



## TEACH IT COLLEGE AGE SESSION 6

### 1. Materials

For this session each student will need—

- the Session 6 Scripture sheet
- the student journal page for Session 6
- his or her own Bible, a pen, and a notebook

You'll also need—

- optional: a video from YouTube or Google Video that depicts the scene in John 9
- a whiteboard and markers
- a pack of colored pencils (at least three colors per student)

### 2. Session Intro

#### GOALS OF SESSION 6

As students experience this session, they will—

- see what can happen when the work of God is displayed in a person.
- examine their personal “blind spots.”
- be challenged to let the work of God be revealed in them by allowing Jesus to heal their spiritual “blind spots.”

#### PRAYER

After your students have gathered, spend some time silently praying. Give your students a chance to forget about their busy schedules and practice listening for God’s gentle voice. Then ask any volunteers to pray specifically for the group session—that students’ hearts will be open to the work God wants to do in their lives.

#### OPEN

*Miracle Poll*

Begin with a few of these questions:

#### **What kinds of miracles did Jesus do when he walked the earth?**

*Responses may include: He cast out demons, healed the lame, gave sight to the blind, turned water into wine, and multiplied loaves and fish. If someone simply says, “Healing,” ask what kinds of healings Jesus did.*

#### **Which miracles move or intrigue you most? Why?**

#### **What type of miracle would you guess is mentioned most often in Scripture?**

*After they’ve made a few guesses, share that giving sight to the blind is the most frequently recorded miracle in the Gospels.*

### 3. Digging In

*Here's Mud in Your Eye*

Today's session deals with such a miracle, so have the group read John 9:1-7 using their Scripture sheets and colored pencils. As students read the passage on their own, have them—

1. Mark a cross  over every mention of Jesus.
2. Use another color to draw a pair of glasses  over every mention of the blind man.
3. Use a third color to draw an *ichthys*  over every mention of the disciples.

When most have finished, prompt a discussion with these questions:

#### **Why was the man born blind?**

*He was born blind so that the work of God might be displayed in his life (v. 3).*

#### **What are some possible meanings of “the work of God”?**

*As they study this chapter, an accurate understanding will emerge. For now, let the students brainstorm without you giving answers. Here are a few samples if you need to prime the pump:*

- a sign for others to believe, like a miracle (This would follow John's theme.)
- a sign connecting Jesus to the Father, as in John 8
- something for the personal benefit of the blind man, such as salvation
- a way for God to receive glory for the healing

### 4. Digging Deeper

*The Man Formerly Known as Blind*

Share with your group that this wasn't an open-and-shut miracle. In fact, it laid the groundwork for quite a chain of events. Choose one of the options below for experiencing the remainder of this scene.

#### **OPTION 1: SCRIPTURE EXPERIENCE**

Have your group read John 9:8-41 from their Scripture sheets. Explain—

1. Mark every mention of the blind man (that is, the man who was formerly blind).
2. Mark every mention of Jesus.
3. Mark every mention of any other people, such as the crowd, the disciples, and the Jewish leaders. If time allows, mark each of these groups uniquely, using a different symbol for each.

This is a big chunk of Scripture, so allow plenty of time for students to cover it. When most have finished (it's okay if some haven't), discuss the questions Option 2.

#### **OPTION 2: VIDEO EXPERIENCE**

Before your session, search a video-sharing Web site such as YouTube or Google Video for a depiction of this scene in John 9. Use key words such as “John 9 blind man.” The goal of this video is to help students see the action in John 9:8-41. It can be animation, still drawings, etc.

Depending on what type of clip you use, you may want to cue it up to start after the action you've already observed in John 9:1-7. After viewing the video, write the group's responses to the following questions on the whiteboard; also suggest that they record highlights of the info in the space provided on their journal pages.

**How did things get worse for the blind man before they got better?**

- The authorities interrogated him (v. 15, 26).
- His parents were called in, like when your folks get a call from the principal (v. 18).
- His parents feared being kicked out of the synagogue (v. 22).
- The authorities hurled insults at him (v. 28).
- They threw him out (v. 34).

**What ultimately happened to the blind man as a result of his healing?**

- He got to see Jesus (v. 35).
- Jesus personally ministered to him (v. 35).
- He worshiped Jesus (v. 38).
- He believed (v. 38)!

**Take another crack at this question: What works of God were displayed in this man's life?**

- The miracles of healing and salvation were displayed.
- In this scene, the blind man was the one who got the main benefits of his healing; he wasn't just an "object lesson" to cause others to believe.
- Because he was born blind, he enjoyed—
  - being healed by Jesus.
  - being ministered to individually by Jesus.
  - getting to see Jesus personally.
  - coming to believe in Jesus as the Son of God.
  - worshiping Jesus while Jesus was right beside him!

Now have your group members reread John 9:34-39, looking again at what they've marked. Then discuss:

**Who was the first person to seek out the blind man after he was cast out of the synagogue?**

*Jesus was the first person to seek out the blind man.*

**What was Jesus' primary concern?**

*His primary concern was the blind man's soul.*

**5. Cross-Checking**

*Write If You Find Work*

Ask three volunteers to read the following passages aloud from their Bibles. Tell your students to listen for the word *work* as the volunteers read the passages. (If possible, make sure to read from a version that uses a form of the word *work*, such as the New International Version, Today's New International Version, the New King James, or the New American Standard.)

**John 5:36-40**

**John 6:28-29**

**Ephesians 2:10**

**What light do these verses shed on what "the work of God" means?**

- It has to do with salvation, believing that Jesus is sent from God.
- When God works in us, it's a testimony to the world around us.
- We are God's best work. Obviously, he created us—but when he saves us, that's truly his best "workmanship" (Ephesians 2:10).

## 6. Taking It Inward

### *Spiritual Blind Spots*

Call your students' attention to their journal pages and share the following questions:

**What kind of blindness are you experiencing in your life? Spiritual blindness might include the “blind spot” where you keep getting hit with temptation—or a struggle, a hurt, or a loss that keeps you “blind” to the comfort or encouragement Jesus can give. Write your response in the space provided on your journal pages. Here are some questions to prompt your thinking:**

**Do you lose your temper easily?**

**Are you struggling with lustful thoughts?**

**Are you friends with anyone whom you always seem to be fighting with?**

**Are you constantly fighting with a coworker or boss?**

**Has anyone close to you died? How are you recovering from that loss?**

**How is your spiritual life like that of the blind man in John 9? Circle the response that best represents you. Are you—**

- a. still blind from birth—your eyes haven't been opened to Jesus?
- b. eyes half shut—aware of Jesus but haven't accepted him yet?
- c. eyes wide open—believing in and worshiping him as the Son of God?

**The synagogue was the epicenter of activity in the life of a Jew. Picture social networking, Starbucks connecting, and job networking all rolled into one place. Then imagine getting kicked out of all that. Describe a time when you felt “kicked out” of something because of your faith: something you chose not to do but wanted to do, or something from which others excluded you.**

*Give students a moment to write something down and then share it with the group.*

## 7. Cross-Checking



### *The Cure for Darkness: Light*

Share with your students that you want them to have the same opportunity as the blind man in John 9—to have Jesus himself come to them and heal their blindness, so that the work of God can be displayed in them.

Explain that they'll do the exercise on their journal pages in solitude. Share—

1. Find places where you can be alone with God (perhaps a corner of the room, an empty room nearby, or a hallway).
2. You'll need your Bibles, journal pages, Scripture sheets, and pens.
3. You'll be doing the Cross-Checking exercise on your journal page.

We've printed the passages students will read below for your reference. You may want to review these passages while your students are reading them in solitude.

**2 Corinthians 4:5-18**

**Ephesians 5:8-14**

**1 Thessalonians 5:5-8**

## **8. Wrapping It Up**

*The Bucket of Siloam*

Call the group back together and ask any volunteers to share as much or as little as they'd like about the healing they desire. Then discuss these questions:

**Which of these feelings are the most prevalent “blind spots” in the lives of young adults: loneliness, rejection, disappointment, depression, or anxiety?**

**What can we do to help friends experience healing in these “blind spots”?**

Next, ask whether anyone would like to share how his or her spiritual life compares with the blind man's. Stay open to the fact that some may be ready to change their status and accept Jesus Christ, believing in him as the Son of God. Be sure to give them an opportunity to do this before the session ends.