









FOLLOWERS – LESSON PLAN

Age	Term	Mod.	Module Theme	Module Title	Lesson Number and Title
16	1	1	FAITH	GOSPEL OF ST JOHN	66: John 1:1-18

Use the syllabus framework to complete above. Infants: 20 minutes; Juniors: 30 minutes; Middles & Seniors: 45 minutes
(Mod. = Module Number, Module Theme - in the heading, Module Title - uppercase in the cell, Lesson Num [NO. column] and Title)

							
Verbal V <input checked="" type="checkbox"/>	Logical L <input checked="" type="checkbox"/>	Spatial S	Kinaesthetic K	Musical M	Intra - personal P1 <input checked="" type="checkbox"/>	Inter - personal P2 <input checked="" type="checkbox"/>	Natural N

Tick the appropriate box(es) above [copy this: ☒] for the modes of learning being used in this session.

Prayer: Trisagion Prayers

Starter: Word / Action Game ... plenary task ... Students divided in 2 teams. 1 team member shouts out a word describing the human condition. The other team members consult and agree on a connected positive action. Do this 3 times. Short discussion follows each word.

Learning objectives:

1. To be able to recall all of the themes and some key verses from the prologue to St John's Gospel (John 1:1-18).
2. To understand the Incarnation as the Logos / Word uniting his divine nature to our human nature in the manner of the Creed of the 4th Ecumenical Council of Chalcedon (451).
3. To understand why the Incarnation of the Word became necessary and what was the result for our salvation.

Core Activities and Learning

1. Introduction: The Leader invites a competent student reader, slowly to read the text (John 1:1-8) from the work sheet. The leader then discusses briefly with the students the meaning of each verse AND its implication for our salvation. Be careful NOT simply to rehearse the answers to the questions on the worksheet. (Learning Objective 1)
2. The students complete the questions on the work sheet silently, without putting their names on each and without conferring. After 10 minutes the worksheets are collected in, shuffled and redistributed to the group so that no student has their own sheet. The students read each other's answers for 5 minutes. (Learning Objective 3)
3. The Leader chairs a discussion so as to get what the GROUP thinks is a best answer for each. The Leader must correct heterodox answers where necessary. (This is a teaching session so it is important NOT to think of this as a pass and fail scenario).
4. A student reads out the extract from the Christological definition of the Council of Chalcedon from the worksheet. A short discussion follows on why the Council felt it necessary to speak of Christ in this way.

Resources

Worksheet, pens.

Review

Brief explanation as to why St John started his Gospel in this way. Refer to the similarity with Genesis 1 in the opening verses and show how St John cleverly combined both the Greek (LOGOS) and Hebrew (DABAR) idea of the Word of God.

Follow Up

Next week ask the students why they think the Incarnation makes a huge difference to our salvation. They can research this during the week.