

THE GOOD SHEPHERD

LESSON TEXT

John 10:1-10, John 8:47

LESSON OBJECTIVES

- The students will identify Jesus as the good shepherd who loves and cares for the sheep in his flock.
- The students will identify two of the "strangers' voices" that call them away from the good shepherd.
- The students will share with a friend a specific scripture that shows Jesus as the good shepherd.

MATERIALS NEEDED

For each student:

- pen or pencil
- 1 sheet of notebook paper
- 1 game piece (coin, piece from an old game, etc.)
- Quest Journal (brought by teacher)

For the teacher:

- tape player
- prizes (pen, erasers, gum)
- prerecorded voices on tape
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 1 Master Quest Game Board poster
- 1 game die per 6 students
- markers/colored pencils
- scissors
- clear tape/glue
- magazines

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for every 6 students
- Page C, 1 copy for every 6 students (copy on the back of Page B)
- Page D, 1 copy for every 6 students
- Page E, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Guess Who
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

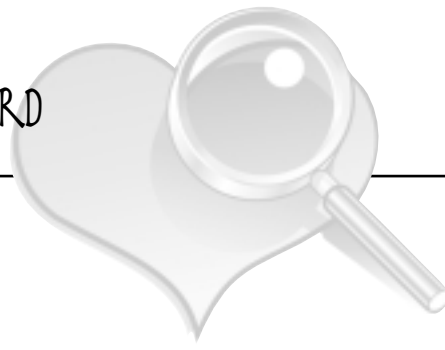
Story: "What to Do?"
 Scripture Study
 Activity 1: The Quest Game
 Activity 2: Quest Journal Activity

Getting It to Others

Scripture Memory: John 10:11
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

"I am the good shepherd. The good shepherd lays down his life for the sheep."
 John 10:11



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on John 10:1-10 and John 8:47.

Remember that, just as God has plans to prosper your preteens, Satan also has plans for them. Focus on that fact as you prepare this lesson. Prepare your heart by remembering how Satan has worked so subtly in your life through many influences. Prepare your students to distinguish between godly and ungodly influences, and remember that you play a key role in preparing them to face a dangerous and unrelenting adversary.

TEACHER TIPS

This week, you will need to make a tape of five to ten voices. Start on this early so you can have enough voices to make the activity excellent. See instructions below under Preclass Activity.

PRECLASS ACTIVITY

GUESS WHO

The students will listen to a variety of familiar voices and try to guess who the speakers are.

MATERIALS USED

For each student:

- pen or pencil
- 1 sheet of notebook paper

For the teacher:

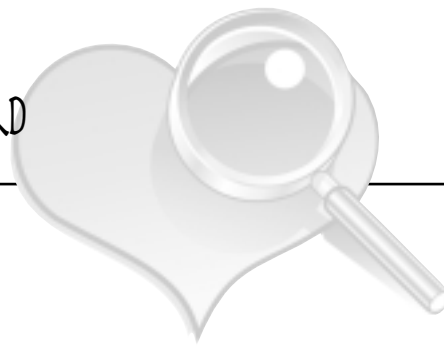
- tape player
- prize (pen, erasers, gum)
- prerecorded voices on tape

PREPARATION

1. Make a tape of five to ten voices of leaders in the church, yourself and your assistants, and some of the students' parents.
2. Allow each person to speak for fifteen to twenty seconds.
3. Be sure to write down the order of the voices on the tape.

INSTRUCTIONS

1. Play the voices, one at a time, that are prerecorded on the tape you prepared.
2. Give the students a moment between each voice recording to write down their guess of who is speaking. Be sure to give the number of the voice before playing it so that those who come in later can jump into the activity on the current number and voice.
3. Give a small prize (i.e. pen, erasers, gum) to the one who gets the most correct.
4. Talk with the students about how it is easy to identify voices we know well.



STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses and to be especially thankful that Jesus is our good shepherd who leads us.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide and that the victories of our brothers and sisters in other countries can inspire us and spur us on.





STORY

"WHAT TO DO?"

Jonathon has a moral dilemma. One set of "voices" is telling him to do one thing, and the other set is telling him to do another. He will have to decide which he should listen to.

MATERIALS USED

Reproducible Pages:

- Page A, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page A ("What to Do?").
2. Read the story aloud.
3. Ask the following questions, being sure to encourage opinions and discussion before giving an answer yourself:
 - *What is Jonathon's problem in this story?*
 - *What voice is he tempted to listen to in this situation? (greed / deceit)*
 - *Why can't Jonathon sleep? (guilt)*
 - *What do you think Jonathon will do? Why?*
 - *What would you do?*

SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles

Select a volunteer to read John 10:1-10 aloud to the class. Discuss the following:

- *How does Jesus say we will know him? (by his voice)*
- *John 1:1 says that Jesus is the Word. So then, what is one way that we today hear his voice? (by reading the Bible)*
- *Why do the sheep follow the shepherd? (They know him because he spends time with them and takes care of them. / They trust him. / They are unable to meet their own needs.)*
- *How can we spend time with Jesus today? (prayer and Bible study)*
- *Why is it important? (It is the only way we can know Jesus and have a relationship with him. / He loves us and wants us to know him.)*

- *Think of someone you love... How would you feel if they didn't take time to be with you?*
- *What happens if we don't spend time with Jesus? (We get deceived. / We aren't able to tell his voice from that of a stranger. / We will follow "a stranger's voice.")*
- *What are some examples of a stranger's voice? (friends who try to get you to join them in doing the wrong things / people who teach things that are different from the Bible / friends who try to keep us from standing up for what is right / thoughts from Satan that tell us no one will know if we do something wrong)*
- *Why does Jesus want us to follow his voice? (He loves us and knows what's best for us. / He doesn't want us to get hurt by doing the wrong things.)*
- *Why did Jesus come to be our good shepherd? (so that we could have abundant lives, i.e., happy, content, fulfilled lives)*

Select another volunteer to read John 8:47.

- *What does Jesus say is the reason that we don't hear his voice? (We do not belong to God. / To have a relationship with God and Jesus, we must be willing to take time to listen to his voice.)*
- *How can you tell if someone belongs to God? (That person hears what God says; then he or she does it.)*





ACTIVITY 1

THE QUEST GAME

The Quest is a continuous game that is played throughout Unit 20. The purpose of this game is to reinforce the lesson objectives while giving the students a fun activity. For instructions about how to set up and play the game, see the extra sheet at the beginning of the Unit entitled "The Quest Game Instructions." At the beginning of the unit you will also find a folded poster (Master Quest Game Board) that will serve as the guide to help the students tape together the individual game boards from each lesson.

Have the groups of students color and cut out the new game boards before taping them to the game boards from the last two weeks.

MATERIALS USED

For each student:

- 1 game piece (coin, piece from an old game, etc.)

For the teacher:

- 1 Master Quest Game Board poster
- 1 game die for every 6 students
- markers/colored pencils
- scissors
- clear tape

Reproducible Pages:

- Page B, 1 copy for every 6 students
- Page C, 1 copy for every 6 students (copy on the back of Page B)
- Page D, 1 copy for every 6 students



ACTIVITY 2

QUEST JOURNAL ACTIVITY

MATERIALS USED

For each student:

- Quest Journal (brought by teacher)

For the teacher:

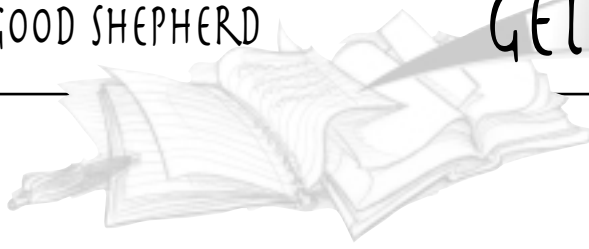
- glue
- magazines
- scissors

PREPARATION

Bring the Quest Journals to class to distribute to the students.

INSTRUCTIONS

1. Distribute to each student his or her Quest Journal.
2. Have the students choose two or three pictures out of magazines and glue them in their journals, writing a caption saying what the "stranger's" voice might be saying. Note that the picture might not be overtly "sinful," but the students should use their imaginations to come up with a possible caption that would involve an untruthful statement. (i.e. picture of a group of people drinking beer—"Come and drink beer with us and you will be beautiful or handsome, and happy." Or a well-dressed man—"If your clothes are all 'label' clothes, you will be popular.")
3. Tell the students to each choose a scripture that will show how to overcome this influence. Circulate, helping the students as needed.
4. Have them write their scriptures in their Quest Journals.



SCRIPTURE MEMORY VERSE

"I am the good shepherd. The good shepherd lays down his life for the sheep."

John 10:11

MATERIALS USED

For the teacher:

- prizes (pen, erasers, gum)

Reproducible Pages:

- Page E, 1 copy for each student

INSTRUCTIONS

1. Distribute copies of Reproducible Page E to each student (Memory Verse).
2. The goal of this activity is to say the scripture "forward and backward."
3. Divide the students into pairs. Have them practice saying the scripture both forward and backward.
4. After five minutes, have each person recite the scripture both forward and backward.
5. Give them a small treat or prize as they recite the verse.
6. Have the students write their memory verses in their Quest Journals. Then take up the journals to be used in next week's class (Core Lesson).

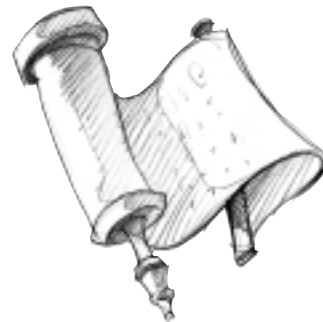
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

Discuss with the students how they can share with a friend one scripture about Jesus being the good shepherd. Do some role-playing to help the students by practicing getting into great conversations with their friends.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Share with a friend a specific scripture from your quiet times that shows Jesus as the good shepherd.

THE GOOD SHEPHERD

LESSON TEXT

John 10:11-18; Psalm 23

LESSON OBJECTIVES

- The students will explain how, as the good shepherd, Jesus laid down his life for us.
- The students will cite three examples of how Jesus shepherds us.
- The students will share with a friend a specific scripture that shows Jesus as their good shepherd.

MATERIALS NEEDED

For each student:

- 2 pipe cleaners
- 25 white yarn strips, 4"
- 1 adhesive name tag

For the teacher:

- 1" wide white ribbon (4' for each student minus 2 students)
- 1" wide black ribbon (4' for each of 2 students)
- scissors
- extra Bibles
- large, colorful scarf or sheet
- 1 sheet of white or ruled paper, 8½" x 11"
- 1 piece of string, 24"
- marker
- stuffed animal (sheepdog)

Reproducible Pages:

- Page F, 1 copy for every 5 students
- Page G, 1 copy for each student
- Page H, 4 copies for the teacher

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: Sheep and Wolves
Starting Up
Welcome and Singing
Opening Prayer and Review
Great News Sharing

Getting into God's Word

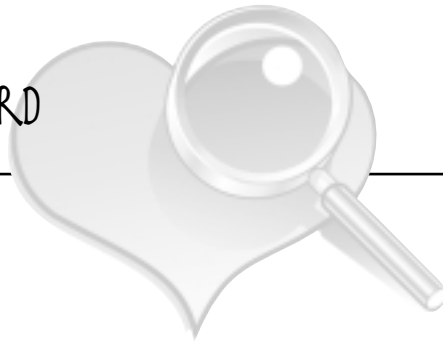
Story
Scripture Study
Activity: Sheep and Wolves Skit

Getting It to Others

Scripture Memory: John 10:11
Weekly Challenge and Snack Time
Conclusion

SCRIPTURE MEMORY VERSE

"I am the good shepherd. The good shepherd lays down his life for the sheep."
John 10:11



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on John 10:11-18 and Psalm 23.

How are you doing as a shepherd to your preteen class? Jesus, the good shepherd, was willing to lay down his life for you. Before teaching this lesson, search your heart. Do the students in your class feel as though you are laying your life down for them? Are your lessons well planned and exciting? Do you put your whole heart into your preparation and planning? Your example of self-sacrifice will communicate to them what it means to have the love of the good shepherd.

TEACHER TIPS

Although you will not do the skit until after the Scripture Study section of the lesson, you will need to know during the Preclass Activity which boy and girl are going to play the wolves.

PRECLASS ACTIVITY

SHEEP AND WOLVES

The students will create props to be used in the skit at the end of the lesson.

MATERIALS USED

For each student:

- 2 pipe cleaners
- 25 white yarn strips, 4"
- 1 adhesive name tag

For the teacher:

- 1" wide white ribbon (4' for each student minus 2 students)
- 1" wide black ribbon (4' for each of 2 students)
- scissors

Reproducible Pages:

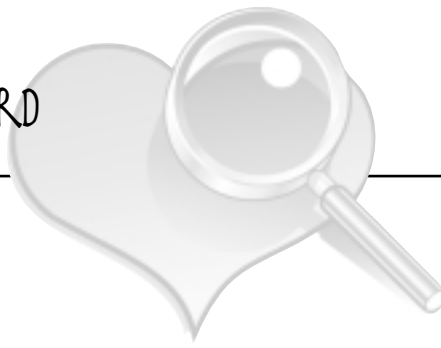
- Page F, 1 copy for every 5 students

PREPARATION

Before the students arrive, set up a table or area with all of the materials needed to make the sheep and wolves costumes for the skit.

INSTRUCTIONS

1. As the students arrive, have your assistant greet them and direct them to the table or area with the supplies to make the costumes.
2. To make the costumes, have each student twist two pipe cleaners together on one end to form one long pipe cleaner.
3. Bend the two ends of the now very long pipe cleaner to fit around each student's ears and to hang under their chins so as to appear like a beard when the yarn is attached.
4. Have the students use the pieces of yarn to make the beard by looping the yarn over the pipe cleaner.
5. Place copies of Reproducible Page F (Sheep Beards) around on the table so the students can see the diagram detailing how to construct the "beards."
6. Once all of the strips of yarn are attached, have the students wear the beards as part of the costume both for



the sheep and for the wolves, who will be attempting to look like sheep, but will actually be “wolves in sheep’s clothing.”

7. In addition to wearing the pipe cleaners with the yarn attached, have the students tie the 1” wide ribbon around their heads as follows:



- For the female sheep, start at the top of the head, wrap the ribbon down one side of the face, under the chin, and up the other side of the face, and tie the ends of the ribbon together to form a bow on the top of the student’s head.



- For the male sheep, wrap the ribbon from the forehead around the back of the head to form a headband.
 - Choose two students to be wolves (one boy and one girl). Give them black ribbons and have them tie them the same way as the sheep are tying theirs.
8. Have each sheep or wolf choose “sheepy” names to each write on their nametags in a decorative way. Have them place the nametags on their headbands.
 9. Have them remove their ribbons and beards until later in the class.

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying and thanking Jesus for being our good shepherd.
- Have one student recite the memory verse for this lesson: John 10:11.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so as many as possible can share.



STORY

This is a first-person story, written from the perspective of a shepherd. The purpose of reading this is to help the students to understand the nurturing and protective role of the shepherd as opposed to the hired hand.

Read the following to your students with a lot of emotion:

"Come with me on a journey! We are out in the countryside three thousand years ago. There are no city lights or sounds, no soldiers marching, no people yelling in the marketplace. Close your eyes. Take a deep breath...mmm...The air is fresh and crisp. Listen...do you hear the wind rustling in the trees? You can feel the damp grass between your fingers, so thick and strong. (But watch out, there are stickers!)

I am a shepherd. Welcome to my pasture! My sheep are grazing just over this slope, past that big tree. If you listen carefully, you can hear them chewing the grass. The mother sheep call to their young lambs to keep them nearby...Baaa-Baaa. When a wolf comes, they bleat quite loudly...Baaaaaa, Baaaaa!!! and run about frantically! Wolves come especially at night. They usually go after "Cotton" and "Spotted Ear." These sheep are young and silly, often straying into the woods. But when I call them, they come. They know I love them!

My herd is one of the most important in this area. Last year we helped feed the people down in the valley. Many of the wool blankets that are for sale in the marketplace came from the wool on my sheep. I think they are the warmest blankets around!

See this scar on my arm? I got it saving White Foot, Cotton's mom. One night a wolf crept up on her, so quietly...I was leaning against the tree at the foot of this very hill playing my flute. The bleating happened so suddenly! I barely had time to grab my rod and charge up the hill. I struck the wolf hard. It was stunned and let go of White Foot. I thought the wolf was dead, but he wasn't! He bit my arm when I went to pick up White Foot. I hit the wolf once more with my rod and he never bothered my sheep again! I learned a valuable lesson that evening: my sheep really need me. They depend on me to watch out for them. I am not a hired hand, just doing a job. I am their shepherd!

- *From what I just read, what did you learn about shepherds?*
- *We are going to find out more about what it means to be a shepherd. This will help us to understand what it means that Jesus is our good shepherd.*

SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles

Reproducible Pages:

- Page G, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page G (Facts about Shepherds).
2. Select a volunteer to read John 10:11-18 aloud to the class.
3. Discuss the following:
 - Have one student read aloud point A, one read point B and one read point D (on Reproducible Page G.) *What needs of the sheep are met by the shepherd?* (protection, comfort, guidance, food and water, pasture land, health, etc)
 - *What is meant by "laying down your life"?*
 - *Why does the good shepherd lay down his life for the sheep?* (He loves them, and is totally committed to them and to meeting their needs.)
 - *Who is the good shepherd who is willing to lay down his life for his sheep?* (Jesus)
 - Have a student read point C. *How do you feel about being called a "sheep" according to this definition (and the sentence in point B—"dependent, hungry, needy, foolish")?*
 - *What are some needs that people have every day that Jesus provides for?* (food / clothing / shelter / parents or guardians / friends / helping you find a way out of temptation / giving you a standard to live by, etc.)
 - Have a student read point E. *Why might the hired hand not be committed to the sheep?* (They don't belong to him.)

Have your students turn to Psalm 23 and follow along as you read aloud.



- How does this psalm help you to view Jesus as your good shepherd?
- Did you ever think about Jesus taking care of you in this way before?
- How do you need to change to allow Jesus to shepherd your life even more?

ACTIVITY

SHEEP AND WOLVES SKIT

Preteens are confronted with temptations from "wolves" among their peers every day. As the teacher and shepherd to your students, you will help them recognize and fight the "wolf" and trust Jesus to care for them. This point is obvious from the skit. The idea is to have fun with it while the skit makes your point.

MATERIALS USED

For the teacher:

- large, colorful scarf or sheet
- 1 sheet of white or ruled paper, 8½" x 11"
- 1 piece of string, 24"
- marker
- stuffed animal (sheepdog)

Reproducible Pages:

- Page H, 4 copies for the teacher

PREPARATION

1. Before class begins, read through the skit and think about which students you want to give the roles of wolves. Assign the roles as listed below:

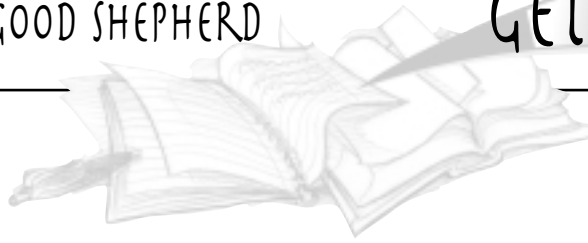
Super Shepherd:	Teacher
Hired hand:	Teacher assistant
Wolves dressed in sheep's clothing:	Two students (one boy and one girl)
Regular sheep:	Remaining students
Sheep dog:	Stuffed animal
2. With the 8½" x 11" paper, make a sign for yourself that says "Super Shepherd." Make holes on both sides of the top and tie the string to the sign.

INSTRUCTIONS

1. Instruct the two wolves and all the sheep to put on their ribbons or headbands and their beards.

2. Give scripts (Reproducible Page H) to the two wolves and have your assistant take them aside to practice their lines. They should begin to get into their parts: (1) being deceitful and (2) trying to get the rest of class to follow them. In the meantime, instruct the rest of the group to pretend to take a test when you give the pretend papers out to them.
3. Start off by sitting at the front of the class. Do not have your "costume" on yet.
4. Have the assistant who plays the role of the hired hand be dressed in regular clothes.
5. When you introduce the "flock" to the hired hand, go out of the room and put on your cape (colorful, large scarf or sheet worn over your shoulders and back). Also put the "Super Shepherd" sign around your neck.
6. After the students do the skit once, allow different ones to take turns playing the different roles.
7. If time permits, allow the students to come up with other scenarios to portray (e.g. someone trying to get them to tell a lie or be disrespectful to the teacher).





SCRIPTURE MEMORY VERSE

"I am the good shepherd. The good shepherd lays down his life for the sheep."

John 10:11

INSTRUCTIONS

1. Have the students stand in a line.
2. Ask the first student to say the first word of the memory verse, the second student to say the second word, and so on until the verse is recited.
3. Continue this process several times.

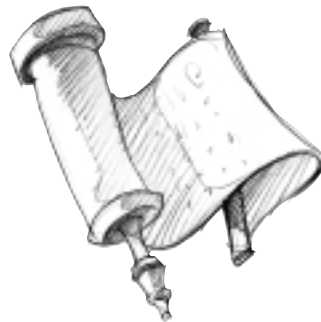
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

Follow up on how the students are doing in sharing with someone about how Jesus is the good shepherd. Encourage those who are fearful and give advice on how they can achieve their goal.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Share with a friend a specific scripture from your quiet times that shows Jesus as the good shepherd.

WHAT TO DO?

Jonathon had saved money he had gotten from raking leaves for his neighbors. He had twenty-five dollars—enough to buy the new soccer ball he had been wanting. He handed the clerk a twenty-dollar bill and a five-dollar bill. He stuffed the change into his jeans' pocket—two bills and a few coins. He hoped he had enough to buy a quick taco before his mom was to pick him up. He ran over to Cactus Pete's Taco Stand and pulled out his change to see if he could afford a taco.

To his amazement, he saw that he held two twenty-dollar bills and thirty-five cents in his hand. It didn't take a math wizard to realize that something was wrong. Wow! He had bought the soccer ball, and now he had more money than before.

The thought came to him, *The clerk got mixed up when she put the twenty in the drawer and took out two twenties instead of two ones. I need to go back and let her know what she did. I am sure she will get in trouble when they find out at the end of the day.*

Just as quickly, another thought came: *Well, it's just her bad luck. She should have been more careful. If she made the mistake, she should have to pay for it. It's not really my problem. And after all, I worked really hard raking those leaves. Maybe this is God's way of giving me an extra reward.*

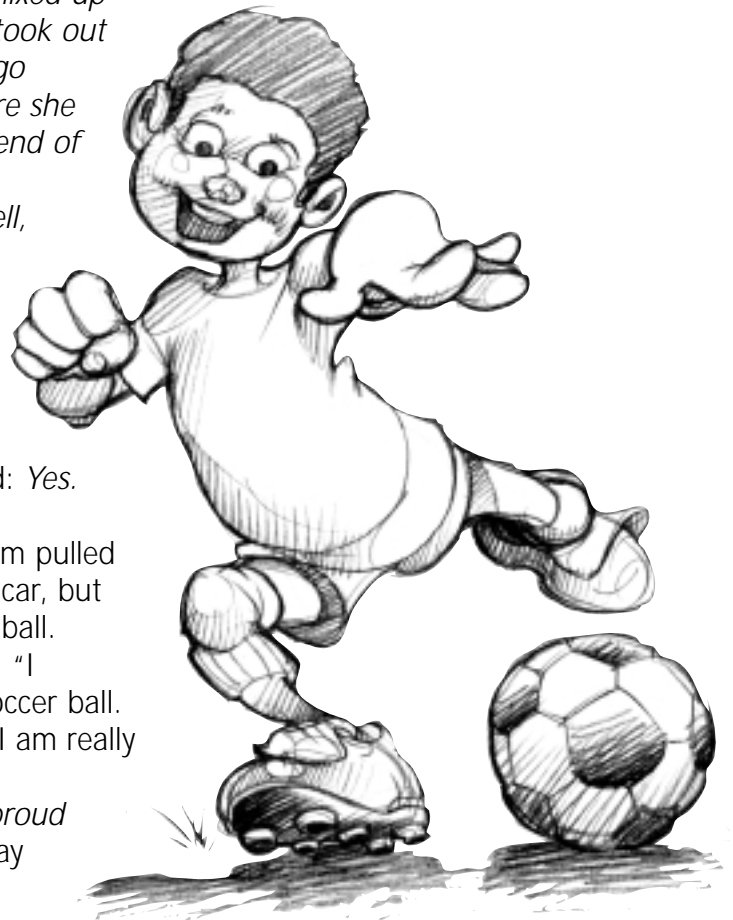
Back and forth went the voices in his head: *Yes. No. / Should I? Shouldn't I? / Right? Wrong?*

He was still thinking about it when his mom pulled up and beeped the horn. He jumped into the car, but didn't look really happy about his new soccer ball.

"Hey, what's the matter?" asked his mom. "I thought you'd be excited to have your new soccer ball. You worked hard to get the money to buy it. I am really proud of you."

Yeah, he thought. *You wouldn't be very proud of me if you knew what I did.* But he didn't say anything to his mom. In fact, he never did answer her question.

That night, when he went to bed, he had real trouble sleeping. He got up and poured a glass of milk, hoping that drinking it would help him get to sleep. But he tossed and turned—his guilt held on to him and wouldn't let him go. *What to do? What to do?*



THE QUEST GAME—QUESTIONS

Q

1.

Who is the person who does not enter by the gate?

Q

2.

Why do the sheep follow the shepherd?

Q

3.

What are some "voices" you are tempted to listen to instead of listening to Jesus?

Q

4.

What do the sheep do when they hear a stranger's voice?

Q

5.

Name one way we can listen to Jesus' voice.

Q

6.

Name one way Jesus is your good shepherd.



THE QUEST GAME—ANSWERS

A

1.

The man who is a thief
and a robber.

A

2.

The sheep know the
shepherd's voice.

A

3.

Personal answer

A

4.

The sheep run
away from him.

A

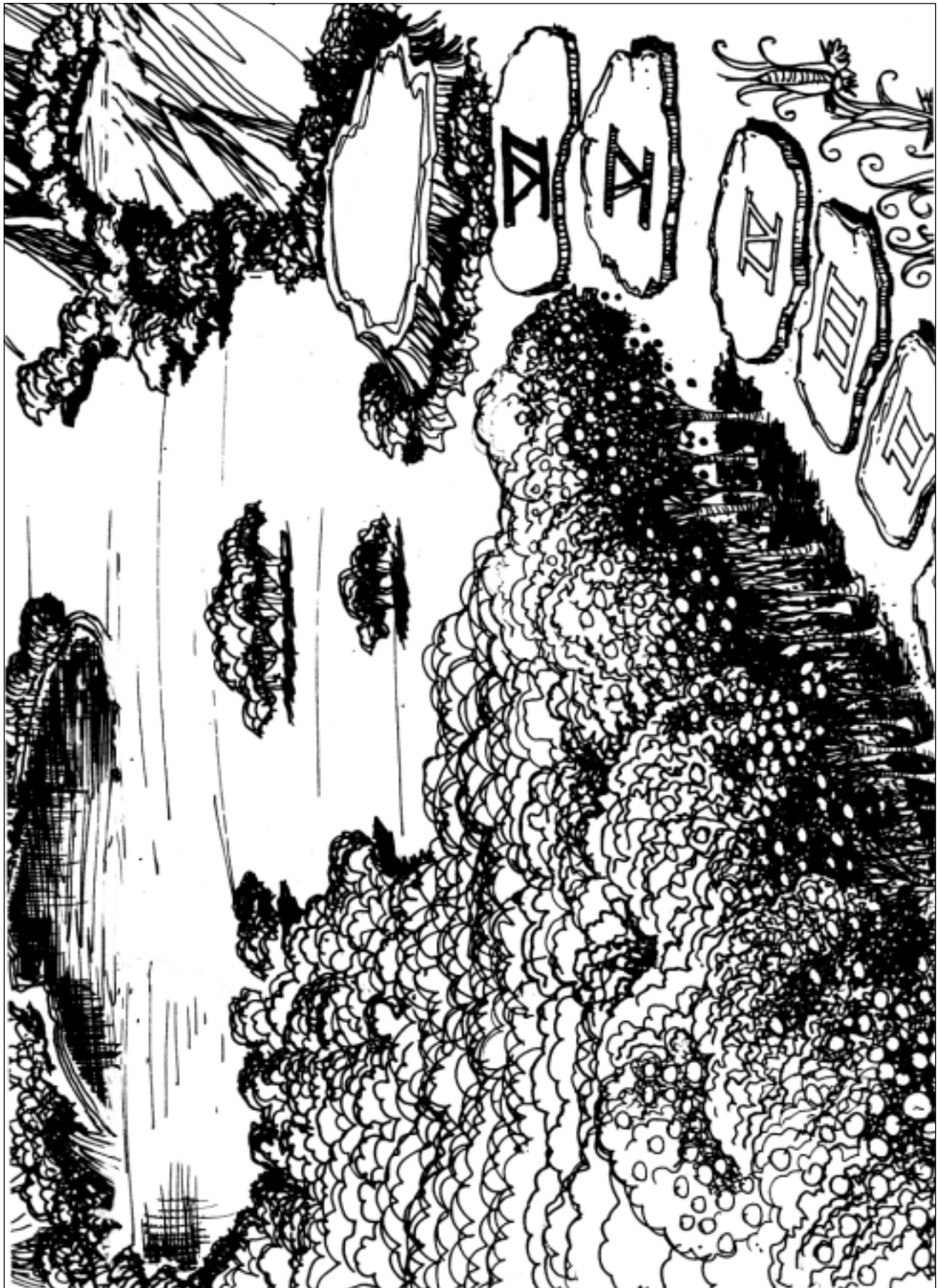
5.

Personal answer...
reading Bible,
praying, etc.

A

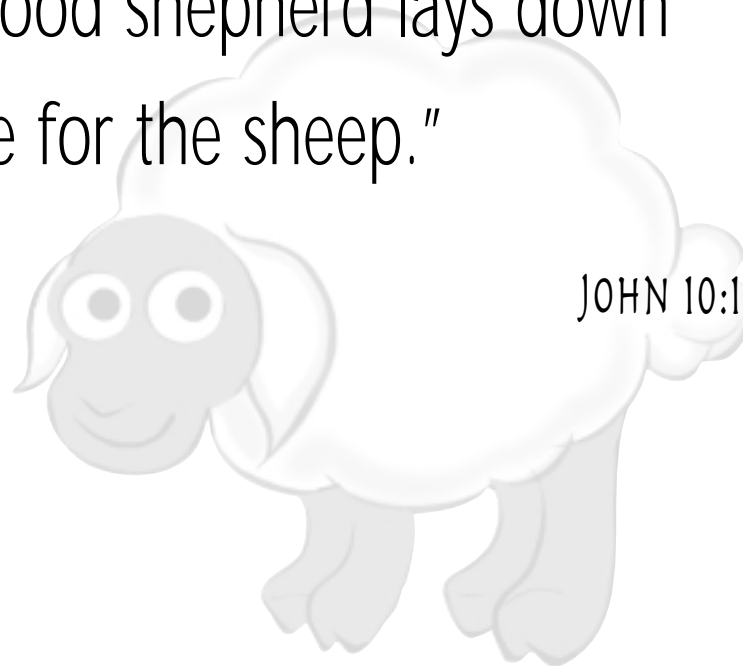
6.

Personal answer



SCRIPTURE MEMORY VERSE

"I am the good shepherd.
The good shepherd lays down
his life for the sheep."



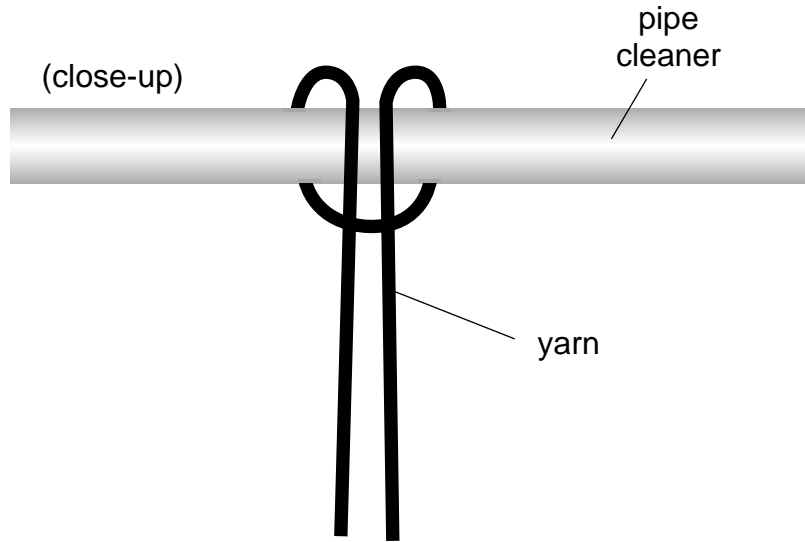
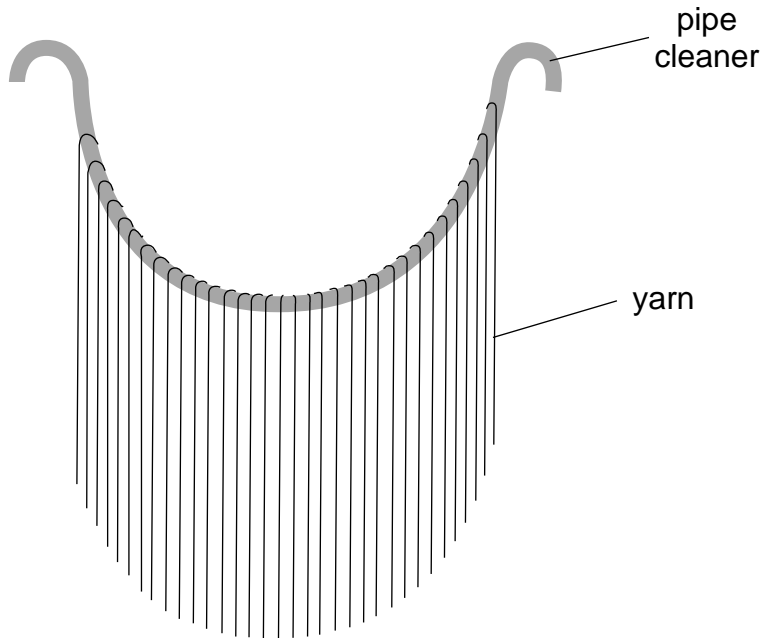
JOHN 10:11

WEEKLY CHALLENGE

Share with a friend a specific scripture from your quiet times
that shows Jesus as the good shepherd.

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SHEEP BEARDS



FACTS ABOUT SHEPHERDS

- A. Shepherd:** In the Old Testament the shepherd was the one who tended, fed and guarded the sheep. The shepherd's equipment consisted of
- a sling for protection from wild animals
 - a rod (stick) about thirty inches in length with a knot on one end—used as a walking stick, a weapon, a symbol of authority and for counting or sorting sheep
 - a staff, usually with a crook on one end
 - a flute made of reeds for calming the sheep and entertaining the shepherd
 - a cloak used as bedding at night
- B. Shepherding:** This was one of man's earliest occupations. Possession of sheep indicated power and wealth. A "good shepherd" was especially concerned for the condition of the flock and would sometimes carry helpless lambs in his arms or on his shoulders. He sacrificed to meet the wants of dependent, hungry, needy, foolish creatures (sheep). He chose to give up anything to protect his sheep, even his life, if necessary. He knew his sheep well and could distinguish one from another even in a large group. His sheep knew his voice and responded to his call.
- C. Sheep:** The words "sheep" and "lamb" are used in the Bible more than five hundred times. In Biblical times, sheep were of great importance in the economy. They represented wealth and were the total livelihood of the people for food and wool for weaving clothes and coverings for tents. Sheep were also used as a medium of exchange (like money). Sheep were characterized as defenseless against predators, unassertive and in constant need of care and supervision.
- D. Pasture:** Lands that were used as common lands—open country around villages to be used freely and in common by the herdsmen and shepherds. These lands provided all that the sheep needed to keep fit and healthy.
- E. Hired Hand:** A helper with the sheep who was interested in wages, and not necessarily in the sheep. In a time of danger, he very well might run away. The shepherd was more likely to care for the sheep than the hired hand.



SHEEP AND WOLVES SKIT

- TEACHER: Passes out an exam (real or imaginary paper can be used). *All right class, start your exam.*
- STUDENTS: (Begin to take test without talking)
- TEACHER: *I need to leave the class for a few minutes, but Mr. H. Hand is coming in while I am away.*
- H. HAND: (Enters the room and sits at teacher's desk. He looks bored and distracted.)
- TEACHER: (Exits and puts on cape and "Super Shepherd" sign. While H. Hand is in the room, two wolves enter the class and H. Hand gives each wolf an exam.)
- WOLF #1: (Pulls out another piece of paper and whispers loudly) *Hey, I have the answer key.*
- WOLF #2: *All right—let me see.*
- (Wolves #1 and #2 start talking, with the students around them.)
- WOLF #2: *Here are the answers, come on you guys—we'll all get As.*
- WOLF #1: *No one is looking.*
- WOLF #2: *Nobody will find out.*
- TEACHER: (Walks back into class, looks at students and at H. Hand) *What's going on? Why are those two (pointing at wolves) in my class?*
- H. HAND: (stands, shrugging shoulders) *I don't know. Who cares? I am out of here!*
- TEACHER: (Confronts two wolves): *What are you two doing in my class? You are not my students. Come to the principal's office with me right now.* (Teacher takes the wolves firmly by the arm and escorts them out of the room.)