

Aim of lesson

To encourage the class to think about Jesus' call to them to be his disciples.

Bible background

John 1:29-51

Outline of lesson

Who is the Leader?

You may like to begin the class with a very short game of "Guess Who is the Leader?".

While one member of the class is out of the room, the rest sit in a circle and choose a leader. The one outside is then called into the centre and the leader begins to clap, then nod his head, snap his fingers, etc., with the rest of the class copying their leader as soon as they see him change the action. When the leader has been spotted, ask the one who guessed how he knew who the leader was. It may be because he moved first or because the others were looking at him. Either way the lesson can be brought out that when you choose to follow a leader you must keep your eyes on him to see what he does in order to know what you must do.

Ask the class to turn to their workbooks. Alternatively, you may prefer to use a large sheet of paper or a blackboard on which you have already drawn the grid shown in the workbook, so that all the class could work together on one sheet. Explain to the class that you are going to read through John 1:29-51 noting (1) who met Jesus there, (2) how they came to meet him and (3) what they found in Jesus. If you make your own large sheet, make sure you have enough spaces for the 5 in the text and for each member of the class, including you.

Meeting Jesus – what the disciples saw

Read John 1:29-51 together, stopping after each encounter for the class to consider and fill in the workbook or large chart. Their findings should be discussed and summarised on the sheet, as below:

Who	Why they came	What they found
John	told directly by God	the Lamb of God who takes away sin
Andrew and another	told by preacher or teacher	the Messiah
Peter	told by brother	not recorded (you may like to use John 6:68-69)
Philip	called directly by Jesus	the one Moses and the prophets wrote about
Nathanael	brought by friend	the Son of God, the King of Israel

Get the class to fill in their own names in the last box and how they came to know about Jesus. It will often be like Peter; that is – because someone in their family has told them and brought them; or like Nathanael, brought by a friend. You may like to discuss if it is in some way true for us all that Jesus calls directly as with Philip; see John 15:16 and Ephesians 1:4.

Encourage the class to express in the workbook what they feel Jesus is to them. The use of a large sheet has the advantage of sharing the experience and comments of all.

Meeting Jesus – what Jesus saw

Ask the class to fill in the next page of the workbook, considering how the words spoken to the first disciples apply to them. The words spoken to Peter and Nathanael will need to be summarised to fit in the workbook. For example:

- Peter – that Jesus knows our name and wants to make us a stone in his temple. (Peter himself reminds us of this, 1 Peter 2:5).
- Nathanael – that Jesus knows us before we know him and that if we accept him as Son of God now, we also will see greater things in the future. The class may also be able to identify with Nathanael's initial scepticism, and learn from Andrew and Philip who, when they found Jesus, wanted to tell someone else.

Digging deeper

John and his gospel

This section investigates John the gospel writer, the structure of his book and the other books that he wrote.

Relevance to our lives

You may like to suggest that each one in the class should ask a member of your ecclesia how they came to know about the Lord Jesus. Ask them what they found out next week.

Prayer

Dear Lord, thank you that you know us and that you call us to be your disciples

Other suggestions for activities

- A drama could be developed using verses 35-42, by asking the class to suggest what questions they would ask Jesus if they could spend the day with him.
- A large poster could be made about Jesus, using all the statements made about him in this chapter.