

# THE HUMILITY OF JESUS

Character

LESSON 1

## LESSON TEXT

John 13:1-17

## LESSON OBJECTIVES

- The students will be able to define "humility" and state some ways to practice it.
- The students will identify what Jesus did in John 13 to teach humility and servanthood.
- The students will identify actions that place others' interests above their own.

## MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- 1 towel for each teacher
- water
- 1 plastic basin for each teacher
- soap
- extra Bibles
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- package of crackers
- peanut butter and/or cheese
- two spreading knives
- juice
- cups, plates and napkins

*Reproducible Pages:*

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student

## LESSON PLAN

### *Getting Ready*

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

### *Getting into God's Word*

Story: The Story of Jac Ambrose  
 Scripture Study  
 Activity: Washing Each Other's Feet

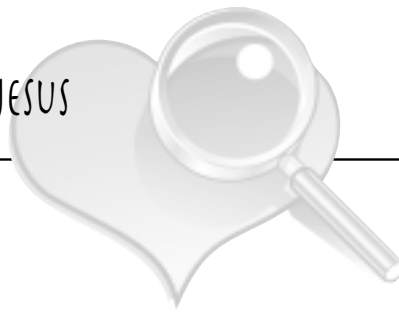
### *Getting It to Others*

Scripture Memory: Philippians 2:3-4  
 Weekly Challenge and Snack Time  
 Conclusion

## SCRIPTURE MEMORY VERSE

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.

Philippians 2:3-4



## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on John 13:1-17 until you understand the basic story and the lessons it holds. Think about what it means to serve other people without thinking about yourself. What about yourself makes it difficult to give to others? What if your life was just like the life of Jac Ambrose? How would you cope with your “handicap”? Would there be any place for pride in your life?

### TEACHER TIPS

This class focuses on humility. You should look for all of the opportunities to serve that will present themselves during this class. Orchestrate their activities to give as many students as possible the opportunity to practice humility by serving you and the others in their class.

## PRECLASS ACTIVITY

### DECODE THE VERSE

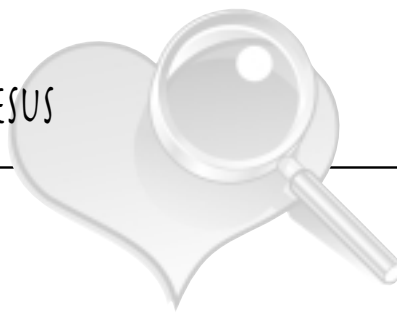
#### MATERIALS USED

*For each student:*

- pen or pencil
- Reproducible Pages*
- Page A, 1 copy for each student

#### INSTRUCTIONS

1. Pass out copies of Reproducible Page A and a pen or pencil as students arrive.
2. Help each student to understand the instructions to decode the message.
3. The letters on the left and the numbers along the top of the grid are tools for decoding the hidden Bible verse. The blanks below the grid contain two pairs of letters and numbers. Look at the first set. They are E-4 and F-5.
  - Find the intersection where Line E and Line 4 meet.
  - Notice the dot at that intersection.
  - Now find the intersection where Line F and Line 5 meet.
  - Notice the dot at that intersection.
  - Now draw a diagonal line connecting the dots.
  - Your line was drawn through the word “Jesus.”
  - The word “Jesus” is written in the first blank below.
4. Complete this same process to discover each word until you have solved the puzzle.



## 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 for the chance to be together.

### VICTORIES

Take 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?*

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.





## INSTRUCTIONS

Have all of the students take out copies of Reproducible Page A that they have worked on ("Decode the Verse"). Discuss the meaning of the scripture. Explain the humility of Jesus' statement and the humility of Jesus toward God his Father.

Give the students a definition of the word "humility." It is the quality or state of being humble. It means: (1) marked by modesty or meekness (2) respectfully deferential and (3) lowly and unpretentious. Discuss these definitions to be sure that the students understand their meanings.



## STORY

### THE STORY OF JAC AMBROSE

Jac Ambrose was a brave young man. He saw life from a different perspective than most of us. There was no room for pride or conceit. He could not worry about fashion or the most current fads. He was simply happy to be alive and fighting through the next day. His dream, to be a writer, was fulfilled in the video-taped article that our story was adapted from. Jac thanked his mom and he thanked God for the good life that he was able to experience. How ungrateful we are for what we have. How often we take our health, our bodies, even our arms for granted. Jac had no such luxuries. Humility means relying on God and not on ourselves. Think about how you can rely on God and thank him for all that he has given you.

### MATERIALS USED

*Reproducible Pages:*

- Page B, 1 copy for each student

### INSTRUCTIONS

1. Distribute copies of Reproducible Page B to the students.
2. Read the story to the students.
3. Explain and discuss the story concept.
4. Help the students understand that Jac was a pre-teen just like them. Although he was very sick, he still had the same interests and struggles that they do. Then ask the following questions:
  - What was life like for Jac Ambrose?
  - Was Jac "happy"?
  - What did Jac focus on in his life?
  - How was Jac's humility shown in his life?
  - What would it be like for you to be twelve years old and unable to move your body around?
  - Would you be happy in those circumstances?
  - How could you focus on being happy?
  - What would it mean for you to be humble in these circumstances?
5. Explain to the class that Jac's life would have been unbearable if he had not been humble. Humility involves a willingness to love, to give, and to be happy regardless of the circumstances.



## SCRIPTURE STUDY

Have the students take out their Bibles and turn to John 13:1-17. Select three volunteers to read the passage for you. Divide the reading as follows:

John 13:1-5

John 13:6-12

John 13:13-17

*Why did Jesus wash the disciple's feet at the Last Supper?* (Jesus was meeting a very real and specific need. Being a servant is meeting people's needs. People only wore sandals and there were no paved roads; their feet were always dirty. Most homes employed a servant whose job it was to wash people's feet when they entered the home. When Jesus and the twelve disciples arrived, there was no paid servant to wash their feet. So, Jesus took the role of a servant and washed the disciples' feet himself.)

*What do you think the disciples were thinking while Jesus was washing their feet?* (Peter didn't want Jesus to wash his feet; he was embarrassed (vv. 6-8). / The disciples were probably ashamed that none of them did it first. / Some may have thought that it was okay that they had not done it since no one had asked them to do it. / Some surely thought that they were above doing the servant's job, and it never even crossed their minds to be the one to do the footwashing.)

*What was Jesus teaching his disciples by washing their feet?* (that none of them are above being a servant / Being a servant means meeting people's needs. Their feet were dirty and someone needed to wash them. / We don't have to be asked to do something before we should do it. / Being humble means caring about other people's needs and feelings more than our own. / There are many needs around us that must be met, and as disciples we must be humble and meet those needs.)

## ACTIVITY

### WASHING EACH OTHER'S FEET

During the Activity Section the students will be washing each other's feet. After completing the Scripture Study section, bring out the plastic basins, towels, water and soap that you have provided. Explain to the students that they are going to serve one another in this exercise. Everyone will wash someone else's feet,

and everyone will have their own feet washed. Explain to the students that this is not a play-time but a time to learn a very important lesson about being a servant.

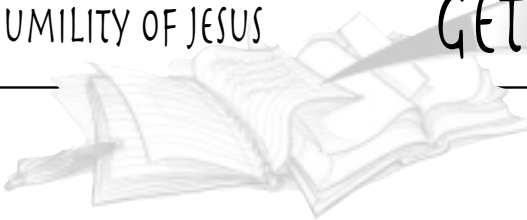
### MATERIALS USED

*For the teacher:*

- 1 towel for each teacher
- water
- 1 plastic basin for each teacher
- soap

### INSTRUCTIONS

1. Divide the class equally into groups (one teacher per group). Allow girls who are wearing tights to sit out.
2. Women should wash the feet of the girls, and men should wash the feet of the boys. Girls should wash the feet of girls, and boys should wash the feet of boys.
3. The teachers should be the first ones to wash one of the student's feet. While one person's feet are being washed, the others should watch without speaking or joking. The procedure should be as follows:
  - First, have all the students take off their shoes and socks.
  - Be sure the boys roll up their pants legs so that they will not get wet.
  - Place the feet into the basin and then wash each foot with soap and rinse it off.
  - After washing the feet, be sure to dry each foot completely.
  - When finished, have the students put their socks and shoes back on.
4. After a person has his feet washed, he becomes the next one to wash someone's feet.
5. This process continues until everyone in the class (including the teacher) has had their feet washed. Be sure that everyone who is able has a chance to participate.
6. When everyone's feet have been washed, call the whole class back together for a discussion. Ask the following questions:
  - *What did you feel when your feet were being washed?*
  - *How did you feel about washing someone else's feet?*



## SCRIPTURE MEMORY

Philippians 2:3-4

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.

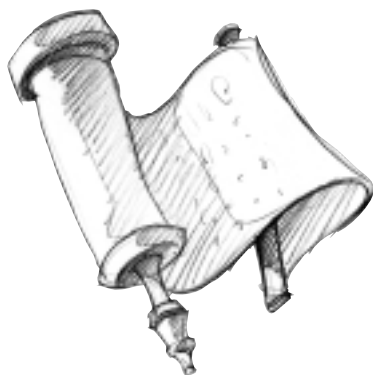
### MATERIALS USED

*Reproducible Pages:*

- Page C, 1 copy for each student

### INSTRUCTIONS

1. Give each student a copy of Reproducible Page C (Scripture Memory Verse).
2. Have the students say the memory verse together aloud several times.
3. Talk about what the verse means.
4. How does this verse fit into the lessons about humility and servanthood that were just demonstrated in the foot-washing?



## WEEKLY CHALLENGE AND SNACK TIME

### MATERIALS USED

*For the teacher:*

- package of crackers
- peanut butter and/or cheese
- two spreading knives
- juice
- cups, plates and napkins

As the theme of this lesson is humility and servanthood, plan to bring food that some of the members can fix for the others. Then several can serve, and several can clean up. Some will have the snack they brought also, and you can encourage them to share with others.

During the snack, discuss some of the characteristics of a servant. *On an everyday basis, how can we be humble and servants to those around us?*

- willingness to help around the house without being forced
- doing things that need to be done without being asked
- volunteering to help either at school or at home
- willingness to help someone at school who is struggling with something you do well
- willingness to do unpleasant jobs
- standing up for the needs of others around you
- not expecting recognition for the job you have just done

The challenge for this week is for the students to be humble and serve someone at school, at home or at church every day this week, using the items listed above as a guide. The students should keep a record of the type of service they performed, or of how they were humble. Remind the students that humility in serving means no grumbling or complaining, and being willing to take on the "unpleasant" jobs. The class should bring their record sheets in next week.

## CONCLUSION

End the class with a prayer.

# THE HUMILITY OF JESUS

**Character**  
LESSON 1  
(SUPPLEMENT)

## LESSON TEXT

John 13:1-17

## LESSON OBJECTIVES

- The students will be able to define "humility" and state some ways to practice it.
- The students will identify what Jesus did in John 13 to teach humility and servanthood.
- The students will identify actions that place others' interests above their own.

## MATERIALS NEEDED

*For each student:*

- pen or pencil

*For the teacher:*

- signs for the activity that read "Mom" and "Teacher"
- extra Bibles
- 1 copy of "Good News from the Kingdom"
- globe or map of the world

*Reproducible Pages:*

- Page D, 1 copy for each student
- Page E, 1 copy for each student

## LESSON PLAN

### *Getting Ready*

Faithful Instruction  
Teacher Focus  
Teacher Tips  
Preclass Activity: Character Worksheet  
Starting Up  
Welcome and Singing  
Opening Prayer  
Great News Sharing

### *Getting into God's Word*

Scripture Study  
Activity: The Heart of a Servant

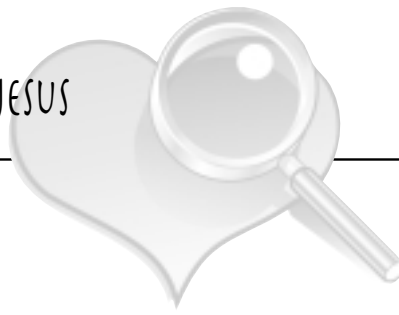
### *Getting It to Others*

Scripture Memory: Philippians 2:3-4  
Weekly Challenge and Snack Time  
Conclusion

## SCRIPTURE MEMORY VERSE

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.

Philippians 2:3-4



## FAITHFUL INSTRUCTION

### TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on John 13:1-17 until you feel that you understand the basic story and the lessons it holds. Think about what it means to serve other people without thinking about yourself. What about yourself makes it difficult to give to others? What if your life were just like the life of Jac Ambrose? (Get a copy of Reproducible Page B and read the story.) How would you cope with your "handicap"? Would there be any place for pride in your life?

### TEACHER TIPS

This class focuses on humility. You should look for all of the opportunities to serve that will present themselves during this class. Orchestrate their activities to give as many students as possible the opportunity to practice humility by serving you and the others in their class.

## PRECLASS ACTIVITY

### CHARACTER WORKSHEET

#### MATERIALS USED

*For each student:*

- pen or pencil

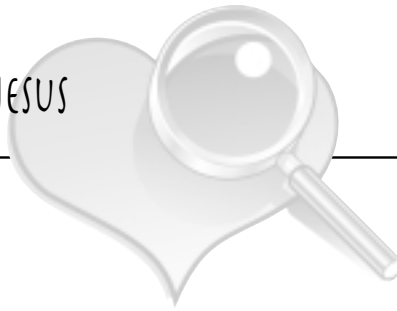
*Reproducible Pages:*

- Page D, 1 copy for each student

#### INSTRUCTIONS

1. As each student arrives, give them a copy of Reproducible Page D (Characteristics) and a pen or pencil.
2. In this activity, the students will be looking for different characteristics of the men listed on the sheet. The students may choose just one of the men, or they may try to find different characteristics of all three of the men.
3. Have them work together in groups of three to help each other.
4. Look up the verses listed in one of the columns. Find as many characteristics of that man as you can from those verses (such as: humble, loving, powerful, afraid, courageous, greedy, sneaky, and others).
5. Write these characteristics in the spaces provided below each name. Be sure to help the students get started and find characteristics of each of the men.
6. If there is time remaining after working on the verses for one of the men, have the students work on the others.
7. This worksheet will be used later in the Scripture Study section.





## 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 for the chance to be together.

### 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 that as many as possible can share.





## SCRIPTURE STUDY

Have the students take out their Bibles and turn to John 13:1-17. Select three volunteers to read the passage. Divide the reading as follows:

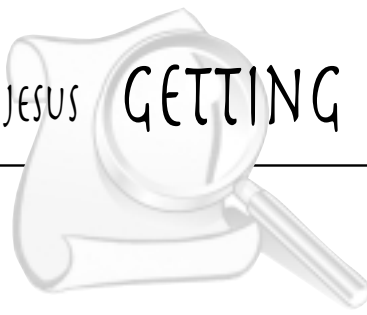
John 13:1-5  
John 13:6-12  
John 13:13-17

Ask the students to talk about what they learned from this story during their last class. Get as many students as possible to participate and share aspects that were significant to them.

Have the students take out their preclass worksheets (Reproducible Page D). Go through each character individually, and talk about the characteristics that they found in each of the men. Discuss the men in this order:

1. What about Judas and Simon Peter was prideful and selfish?
2. What was good about Simon Peter?
3. What did you learn about Jesus?





## ACTIVITY

### THE HEART OF A SERVANT

#### MATERIALS USED

*Reproducible Pages:*

- Page E, 1 copy for each student

*For the teacher:*

- signs for the activity that read "Mom" and "Teacher"

#### PREPARATION

1. Make only half the usual number of copies of Reproducible Page E.
2. Cut the sheet in half (Team-One half sheet and Team-Two half sheet).

#### INSTRUCTIONS

1. Divide the class into two teams.
2. Give the Team-One half sheets to Team One and Team-Two half sheets to Team Two. One teacher should help Team One, and the other teacher should help Team Two. Both groups will take about five to ten minutes to decide who will play what role and how the scene will be acted out.

3. Each group is to act out the situation described on the sheet. No words can be used in the play, only actions.
4. The teacher should help the students decide how the scene should be acted out being sure that the aspects of being a servant are clearly acted out in a positive way.
5. Team One will then act out their scene without using any words while Team Two is watching. Team Two will watch the entire scene and then confer with each other.
6. Team Two must then describe what they saw and guess what type of action was being acted out.
7. After Team One is finished, and after Team Two has guessed what the scene was, Team Two will act out their scene and Team One will watch and guess.
8. Be sure that all of the students are involved in some way in the action of the scene.



## SCRIPTURE MEMORY

Philippians 2:3-4

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.

### MATERIALS USED

*Reproducible Pages:*

- Page C, several extra copies

### INSTRUCTIONS

1. Ask the students if anyone can recite the memory scripture for this week.
2. After several have quoted the verse, recite it together as a class two or three times.
3. Hand out copies of Reproducible Page C to those students who don't already have it and to visiting students.

## WEEKLY CHALLENGE AND SNACK TIME

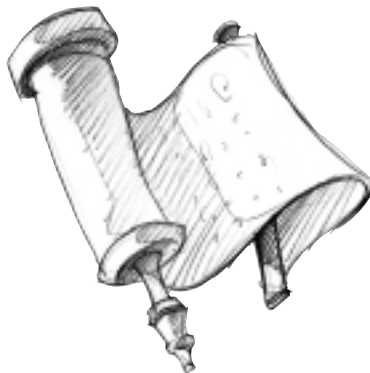
If your students bring a snack, allow them to eat it while you remind them of the challenge for the week.

(The students were to practice humility and servanthood on a daily basis this week, keeping a record sheet to record their efforts.)

Ask the students how they are doing with their challenge and in keeping up with their records. Help the students work through any difficulties or concerns about the assignment. Give ideas on how to overcome the fears, being sure to remind them that prayer is their best weapon against fear! Encourage the students with experiences from your own life, and remind them that you are praying for their success. Remind them also to be keeping up with their daily quiet times.

## CONCLUSION

End the class with a prayer.



## DECODE THE VERSE

The letters on the left and the numbers along the top of the grid are tools for decoding the hidden Bible verse. The blanks below the grid contain two pairs of letters and numbers. Look at the first set. They are E-4 and F-5.

- Find the intersection where Line E and Line 4 meet.
- Notice the dot at that intersection.
- Now find the intersection where Line F and Line 5 meet.
- Notice the dot at that intersection.
- Now draw a diagonal line connecting the dots.
- Your line was drawn through the word "Jesus." The word "Jesus" is written in the first blank below.
- Complete this same process to discover each word until you have solved the puzzle.

	1	2	3	4	5	6	7	8
A	Beloved	was	one	God	that	under	know	had
B	he	that	Judas	and	not	hate	knew	every
C	evening	Lord	had	13:9	John	put	later	for
D	Paul	and	let	come	us	God	Matthew	His
E	hands	wash	all	disciples	Jesus	love	that	born
F	Love	feet	He	13:3	returning	head	to	Mark
G	Luke	Father	Luke	one	things	not	the	of
H	another	for	power	towel	is	from	love	life
I								

**JESUS**

(E-4, F-5)

(B-6, C-7)

(B-1, C-2)

(G-6, H-7)

(G-1, H-2)

(C-2, D-3)

(C-5, D-6)

(E-2, F-3)

(G-4, H-5)

(A-5, B-6)

(D-7, E-8)

(H-2, I-3)

(D-1, E-2)

(E-6, F-7)

(F-2, G-3)

(A-7, B-8)

(D-3, E-4)

(H-5, I-6)

(D-5, E-6)

(B-3, C-4)

(A-1, B-2)

(F-4, G-5)

(F-6, G-7)

(A-3, B-4)

**Scripture:**

(C-4, D-5)

(F-3, G-4)

## THE STORY OF JAC AMBROSE

Jac Ambrose was twelve years old. He was born in 1984 at Jackson Memorial Hospital in Miami, Florida. When Jac was born, he had a broken back. He was born with a rare, incurable disease. Doctors called his disease *Osteogenesis Imperfecta*. For Jac, this made his bones extremely brittle and stunted his growth. In his short lifetime, his legs were broken ten times, his arms were broken twenty-eight times, and eight times he was in a full-body cast. When he tried to crawl as a baby, he broke both of his arms. Although this disease has lesser degrees of severity, Jac had the third and most destructive type. Not only did Jac's bones break, but they were disintegrating over time as well. He would break a bone reaching for something or wake up in the morning with a broken bone from turning over in the night. He might even crack a rib simply from coughing. During the time of the Olympics, Jac broke his leg. He remembered watching the Olympic events on the television at the hospital while he waited for the doctor.

Sometimes Jac would need surgery. He broke his legs into a triangle shape one time! He was trying to crawl and the bones broke and jutted through his skin. The doctors put his legs back together with rods. It took seven hours of surgery to complete the operation. He said, *"I thank God for the surgery. I can't go out anymore, but I'd rather have to stay home than not have my life."* Betty, Jac's mom, told him that every kid has his chores to do. She told him it was his job to be happy. She would ask him, *"Jac, are you on the job today?"* He would answer, *"I'm trying, Mom."*

A teacher from the local school taught Jac. He worked hard and got all A's. One time the principal of the school gave Jac and his mom tickets to go see professional wrestling. At the event, he met the wrestler named Ultimate Warrior. It was his seventh birthday, so afterward he went out to an ice cream parlor and got the biggest sundae at the table.

Jac said that when he grew up he would like to be a writer. A playwright named Rafael Lima, a writing teacher at the New World School of the Arts, contacted him. He worked out an arrangement with Jac and his class at the school to communicate via videotape. On his own videotape Jac dictated a raw draft of his life story. He said, *"I have a good life. The only problem I have is my bones; other than that, I have a good life. I thank God for that. And I thank my mom. She always tells me, 'You've got to be thankful for what you've got.' My mom and I are fighters, I've got to say that."*

Jac was not able to see his dream accomplished. A couple of weeks after Jac's first session on the videotape, he developed a cold that spread to his lungs. Jac died on January 20, 1997.

(Edited from *Tropic Magazine*, *The Miami Herald*; February 23, 1997, from a story adapted from a video-article by Jac Ambrose)

## SCRIPTURE MEMORY

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.

PHILIPPIANS 2:3-4

## WEEKLY CHALLENGE

Be humble by serving someone at home, at school or at church every day this week.

---

This page intentionally left blank.



## CHARACTERISTICS

In this activity, you will be looking for different characteristics of the men listed below. You may choose just one of the men, or you may try to find different characteristics of all three of the men. Follow the instructions below:

- Look up the verse listed in one of the columns.
- Find as many characteristics of that man as you can from that verse (such as: humble, loving, powerful, afraid, courageous, greedy, sneaky and others).
- Write these characteristics in the spaces provided below each name.

### JESUS

Philippians 2:2-5  
John 14:6-7  
Isaiah 53:2-5  
Romans 5:8

### SIMON PETER

Matthew 4:18-20  
Matthew 14:28-33  
Matthew 16:22-23  
Matthew 26:69-75

### JUDAS

John 12:4-8  
John 13:26-30  
Matthew 26:14-16  
Matthew 27:1-10

Characteristics:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Characteristics:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Characteristics:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## TEAM ONE SCENE

Remember: This must be acted out without using any words.

- One student is identified as "Mom" with a sign (either holding it or around her neck).
- Mom indicates that it is trash day and the trash must be taken out.
- One of the smaller children is having trouble tying his shoes and is getting upset.
- Another small child is hungry and wants attention.
- Older brother/sister comes in and helps the young child tie his shoes.
- He indicates to Mom that he will take out the trash for her.
- He takes out the trash.
- Mom is able to then give attention to the younger child.



(cut along this line)



## TEAM TWO SCENE

Remember: This must be acted out without using any words.

- One student is identified as "Teacher" with a sign (either holding it or around his/her neck).
- The teacher is trying to teach a lesson to the class.
- Several students are acting like students out of control in a classroom.
- One student is throwing paper.
- Another student is laughing and standing up/not paying attention.
- One student stands up, rebukes the class and tells everyone to listen and pay attention to the teacher.
- Everyone quiets down and turns to look at the teacher.