

Get Ready!

Causing the Blind to See

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Text

John 9

Key Quest Verse

“While I am in the world, I am the light of the world.” John 9: 5 NIV

“Then the man said, ‘Lord, I believe,’ and he worshiped him.” John 9:38 NIV

Bible Background

It was a popular Jewish belief in Jesus’ day that suffering, especially such a disaster as blindness, was due to sin. But the man from our text had been *born* blind. Can a child sin before birth, to cause him to be born blind? It was very perplexing to the disciples to think that a child could sin while still in the womb. But it was also disturbing to think that the consequences of a parent’s sin would be carried out in a child. This contradiction is what led the disciples to ask Jesus. *“Was it this man who sinned, or was it his parents, so that he was born blind?”*

Jesus refuted their assumptions with firmness. There is force and emphasis in His negative response. *“No! On the contrary! Far from that! This blindness happened in order that the works of God might be revealed in him.”* The man had been born blind so that the works of God might be displayed in him. The man had been born blind so that the work of God would be revealed in his life.

What are the works of God that were displayed in the man born blind?

The essence of the work of God is the giving of eternal life to lost and dying people—or salvation. The man was born blind so that this work of God, salvation and a saving faith in Jesus, might be displayed in his life. As we observe the events in the life of the man born blind, we see him go from spiritual death to spiritual life, from blindness to true sight. We see how the events of those days opened his eyes so that he could see Jesus.

Verses 36-38 say, *“‘Who is the Son of Man, sir?’ the man asked. ‘Tell me so that I may believe in Him.’ Jesus said, ‘You have now seen him; in fact, he is the one speaking with you.’ Then the man said, ‘Lord, I believe,’ and he worshiped Jesus.”*

Jesus said that his blindness was for a purpose, and that purpose was that the work of God would be displayed in him. And what is the work of God? The work of God is this: that we should believe in the one God has sent. The work of God is this: to bring eternal salvation to the souls of men. In verse 38 we see the culmination, the ultimate glory of the work of God in this man’s life.

Get Ready!**Lesson Quest**

What I want my students to:

Know: What it means to worship Jesus

Feel: Compassion towards others

Do: Praise God even in difficult situations

Leader's Devotion

Jesus said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life." (John 8:12) The man who had been born blind understood what Jesus meant. It was not only his eyesight that Jesus had given to him. Now he had eyes to understand and believe who Jesus really was. And that light had brought him freedom and new life.

Do you see Jesus clearly? Do you have an accurate perception of the Son of God? We see a process in this man born blind—a process of understanding who Jesus is. You and I clearly know a great deal about Jesus; we've received His salvation, and we are a part of His family. Nevertheless, there is more to know, more to see, more to understand. And it is good to pray: Open our eyes, Lord, we want to see Jesus.

*Get Set!***Option A****GAME**

Materials: A variety of small objects (8-10) and something to cover them (like a small towel).

Procedure: After placing the objects on the table, instruct the students to look at each item carefully. The object of this game will be for them to remember what is in the pile. Tell them you will be covering the objects and taking one away. They will try to guess which item you took away. After playing this for a few rounds, tell the students they need to keep their eyes closed as you take something away and they have to guess what is missing without seeing the objects. Ask them if this is any more difficult, (of course it should be), then lead into the discussion of the importance of our sight and that today's lesson is about a man that was born blind.

GO TO THE BIBLE STORY**Option B****WORSHIP**

Materials: None

Procedure: In our lesson today, we are going to learn about a man that was healed of blindness and wanted to worship Jesus. Worship means telling God or Jesus how special They are. What are some ways that we can worship? (Make a list on the chalkboard as you lead students to talk about the way we worship by singing, praying, writing, sharing the good news, and other things that they can show their love to God and His Son.

GO TO THE BIBLE STORY

Get Set!**Bible Story**

Teacher Tip: Provide markers for students to highlight portions of the story in their Bibles

Our Bible lesson today is from the book of John, chapter 9. (Help students locate this in their Bibles.) Jesus spent a lot of time with His disciples teaching them about God’s plan because many people had become confused about God’s Word and how they were supposed to act.

The religious leaders of the day had made rules that were hard to follow and that made it hard to worship God. Jesus came and changed all of that.

In our lesson today, Jesus was walking with His disciples as they passed by a man who had been blind since he was born. Since it was a common belief of their day that the reason for bad things happening to people was because of a punishment for someone’s sin (explain the term sin), they asked Jesus, “Master, who sinned, this man or his parents because he was born blind?” (9:2)

Jesus wanted His disciples to understand that God has a plan and can work through anyone’s life by bringing good out of any situation, so He answered them by saying “Neither this man nor his parents sinned, but this happened so that the work of God might be displayed in his life. (9:3)

“While I am in the world, I am the light of the world.” (9:5) Jesus was about to show them that seeing God’s glory and understanding that Jesus is our salvation was even better than being able to see with our eyes.

Have a student read 9:6-7. Jesus could have just said “be healed” or touched the man’s eyes, but He sent him away from Him to go wash in a pool. This was still a part of His plan...let’s see what happens next.

When the man’s neighbors and friends saw him, they had trouble believing that this was the same blind man that had lived in their village all of his life. As they began to question him about why he could see all of a sudden, he was able to tell them about Jesus. (9:11)

Get Set!

Bible Story

Next he was taken to the religious leaders in the area, the Pharisees. Now the man was able to tell them about Jesus and his healing. After the Pharisees questioned the man, they were divided on what they should think about Jesus. First of all Jesus had broken a religious law by “working” on a Sabbath day (The Sabbath was a day of rest when nothing was supposed to be done), but they knew that only someone sent from God could do such a wonderful miracle as healing a man born blind. (Read verses 16-17)

The Pharisees continued to question the man because they wanted to prove that Jesus was not really God’s Son. (Have a student read 9:26-29) The man bravely stood up to the Pharisees and insisted that Jesus must be sent from God, but the Pharisees refused to believe that Jesus was doing God’s work and they became angry at the man and threw him out. (Read verses 30-34)

Now Jesus returned to the man to talk about what had happened. He asked the man, “Do you believe in the Son of Man?” Have a student read verses 35-38. The man believed and worshiped Him.

This man received much more than his sight. He received an understanding that Jesus is God’s Son. He could see more than the things around him—he could see that Jesus was his salvation!

Go!

Feely Bags**OBJECT LESSON**

Materials: A variety of objects placed individually into paper bags. Gather objects that are soft, smooth, rough, bumpy, cold, etc.

Quest Connection

Procedure: Pass the bags around for the students to investigate with their hands to “see” the objects. When all the students have had the opportunity to feel the objects, have them share their ideas. List the suggestions for each bag, then open the bags to reveal their contents. How accurate is the sense of touch as shown through this experiment?

God gave Jesus the power to heal by just saying the words, “be healed.” Yet, Jesus more often chose to touch the person He healed. In this story of the blind man, Jesus physically made mud with His hands and then placed His hands on the man’s eyes. This says a lot about His ministry. He worked with ordinary people in everyday situations by giving them His personal touch.

Close

Encourage students to make a connection to the way Jesus accepted and loved all people to the way they should be treating the people they meet everyday. Our culture tells us that certain people are unacceptable or “untouchable”—when Jesus shows us very clearly that all people are worthy to be a part of God’s plan.

Go!**Jesus Heals The Blind****DRAMA**

Materials: A Bible for each student, costumes or props as desired

Quest Connection

There are at least five different accounts of Jesus healing a blind person. Use your students' natural dramatic abilities to act out the details of the various passages.

Procedure:

Assign groups of two or three students to one of the following Bible passages (or do each one as a whole class if you have a small group):

Matthew 9:27-31

Matthew 12:22, 23

Mark 8:22-26

Mark 10:46-52

John 9:1-12

Allow time for each group to read the passage and prepare and perform a short skit based on their story.

Close

From the information you discovered from these five accounts, discuss the ways Jesus brought light to His blind followers in ways other than just their sight.

Go!**Reading Braille****RESEARCH**

Materials: Copies of Braille chart worksheet from Resource Pages

Quest Connection

Take the opportunity from this lesson to explain how blind people today use the Braille code to read.

Procedure: Use the worksheet as an introduction to the Braille alphabet, showing your students that the Braille letters are in various combinations of dots. Help them understand that the dots would be raised for the blind to feel with their fingertips. (That could lead to another activity where they can make their own raised Braille message using a dull pencil and poking through a paper onto a paper towel.)

ANSWERS: MAN BORN BLIND
 LIGHT OF THE WORLD
 WORSHIP JESUS

Another Braille option: If your students enjoy this activity, challenge them to try the following “I Spy” contest by finding uses of Braille letters in their community:

The object is to find as many uses of Braille in the community as possible. The contest can run for a week or a month, as desired. Give students an “I Spy Braille” scorecard with a space for the date, where the Braille was found, and what the purpose was (e.g., elevator floors, bathrooms, ATM’s, soft drink cup lids, etc.) Points can be earned for the greatest number of places Braille was found, as well as for unique entries.

Close

Take a few minutes to discuss the difficulties of living with a disability such as blindness, deafness, or not being able to walk. The students may know of someone in their family, school, church, or community who needs help or special equipment because of a disability. Talk about ways that your students can be considerate of another person’s special needs.

Go!



Using Our Senses

CREATIVE WRITING

Materials: Paper, pencils

Quest Connection

“We rely on our five senses to provide information about the world around us. The blind man couldn’t **see** Jesus, but he could **hear** that Jesus was coming close, he could **feel** Jesus putting the mud on his eyes, and he could **smell** the water of the Pool of Siloam as he went to wash.” Your students may recognize the importance of their senses, but they don’t often focus on them individually. With the help of this poetry formula, you can teach your students to identify their senses and put them to use in a creative way.

Procedure: Tell your students that they will be creating a sensory poem. They may choose the topic, but they must involve all the senses. You might want to brainstorm a list of ideas; holidays, seasons, and other broad concepts make nice topics. List the five senses -- sight, smell, hearing, taste, and touch -- for the students. Tell them that they must address one sense in each line of the poem. The first line should include a color, and the last may include touch **or** emotion. You may allow students to put the other lines in any order they choose. Give them some time and encouragement and you will be surprised at the great sensory poems your students are able to write!

Here is an example:

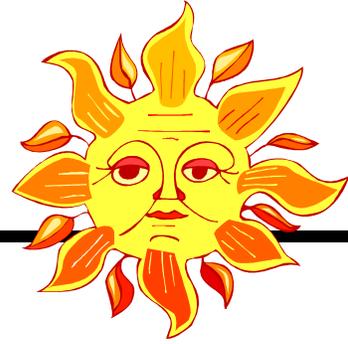
Spring

[Color] Spring is green with bright yellow buds,
 [Sight] New shoots emerge from the dark brown earth,
 [Smell] The scent of rain mixes with blossoms in the air,
 [Hearing] Birds chirp from high up in the trees,
 [Taste] Juicy strawberries ripen in the sun,
 [Emotion] All is fresh, warm, and beautiful in the world.

Close

We rely on our five senses to provide information about the world around us. Just the thought of a special holiday dinner brings to mind many observations made through the senses -- the smell of dinner cooking, the sound of holiday music, the taste of freshly baked cookies, and more. Close with a prayer thanking God for giving us such a wonderful variety of senses to appreciate the world we live in!

Go!



Jesus is the Light

ARTS AND CRAFTS

Materials: Draw or photocopy the sun pattern from the Resource Pages onto bright yellow construction paper or heavy stock paper—two copies for each student. A hole punch and string.

Quest Connection

Jesus told the disciples: “I am the light of the world.” The students will look up verses in their Bibles that use the word light and make a hanging sun to remind them of God sending Jesus into this world to be a light in the darkness.

Procedure: Each student will cut out two suns. Then cut a slit to the center from the top of one sun and from the bottom of the other. Slip one sun over the other at a right angle. Secure with tape. Give your students the following list of verses, or have them use concordances on their own. Have them print their favorite verses on the four sections of their sun. Punch a hole at the top and thread a string through to hang.

Matthew 5:14	Psalm 18:28
Matthew 5:16	Psalm 27:1
John 1:4	Psalm 97:11
John 1:5	Psalm 119:105
John 3:21	II Corinthians 4:6
John 8:12	1 John 1:7
John 12:46	1 John 2:9

Close

Share your favorite “light” verses.

Go!**A Man Meets Jesus****WORKSHEET****Materials:** Copies of the Resource Page, “A Man Sees Jesus”**Quest Connection**

A review activity for the Bible lesson.

Procedure: The students will unscramble each BOLD, CAPITALIZED word.

Answers: disciples/blind/parents
 ground/Siloam/see
 healed
 Pharisees/parents
 listen/nothing
 believed/worship

Close

Challenge your students to continue reading more about Jesus in their Bibles this coming week. Pray a prayer thanking God for the gift of His Word.

A Man Sees Jesus

To complete the story below, unscramble each BOLD, CAPITALIZED word. Refer to John Chapter 9 for this event.

Jesus' **CELPDISSI** _____ saw a man who had been born **LNDIB** _____. They asked Jesus, "Rabbi, who sinned, this man or his **SNETPRA** _____ that he was born blind?" Jesus answered that the man's blindness was not the result of sin, but so that God's works could be displayed in this man's life.

Jesus then spat on the **UDRGON** _____, made mud and smeared it on the eyes of the blind man. Jesus told him to go wash in the pool of **OMIALS** _____. The man did what Jesus told him and then he could **ESE** _____.

When he came back, the people who saw him wondered if he was really the same man and how he could now see. The man explained how Jesus had **ELAEDH** _____ him. When they asked him where Jesus was, he said he did not know.

The people took the healed man to the **SIREHPAS** _____. He explained to them what had happened, but they didn't believe him until they called his **TRAPENS** _____. The parents said that this was their son and that he had been born blind, but they didn't know how he could now see.

The Pharisees talked to the man again, trying to get him to say that Jesus was a sinner. The man replied, "One thing I do know. I was blind but now I see!" He told them that since God does not **TNESLI** _____ to sinners, that Jesus must not be a sinner, since God gave him the power to heal his blindness. "If this man were not from God, he could do **HIGNTON** _____."

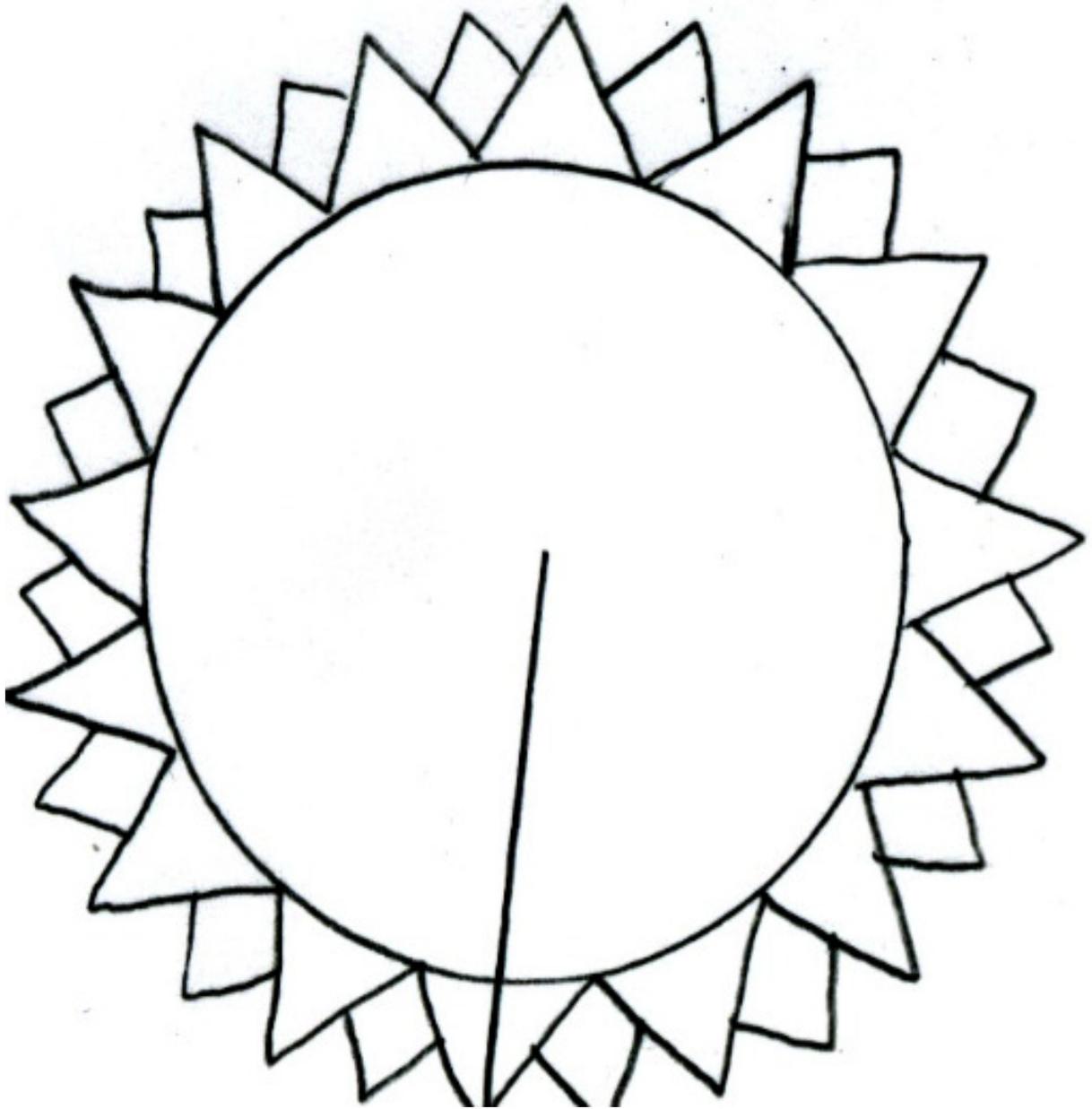
Later, Jesus found the man and asked him whether he **EVLEEBID** _____ in the Son of Man. He asked Jesus who the Son of Man was so that he could believe in him. Jesus replied, "You have seen him, and the one speaking with you is he." The man professed his belief and fell down to **ROHSIWP** _____ Jesus.

Jesus told his disciples that the man was born blind so that the work of God might be displayed in his life. (John 9:3) After reading this story, do you agree that God's greatness was shown in this man's life? How?

Journal Page

Worship

- ◆ To worship God and His Son Jesus is to show we believe that God and Jesus are worthy of our highest honor. We give them our attention and we feel close to them. Worship does not just have to happen in church. We can worship God and Jesus anywhere and anytime.
- ◆ Draw a picture of a place that you can worship God and Jesus. Put yourself in that picture.



Use the Braille chart to decode the missing words.

 A	 B	 C	 D	 E	 F	 G
 H	 I	 J	 K	 L	 M	 N
 O	 P	 Q	 R	 S	 T	 U
	 V	 W	 X	 Y	 Z	

Jesus was teaching his disciples when they met a

 H	 I	 J		 K	 L	 M	 N	 O	 P	 Q	 R	
--	--	--	--	--	--	--	--	--	---	--	--	--

Jesus healed the man and he learned that Jesus was sent to be the

 S	 T	 U	 V	 W		 X	 Y		 Z	 A	 B	 C
--	--	--	--	--	--	--	--	--	---	--	--	--

 D	 E	 F	 G	 H
--	--	--	--	--

Just like the man that was blind, we should all

 I	 J	 K	 L	 M	 N	 O		 P	 Q	 R	 S	 T	 U
--	--	--	--	--	--	--	--	---	--	--	--	--	--