

united kingdom

JESUS WASHES
FEET

the Kingdom story from creation to revelation

JESUS WASHES FEET

Luke 22:1-6

A very important religious festival was approaching. The religious leaders were plotting how to kill Jesus, but they were afraid of the peoples' reaction. Then Satan entered into Judas ... who was one of Jesus' twelve closest followers, and Judas went to the religious leaders to discuss the best way to betray Jesus to them. They were delighted, and they promised to give him money. So he agreed and began looking for an opportunity to betray Jesus so they could arrest Him when the crowds weren't around.

John 13:1-5

Jesus and His followers sat down to have the festival meal together. ... Jesus knew that God had given Him authority over everything and that He had come from God and would return to God. So He got up from the table, took off His robe, wrapped a towel around His waist, and poured water into a basin. Then He began to wash the followers' feet, drying them with the towel He had around Him.

John 13:12-16

After washing their feet, He put on His robe again and sat down and asked, "Do you understand what I was doing? ... Since I, your Master and Teacher, have washed your feet, you ought to wash each other's feet. I have given you an example to follow. Do as I have done to you. ... Listen! Servants are not greater than their master. Nor is the messenger more important than the one who sends the message."

John 13:21-29

Now Jesus was deeply troubled, and He exclaimed, "I tell you the truth, one of you will betray Me!" The followers wondered whom He could mean, and Jesus said, "It is the one to whom I give the bread I dip in the bowl." And when He had dipped it, He gave it to Judas ... and said, "Hurry and do what you're going to do." ... So Judas left at once, going out into the night.

John 15:14-17 (with excerpts from John 14:26-27; 16:14)

Jesus taught His followers many things that night. He said, "... You are my friends if you do what I command. I no longer call you servants, because a master doesn't confide in his servants. Now you are my friends, since I have told you everything God told Me. I am going to send you God's Spirit. He will bring you peace, remind you of all I have said to you, and He will continue to tell you the things He hears from Me. You didn't choose Me. I chose you. I appointed you to go and produce lasting fruit. ...

John 18:1

Later in the evening, Jesus and His closest followers left the meal and went to a nearby garden to pray.

TELLING THE STORY

Why this story?

The King of this Kingdom is like no other – He serves and loves and calls us “friend.” He gives His life willingly.

Jesus sets His face resolutely to what is coming. The scene is set – one of His closest followers betrays Him and orchestrates a way for the religious leaders to get to Him when He is away from the crowds. But Jesus has more to say and do before He leaves – His last actions are showing love to His followers. He washes their feet in an act of servanthood, cleansing and acceptance. He calls them friend! He tells them that He is revealing God’s plans to them and sending them God’s Spirit to guide them.

Key concepts to include in your story

- An important religious festival was approaching, when many people would be in Jerusalem
- Satan entered Judas, and Judas went to betray Jesus to the religious leaders
- Jesus sat down to the festival meal with His followers
- Jesus knew God had given Him all authority
- Jesus washed His followers’ feet. He explained that His followers should do the same for each other. Servants are not greater than their master.
- Jesus knows that one of them will betray Him, and He indicates to Judas that He can go and carry out His plan
- Jesus taught His followers that night
 - His followers are friends now because they know the Master’s business
 - Jesus will send God’s Spirit to remind them of what He has taught them
 - Jesus chose His followers to go and bear fruit
- Jesus and His followers go to a nearby garden to pray

Notes about how the story was crafted

The written story is slightly different than the video story. There is so much in these chapters that could be told. You should choose the information that would be important for your audience while maintaining a re-tell-able story, and these are different examples of how you can do that.

The **important religious festival** was Passover, the time when God’s people remembered how many years before God had rescued them out of Egypt and had saved their firstborn sons from being killed along with the Egyptians’ firstborn. A sacrificial lamb’s blood had been put over their doorways, and this caused the angel of death to pass by their homes and not kill their firstborn son. Therefore, the Passover feast was a very significant time of year for them. It was fitting that the ultimate sacrifice in Jesus to rescue them from the slavery of sin was to be made at that time of remembrance. In addition, the Passover was a nationalistic time of year for the Jews – a festival commemorating when God liberated them from an oppressive nation. It was a time of year that it would be easy to accuse someone of a plot to overthrow the Roman government or to set himself up as king. However, because our audiences may not know this background at this point in their biblical knowledge, we have omitted the name of the festival.

Religious leaders and **closest followers** are the terms that have been used for “Pharisees/Sadducees” and “disciples” throughout this set. We use the term “disciples” regularly in our church setting, and you should feel free to use it in your story if you think that your audience would engage well with the term. The most important thing is that in your story, you use whatever terms you have been using, keeping them consistent throughout your stories.

Servant has been used in place of **slave** to avoid the possible distraction that a negatively political term such as **slave** can give.

Master has been used in place of **Lord** in this story in order to more effectively convey the meaning of the word.

John 13:6-10 has been left out of the written example story (but included in the video), so if this is an important part of the story for you, you may include it in your story.

John 13:16 begins with **I tell you the truth**. This expression was used to place emphasis on the following statement, so we have said **Listen!** in the example story, just as we said for the similar phrase in the Four Soils story. This helps maintain consistency in the story set.

John 14-17 contains much of Jesus' teaching on that last night with His followers. It is all good and important, but cannot all be learned or fully digested in one story. Here are some possible points that you could include in your story to connect all the stories together:

- 1) Jesus has such great love for us that He lays down His life willingly. (In several places in this story we see that Jesus knew what was about to happen and resolutely continued on the path towards following through with it.)
- 2) He calls us friend (remember the Abraham story!) and makes God's will known to us!
- 3) He sends God's Spirit to remind us of all He has taught us and to bring us peace.
- 4) God has given Jesus authority to give eternal life (John 17:1-2).
- 5) The way to eternal life is to know God and Jesus as the Promised King (John 17:3).

DISCUSSION POINTS

Retelling the story

The second half of this story contains some teaching that may be difficult for your group to remember. Remember that when you tell teaching in a story, you don't always have to do it in the same order as the story. Try to put the teaching into categories that will make sense for your audience. Here's an example of one way to think of the scenes in this story:

1. Setting the scene: There's a foreboding of things to come. It's a major religious festival. The religious leaders want to find ways to have Jesus put to death. Judas provides them the perfect opportunity when he offers to betray Jesus.
2. Jesus eats a meal with his followers to celebrate the festival. He washes their feet.
3. Jesus explains why He has washed their feet.
4. Jesus permits Judas to leave in order to betray Him.
5. Jesus teaches
 - a. About friendship
 - b. About God's Spirit
6. Conclusion: Jesus and His followers go to the garden to pray.

Questions for discussion

You don't have to ask all of these questions in your discussion times. These questions are discussion starters, but you will find that often, once people feel comfortable, they talk about many of these things naturally. However, these questions are helpful to keep a conversation going where needed, and they provide a logical sequence of working through the story. Even if you don't ask all the questions in a group, try to ask people what this story means for them personally. You'll find that as you continue to interact with God's Word at a deep level, God's Spirit will reveal things for your life in a wonderful way!

- What do you like about this story?
- What bothered you about this story?
- What does this story show you about God?
- What does this story show you about people?

- What does this story mean for your life? How will you live your life differently having learned this story?
- How will you remember this story? *(Tell it!)*
- Is there anyone you would like to tell this story to? Or anyone you would like to practice with? E.g. Your children, your best friend, your wife, your husband, a mum at the school gate, your work colleague, your neighbour. (It's true that the best way to learn a story is to tell it. So why don't you give it a go and chat to each other next week about how you found it?)
- How does this story contribute to our understanding of the Gospel? How is this story part of the Gospel?

Questions people may have

This section can never be exhaustive. Remember that during your group discussion times, you want to focus on the above questions rather than get sidetracked by deeply academic issues. Part of the joy of experiencing and studying God's Word in this way is allowing God's Spirit to teach us and reveal His truth to us through the narrative of the individual stories, and ultimately through the narrative of the larger story line. However, we understand that sometimes people feel they need some deeper answers. Sometimes, the storyline has to speak for itself, and we have to trust it to do so. However, if your group needs some deeper answers in order to go on, here are some basics that you can discuss. If you have unresolved questions, please come and ask, and we'll help you find the answers.

- Why did Judas betray Jesus? How could he have been with Jesus through all of the miracles and still betray Him? What was he hoping to achieve? If Satan entered into Judas, did Judas have any choice in the matter?

The presence of Satan in Luke 22:3 has more to do with the Gospel writer's desire to show that more than human forces were at play in Jesus' death. We see in Luke 4:13 that when Satan left Jesus after he had tempted Him in the desert, he waited until a "more opportune time." This may be one of those times. However, Satan's presence in this situation does not negate Judas' own free will – Satan uses his influence to deceive, much as he did in the Garden with the first man and woman. Judas is not "possessed" by Satan in the sense of not having control over his actions. Commentators believe that it is clear from Luke 22 that Judas had free will in his betrayal. If that is the case, why would Judas choose to betray Jesus? It seems from both the Luke and Mark accounts that it wasn't necessarily for money (although John 12:4-6 suggests that Judas was greedy); he was offered money only after he had agreed to betray Jesus. Although many scholars have expounded many theories, the Bible does not state why – from a human perspective – Judas would choose to do such a thing.

What we do know is that Judas was not used as a witness to testify against Jesus during His trial before the religious leaders. Apparently, he was only needed to inform the religious leaders of the best time and place to arrest Jesus when the crowds were not around Him.

In any case, Jesus' death was not ultimately due to Judas' betrayal or the religious leaders' agenda – it was due to Jesus' wilful surrender to God's redemptive plan made possible through Jesus' death.

- What was the significance of washing feet? Why did Jesus choose that specific action in this setting?
In that culture, when guests arrived in a home for a meal, a servant often washed their feet as a sign of hospitality and for the very practical reason of washing the grime of the dirt paths off their feet. It was an act that only a servant (often a Gentile slave or a woman) would do, but it was a symbol of acceptance and hospitality to the guest. In a society where status and role played an important part in the social system, Jesus' act was one of self-humiliation. He emphasised that humiliation by taking off His outer garment and using the towel around His waist to dry their feet. Jesus' act was also significant because He did not do it as soon as they entered, meaning that His action was deliberately more than a simple act of humble courtesy or servanthood. It was an act that symbolised the cleansing brought about by Jesus' voluntary act of humility, and the fact that there is no place in Jesus' fellowship for those who are not cleansed by His death.

- The dialogue between Peter and Jesus in John 13:6-10 is confusing. What does it mean?

This dialogue so vividly describes Peter's excessive personality. First, Peter tries to be humble and refuse for his Master to perform such a menial act of washing feet. Then when Jesus tells him he must be washed, Peter wants all of himself washed – not just his feet! Peter, in his desire to be humble, actually acts in pride by trying to dictate to Jesus what He should do.

On the surface, Jesus' response may seem confusing. First He tells Peter that he must be washed in order to belong to Him. There is double meaning in this: 1) Peter needs his feet washed in order to be culturally acceptable to eat with the group. 2) Spiritual washing from sin is necessary in order to belong to Jesus. When Peter responds with his characteristic excess – “wash all of me!” – Jesus responds that once he's had a bath, only his feet need to be re-washed. Jesus' words have a deeper meaning – once someone has identified with Jesus and has been washed from their sins by Him, that 'bath' is sufficient and permanent, and radical cleansing is not needed again.

- What is the lasting fruit Jesus is talking about?

Several commentators believe that the fruit mentioned in this verse refers to believers sharing the entire message of the Gospel with others – being “on mission” for God. However, commentators also suggest that the idea of bearing fruit includes that of spiritual fruit, especially love, as mentioned again in John 15:17. Producing spiritual fruit is an action that leads others to see the Gospel played out in our lives.

JESUS WASHES FEET – for children

Luke 22:1-6

A very important religious festival – or holiday – was approaching. The religious leaders were *planning* how to kill Jesus, but they were afraid of the peoples' reaction. Then Satan *tempted* Judas ... who was one of Jesus' twelve closest followers, and Judas went to the religious leaders to discuss the best way to *turn* Jesus *over* to them. They were *very pleased*, and they promised to give him money. So he agreed and began looking for *the best time to hand Jesus over to them* so they could arrest Him when the crowds weren't around.

John 13:1-5

Jesus and His followers sat down to have the festival – or holiday – meal together. ... Jesus knew that God had given Him *power* over everything and that He had come from God and would return to God. So He got up from the table, took off His robe, wrapped a towel around His waist, and poured water into a *bowl*. Then He began to wash the *followers'* feet, drying them with the towel He had around Him.

John 13:12-16

After washing their feet, He put on His robe again and sat down and asked, "Do you understand what I was doing? ... Since I, your *Master* and Teacher, have washed your feet, you ought to wash each other's feet. I have given you an example to follow. Do as I have done to you. ... *Listen!* *Servants* are not greater than their master. Nor is the messenger more important than the one who sends the message."

John 13:21-29

Now Jesus was *very upset*, and He exclaimed, "I tell you the truth, one of you will *turn against me* Me!" The followers wondered whom He could mean, and Jesus said, "It is the one to whom I give the bread I dip in the bowl." And when He had dipped it, He gave it to Judas ... and said, "Hurry and do what you're going to do." ... So Judas left at once, going out into the night.

John 15:14-17 (with excerpts from John 14:26-27; 16:14)

Jesus taught His followers many things that night. He said, "... You are my friends if you do what I *tell you to*. I no longer call you *servants*, because a *servant does not know what his master is doing*. Now you are my friends, since I have told you everything God told Me. *I am going to send you God's Spirit. He will bring you peace, remind you of all I have said to you, and He will continue to tell you the things He hears from Me.* You didn't choose Me. I chose you. I *gave you this work: to go and produce fruit, fruit that will last.* ...

John 18:1

Later in the evening, Jesus and His closest followers left the meal and went to a nearby garden to pray.

TELLING THE STORY – for children

Key concepts to include in your story

The story will need to be simplified at varying levels based on the age group of the children you are teaching. This means that many of the details in the story will need to be summarized. However, you should include the following concepts in your story.

- An important religious festival was approaching, when many people would be in Jerusalem
- Satan entered Judas, and Judas went to betray Jesus to the religious leaders
- Jesus sat down to the festival meal with His followers
- Jesus knew God had given Him all authority
- Jesus washed His followers' feet. He explained that His followers should do the same for each other. Servants are not greater than their master.
- Jesus knows that one of them will betray Him, and He indicates to Judas that He can go and carry out His plan
- Jesus taught His followers that night
 - His followers are friends now because they know the Master's business
 - Jesus will send God's Spirit to remind them of what He has taught them
 - Jesus chose His followers to go and bear fruit
- Jesus and His followers go to a nearby garden to pray

Example of a simplified version of the story for children

It was getting close to the time for an important religious holiday (or festival) to begin. The religious leaders were trying to figure out how they could kill Jesus, but they were afraid of how people would react. Then one of Jesus' closest followers – a man named Judas – went to the religious leaders to help find a way to give Jesus to them. The religious leaders were very happy, and they promised to give Judas money. So he agreed and began looking for the best time to give Jesus to them so they could arrest Him when the crowds weren't around. Later Jesus and His followers sat down to have the holiday meal together. Jesus knew that He had come from God and would go back to God. And God had given Jesus power over everything. So He got up from the table, took off His robe, wrapped a towel around His waist and poured some water into a bowl. Then Jesus began to wash His follower's feet, drying them with the towel He had around Him. After washing their feet, Jesus put His robe back on and sat down. He asked, "Do you know why I did this? I am your Master and Teacher, and I have washed your feet as an example to follow. So you should wash each other's feet. Servants aren't greater than their master, and a messenger isn't more important than the message he sends. So do for others what I have done for you." Then Jesus was very upset and told His followers, "One of you will turn against Me!" The followers wondered whom Jesus was talking about, and Jesus made it clear that He was talking about Judas. Jesus told him, "Hurry and do what you're planning to do." So Judas left right away, going out into the night. Jesus taught His followers many things that night. He said, "You are my friends if you do what I tell you to. I no longer call you servants, because a servant does not know what his master is doing. But you're my friends now, because I've told you everything God told Me. Soon I will send you God's Spirit, and He will bring you peace. God's Spirit will remind you of everything I've told you, and He will continue to tell you things He hears from Me. You didn't choose Me. I chose you. And I gave you this work: to go and produce fruit, fruit that will last." Later in the evening, Jesus and His closest followers left the meal and went to a nearby garden to pray.

Retelling the story

The following activities can be used to vary your storying sessions with the children and keep the action fresh and exciting. They also help the children learn the stories in different ways. You'll find as children journey through this story set with you, they become more and more capable of learning even complicated stories quickly and well. Varying activities and keeping it fun helps the children write the stories on their heart so that they can pull them out of their toolbox whenever a situation comes up where they can use them!

- **Charades** – Have participants choose one line from the story and use actions to convey that line to the rest of the group. The child that guesses correctly goes next.
- **Skit** – Assign parts to groups and have them act out the story as you or a participant narrates. This can be done as a group or in smaller teams. If done in teams, you may choose to have each team act out the whole story, or assign sections and have them perform the skits in chronological order one after the other.
- **Song** – This activity seems to work best in small groups of older and more advanced students. If you believe your group would enjoy this activity, have them write and perform a song based on a story or a portion of a story. To make this task easier, have each group choose a song melody as their foundation and change the lyrics as needed, as opposed to starting from scratch.
- **Sign Language** – This is a great way to incorporate kinaesthetic learning into storying. Work with the participants to develop "sign language" for keywords in the story. This will help them to remember the order and progression of the story. This activity may also be done as a group or in smaller teams. If done in teams, have a participant from each team narrate as the group demonstrates their motions. The more creative, the more likely they are to remember it! Sign language is a good activity if younger and more inexperienced storytellers are part of the group.
- **Perspective Shift** – This creative and critical thinking activity works best later in the story set. Assign groups of children different characters in the story. They then adjust the story they have learned to the perspective of that character. For example, they could tell the Fall story from Adam and Eve's perspectives or the Abraham story from Abraham's perspective.
- **Memory** – The storyteller starts this activity by saying the first line of the story. The story then moves around the circle as each participant tells a line. An alternate method is to go back and forth between partners as they tell the story to each other.
- **Popcorn** – The storyteller also starts this activity. As children remember, they raise their hand. When ready, the storyteller yells "pop" and the name of someone with their hand raised. That person will then jump in until more hands are raised and they shout "pop" to pass the story to another child. You will likely need to demonstrate how this works.
- **Interview** – Children are assigned different characters. A child designated as "interviewer" asks the characters questions about what happened in the story and the character answers according to his or her role. For example, the interviewer could ask Adam about what he witnessed or the actions he took in the garden when he ate the fruit, and Adam would give his answer.
- **Action words** – Before telling the story, the storyteller gives instructions associated with particular words. Children listen for those words in the story, and must do appropriate action when heard. For example, the storyteller would tell the participants to wiggle their arm like a snake anytime they hear the word "snake." There should be multiple words associated with actions in the story. This activity also works well with a younger audience.

Children's Teaching Materials

Sunday mornings will begin in the warehouse with a joint children's worship time led by a youth worship band followed by a storying session with the roving storyteller. Then groups will disperse to their usual meeting locations for the age-appropriate teaching of the story and activities that reinforce that story's message.

Sparks

10:30 Retell the story. Use a Storybook Bible.

Snack: rice cakes

~ Put a tea set out (like the last supper) and serve a doll first

Resources Needed:

- Storybook Bible
- Rice cakes
- Tea set

10:45 Craft: Sweet baskets

~ Cut out each "cup" from an egg box (1 per child). Let children decorate strips of card. Then the leader staples the card strip to an egg box cup to make a handle. Put something small and edible (such as a wrapped sweet) in the basket. This should be a gift from the child to his/her parent, family member or friend.

- Egg box cups (1 per child)
- Strips of card
- Stapler & staples
- Crayons or markers
- Stickers
- Sweets (individually wrapped)

11:00 Music: "What a Friend I Have in Jesus" & others

- Music

11:10 Free Play

Little Flames

10:30 Begin with prayer. (Don't repeat a specific prayer, but follow the general idea of the prayer below.)

~ Say "Hi" to God, tell Him we're glad He's there with us and ask Him to help us see Him, hear Him and know Him. Invite Him into everything we'll be doing today.

Keep today's focus in mind: "Jesus wants me to love others as He loves me."

Resources Needed:

10:35 Retell the story, and use the below games/activities to emphasize the story.

~ Jesus wants me to love others as He loves me.

~ What are some ways that Jesus shows that He loves us?

1. By looking for us
2. By spending time with us
3. By sharing with us

~ We can do those same things for others. (Use the below activities as illustrations/examples.)

1. Game: "Hunt the Little Flame" – Hide pictures of "little flames" around the room (under boxes, under chairs, on the wall, etc). Have children hunt for the flames. When they're all found, children can exchange their flames for jelly babies. Remind them that Jesus looks for them.

- Pictures of "little flames"
- Tack or tape
- Biscuits
- Drinks

2. Quiet time: Let the children get into pairs and see how long they can sit quietly with each other. Jesus spends time with us.
3. Snack: Have children sit at the table (like the Last Supper) and share biscuits and drinks. They cannot help themselves. They must serve each other – sharing with each other and waiting on each other. Remind them that Jesus shares with us. Discuss the question below during the snack time.
Discussion: "Jesus wants you to love others as He loves you. How can you show people that you love them like Jesus?"

11:05 Popcorn Prayer

~ Have simple prayers, popcorn style: "Thank you, Jesus, for _____!"

11:10 Song: an altered version of "Hokey Pokey" (below)

*You put your right foot in; you put your right foot out
You put your right foot in and let Jesus wash it off
You do the Hokey Pokey and you turn yourself around
Which King humbled Himself for us? JESUS!
(repeat with the other foot)*

• Music

11:15 Learn the words of the week: "Jesus wants me to love others as He loves me."

• Visuals to help learn the phrase

11:20 Craft: Sweet baskets

~ Cut out each "cup" from an egg box (1 per child). Let children decorate strips of card. Then the leader staples the card strip to an egg box cup to make a handle. Put something small and edible (such as a wrapped sweet) in the basket. This should be a gift from the child to his/her parent, family member or friend. Remind the children that Jesus wants them to love others as He loves them ... by serving others.

- Egg box cups (1 per child)
- Strips of card
- Stapler & staples
- Crayons or markers
- Stickers
- Sweets (individually wrapped)

11:30 If there is any remaining time (or the previous activities finish early), allow the children to freely choose to do whatever they want to do. Play story-relevant music in the background. Leaders should engage with the children during this time: celebrate them, pray for them, love them.

~ Play with story-oriented toys

~ Role play

~ Colouring station

- Story-oriented toys
- Play-dough
- Colouring sheets
- Blank paper
- Crayons

Blaze

Resources Needed:

10:35 Welcome. Remind them of last week's story and retell this week's story.

10:40 Divide into four groups to retell the story. A leader should be with each group.

~ Have children take off their shoes and leave them in a pile across the room. (These will be used for the game. The messier the pile of shoes, the better.)

~ Have one child wash another child's feet as a third tells part of the story. Then have everyone switch places. Keep going until all feet have been washed.

- Bowls of water (1 per group)
- Towels (1-2 per group)
- Bars of soap (1 per group)
- Water

10:55 Discuss the questions:

- ~ What does it mean to love someone?
- ~ How did Jesus love us?
- ~ How can we love others?
- ~ What do you like about this story?
- ~ What bothered you about this story?
- ~ What does this story show you about God?
- ~ What does this story show you about people?
- ~ What does this story mean for your life? How will you live your life differently having learned this story?
- ~ How will you remember this story? *Tell it!*
- ~ Who will you tell this story to?

PRAY

11:05 Game: "Shoe sort"

- ~ The children's shoes should still be in a pile across the room (from the earlier activity). Have all the children sit in pairs. Once child must describe their shoes to their partner – who will go find the shoes, bring them back and put them on the other person's feet for them. Then they should switch. Remind them that Jesus served others. They are now serving each other by finding the person's shoes, bringing them to them and putting them on their feet for them.

- Extra pairs of shoes to make the process more challenging

11:15 Craft:

- ~ Have each child trace their feet (or shoes) and cut them out. The feet can be taped or glued to blue card paper (to represent the water that was used to wash their feet). Then they can stick a pre-printed Bible verse on their feet and decorate the paper.
- ~ The verse should be John 13:15 (NLT) ... "I have given you an example to follow. Do as I have done to you."

- Pre-printed verses (John 13:15)
- Coloured paper
- Blue card paper
- Crayons or markers
- Tape or glue

11:25 Circle Time: praying, reflection, responses and offering

- Container for the offering

TNT

Resources Needed:

10:35 Welcome. Remind them of last week's story and retell this week's story.

10:40 Divide into four groups to retell the story. A leader should be with each group.

- ~ Have children take off their shoes and leave them in a pile across the room. (These will be used for the game. The messier the pile of shoes, the better.)
- ~ Have one child wash another child's feet as a third tells part of the story. Then have everyone switch places. Keep going until all feet have been washed.

- Bowls of water (1 per group)
- Towels (1-2 per group)
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10:55 Discuss the questions:

- ~ What does it mean to love someone?
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- ~ What do you like about this story?

- ~ What bothered you about this story?
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- ~ What does this story mean for your life? How will you live your life differently having learned this story?
- ~ How will you remember this story? *Tell it!*
- ~ Who will you tell this story to?

PRAY

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| 11:05 | <p>Game: "Shoe sort"</p> <p>~ The children's shoes should still be in a pile across the room (from the earlier activity). Have all the children sit in pairs. Once child must describe their shoes to their partner – who will go find the shoes, bring them back and put them on the other person's feet for them. Then they should switch. Remind them that Jesus served others. They are now serving each other by finding the person's shoes, bringing them to them and putting them on their feet for them.</p> | <p>Extra pairs of shoes to make the process more challenging</p> |
| 11:15 | <p>Craft: "Coupon books"</p> <p>~ Have children make "coupon books" to give to their parents as a way to serve them. Parents can later tear off a page and request the child to complete that activity.</p> <p>~ Example activities/coupons: pick up the trash around the house, help wash the car, wash the supper dishes, help pick up their siblings' toys, etc.</p> <p>~ Encourage the children to fill in the coupons with activities that are not already their responsibility.</p> <p>~ They can decorate their coupon books and give them to their parents as a gift of service ... showing Jesus' love to others.</p> | <ul style="list-style-type: none"> • Sample coupon book • Coloured paper • White paper • Crayons or markers • Stapler & staples |
| 11:25 | <p>Circle Time: praying, reflection, responses and offering</p> <p>~ Provide activity sheets for the children if there is any remaining time before parents pick them up.</p> | <ul style="list-style-type: none"> • Container for the offering |