . on a class hated for their abominations, called Christians by the populace. Christus, from whom the name had its origin, suffered the extreme penalty during the reign of Tiberius at the hands of . . . Pontius Pilatus, and a most mischievous superstition, thus checked for the moment, again broke out not only in Judaea, the first source of the evil, but even in Rome.

Lucian of Samosata

Lucian was a 2nd century satirist who wrote, albeit as a joke, about early Christians.

The Christians, you know, worship a man to this day - the distinguished personage who introduced their novel rites, and was crucified on that account... You see, these misguided creatures start with the general conviction that they are immortal for all time, which explains the contempt of death and voluntary self-devotion which are so common among them; and then it was impressed upon them by their original lawgiver that they are all brothers, from the moment that they are converted, and deny the gods of Greece, and worship the crucified sage, and live after his laws.

Breathe

Module: The Person of Jesus

Lesson 3: “The Trinity and Jesus”

Objectives:

Students will be able to

- express a biblical idea of the concept of the Trinity
- use a metaphor to describe something that is analogous to the Trinity

Materials Needed:

- Bibles
- Paper and pens for opening activity
- Copy of Rublev’s painting of the trinity (<http://artmight.com/albums/2011-02-07/art-upload/50GB/Old-unknown/Russian-artists/Rublev,-Andrei/rublev-the-holy-trinity-1411.jpg>), either a printout, or could be embedded in a PowerPoint
- Glass of water, ice cube, steam (if possible, consider boiling a kettle)
- optional: small candies as prizes for Minds On activity

Pre-lesson preparation:

- Have a copy of Rublev’s painting to display.
- Prepare the water, ice cube and steam.

Minds On: (10 minutes)

Game: TriBond

Read the following groups of three to your students. Have them guess what the three items have in common. If you want, you can add more puzzles before the last one.

- Alanis Morissette, Avril Lavigne, Angela Desveaux (Canadian female singers/
- Nurse, lemon, tiger (Types of sharks)
- Bagels, buttons, blue whales (They all have holes.)
- Palm, Christmas, Family (Types of trees)
- Tak, grazie, go sum dah (“Thank you” in different languages)
- A vote, a lure, a broken leg (Things you cast)
- Father God, Jesus, the Holy Spirit (They are each part of the Trinity.)

Prompt:

We have been working through a series of lessons focused on answering the question “who is Jesus.” In this lesson we are going to wrestle with one of the most-difficult concepts to explain: the concept of the Trinity.

Action: (45 minutes)

Prompt:

Trinity is defined as three persons in one. This concept of God comes from several passages in the Bible. However, these passages do not use the term “trinity” but rather they refer to the three persons in the Trinity.

Have volunteers read the following passages:

- Matthew 28:19
- Deuteronomy 6:4
- 2 Corinthians 13:14

Prompt:

So we have this Biblical picture of three persons (spirits) existing as one. But, how does this work? What does the Trinity look like?

Show the picture of Pavlev's painting (see the link in the Materials Needed list). Solicit responses from the students based on the following progression of questions:

1. What do you think when you first see this picture?
2. What is happening in this picture?
3. If you had to write a caption for the painting, what would it be?
4. Who are the three people sitting at the table? What clues are given to help you identify them?
5. How is Pavlev describing the Trinity in this painting?
6. How would you describe the Trinity to your friend at school?

Example of a metaphor for the Trinity

Using the water, ice and steam, conduct the following object lesson:

Prompt:

While this is not the perfect way to explain the Trinity, we can get an idea of how it works. Water exists as a liquid, a solid and a gas. All three are water, regardless of their form. The three have different properties and do different things to us. But, regardless of how you look at them, they are still water.

In the same way this is a basic understanding of the Trinity. God the Father, Jesus and the Holy Spirit are all part of the Trinity. They do different things but they are the same.

In Groups: Creating a Metaphor for the Trinity

Tell the students in a moment they are going to create or discover their own metaphor to describe the concept of the Trinity. A metaphor is figure of speech that says that one thing, is in some way like an unrelated thing. e.g. "I am a bear until I get my coffee". I

am not literally a bear, but I am grouchy and dangerous (and a little bit furry) until I get my coffee. Another metaphor is the hymn “A mighty fortress is our God”. God is not literally a fortress made of stones, but God is a safe place when enemies are attacking you. Their job is to come up with a metaphor for the trinity, which they will share with the entire group. Tell the students they will have 5 minutes (or however much time you want to allot) to develop their metaphor and then allow the students to self-select groups of 3-4, saying “Go”. Toward the end of the 5 minutes, warn the students that time is almost up, checking if any groups need more time. Then, have each group present their ideas to the larger group. There are no perfect answers: this is merely an opportunity for students to wrestle with the concept of the Trinity in a creative way, and will create deeper learning and understanding. Some groups might use a simile instead of a metaphor... but don't panic, this is not a language arts lesson. Give as much time for this as you see fit.

Note on Teacher Practice: Keeping Students on Task

The great pedagogy teacher Barry Bennett said teachers should FLAB and STAB, or Float like a Butterfly, Sting like A Bee. This means to walk among your students, paying attention to what is going on, and being available for questions, but addressing any misbehaviour the instant you see it. When students are working in groups, some kids will tend to goof off, some will be on task, and others will be too self-absorbed to allow anyone else to speak. This is pretty normal. As you walk among the groups, gently listen beside a group, and if one student seems to be hogging the spotlight, ask a quieter student if they would add anything, or say something different. Deal with any misbehaviour quietly or invisibly and encourage the students to invite everyone's ideas.

Consolidate/Debrief: Approximately 5 minutes

Prompt:

At its core, the debate about Jesus being a part of the trinity is centred on whether or not his death really did lead to the forgiveness of our sins. There comes a time where you

have to let faith, the belief in something you haven't seen, guide you. It takes faith to believe that Jesus is God.

Breathe In

Have students spend some time considering the following questions:

- What does it mean to you that Jesus is part of the Trinity?
- How does this shape your view of Jesus?

Breathe Out

Give students time to consider how they would explain the Trinity to a friend. They can use the example from their group, something they heard another group say, or a new idea of their own. Have students work in pairs and practice sharing their view of the Trinity with their partner.

Close in Prayer

Pray to each member of the trinity, Father, Spirit and Son, thanking God for this mystery, and how each part nurtures, guides and befriends us.

Breathe

Module: The Person of Jesus

Lesson 4: Jesus the Servant

Objectives:

Students will

- explore the concept of being a servant as Jesus modeled it
- understand what it means to serve others

Materials Needed:

- Bibles
- Bowls
- Jell-O
- Spoons taped to rulers or long pieces of wood/dowel for Minds On activity. While the actual length of the wood doesn't matter, it needs to be long enough that students will not be able to eat from their own spoons. Aim for sticks at least 50cm long.
- Copies of Appendix A (or on projection)
- Optional: a deck of Uno cards or playing card

Pre-lesson preparation:

- Make the Jell-O, cut it into cubes, and divide it equally into bowls for each student.

- Firmly tape spoons to the sticks.
- Optional: Select from a Uno deck all of the coloured cards having a rank (red, blue, yellow, green, 0-9). Ensure you have an even number of each colour OR have a deck of playing cards all in order (starting with 2s, then 3s, etc.).
- Post the questions from the Action section on a white board, PowerPoint or chart paper so that students see them. Alternatively, copy and paste them into a document and pass a copy out to each group.

Minds On: (10 minutes)

Game: Long-spoon Jell-O

Give each teen a bowl (about 1-2 cups) of Jell-O cubes and a plastic spoon firmly taped to a ruler, wood or dowel. Instruct students that 1. All Jell-O must be eaten and 2. They must keep their hand at the end of the dowel (the end without the spoon). Whichever two people empty their bowls first, win. (Make sure you are prepared to take pictures!)

Leader's Note:

Be considerate of any dietary / allergy restrictions in your group. Perhaps you can use yogurt if a student has allergies to food colouring. Use rice pudding if students cannot, or will not, eat gelatin (some vegetarians avoid gelatin).

Prompt:

How easy was it for you to eat the Jell-O on your own? (Take responses).

Did any of you consider feeding another person? The rules didn't actually state that you had to eat the Jell-O yourself. It merely said the Jell-O had to be eaten. (Take responses).

Why is it that we often don't think about helping others? (Take responses).

As we end our series on who Jesus was, we will spend this lesson looking at his servant nature. Jesus was always helping other people. It was just part of what he did.

Action: (45 minutes)

In Groups: Defining servanthood

Tell the students that in a moment they will be moving into groups to discuss ideas around servanthood and will make a list based on their topic. Divide students into 4 groups based on their Uno cards or playing cards by randomly handing out the cards (see preparation instructions above). Tell the students where in the room each colour (or suit) will meet, then give the "go" signal to have your students divide into the four colours represented. If you don't have enough students for 4 groups then you can do this as a

single group. Once the students are in their groups, tell them they have five minutes to write a list:

- Group 1 (red or hearts) Define servant.
- Group 2 (blue or diamonds) Describe the key parts of being a servant.
- Group 3 (green or clubs) Give examples of good servants that students have seen or heard (can be fictional).
- Group 4 (yellow or spades) Give examples of not-so-good servants that students have seen or heard (can be fictional).

Warn the students when time is almost up, and then ask them to finish up their lists. Once the groups have compiled their lists have one representative of each group share their thoughts with the other groups.

Prompt

Now that we have our idea of what it means to be a servant let's take a look at Jesus' example of servanthood, from the perspective of Jesus, and the perspective of the disciples. To take the

In Groups: Jesus and the Disciples on being served

Pass out copies of Appendix A (or draw students' attention to where they are posted or projected). Tell the students that groups one and two (or red and blue) will be taking the perspective of Jesus in the story. What might be his perspective in answering these questions? The other two groups (three and four or green and yellow) will be taking the perspective of the disciples. Ask the groups to combine together as instructed, have them read through the story of Jesus washing the disciple's feet as found in John 13:1-17, and answer the questions from their group's perspective

Leader's Note:

These questions are designed to spark conversation and are not to limit where the discussion may go. Allow students to ask their own questions as they process this story.

Take a few minutes back together as a larger group to hear people from each perspective volunteer answers to each question, or to add insights or questions of their own. When there are differences between the two perspectives, try to consider the reasons behind those differences.

Consolidate/Debrief: (10 minutes)

Prompt:

Servanthood is not about being a loser. It is not about letting others trample all over you. It is about meeting the needs of those around you. Jesus tells us that if we want to be the greatest we must serve others. However, servanthood is also not about becoming the greatest. If our reason for serving is to be the greatest, then we are doing it for all the wrong reasons.

As you end this lesson give the students time to consider the following questions.

Breathe In

Have students spend a few minutes thinking about the fact that Jesus is willing to wash their own feet. What does this mean to them? If they had been at the supper, would they have allowed Jesus to wash their feet? Why or why not? Jesus said that we can't follow him unless we submit to him. What does this mean to you?

Breathe Out

Spend a few minutes discussing with your youth about why we don't usually wash people's feet. Would they be willing to wash someone's feet? What is the barrier that prevents us from doing this? If Jesus set this as an example, why don't we follow through on it? Do these same attitudes prevent us from serving people in other ways?

Depending on the maturity of your group, and the ethos of your faith community, this may be a great opportunity for you to conduct a foot washing service. For the sake of some comfort, consider having girls wash girls' feet and boys wash boys' feet. This can be particularly effective on the Thursday before Easter (Maundy Thursday).

Appendix A

Do you think Jesus had ever done this before? Why or why not?

What was on the disciples' feet after walking around in sandals on dirt roads that were also travelled by donkeys and camels?

Why did Peter suddenly change his mind?

Would it be weird if your boss washed your car? How much weirder would it be for your teacher to wash your feet?