

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?