



## TEACH IT HIGH SCHOOL 1 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—

- a whiteboard and markers
- a pack of colored pencils (at least three colors per student)
- two slips of paper per student
- optional: video-clip recap of John 9 from a video-sharing Web site such as YouTube or Google Video. You should find several options by simply searching *John 9 blind man*. Or, assign parts to your students, and video record them doing a reading of John 9 before the session.
- optional: bucket (or bowl) of water labeled **SIL OAM**

### 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 students read John 9:1-7 on their own using their Scripture sheets and colored pencils. As they read, 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 *ichthus*  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 your 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*

#### **OPTION 1: DRAMA READING**

Share with your students that this wasn't an open-and-shut miracle. In fact, it laid the groundwork for quite a chain of events. Have your group read John 9:8-38 as a play.

It's fine if you need to assign students more than one “part.” But encourage them to read different parts with different voices. Readers will take their cues from the Scripture passage as the narrator reads. Print off enough copies of the script below for students to read from.

#### **Parts needed:**

- Narrator (John)
- Neighbors and others (This could be the same group of students.)
- Blind man
- “Some” Pharisees
- “Other” Pharisees
- Jews
- Parents (A guy and a girl would be good.)
- Jesus

## John 9 (Adapted for Reading in Parts)

- Narrator: The blind man's neighbors and those who had formerly seen him begging asked,
- Neighbors: “Isn't this the same man who used to sit and beg?”
- Narrator: Some claimed that he was. Others said,

Others: "No, he only looks like him."

Narrator: But he himself insisted,

Blind man: "I am the man."

Others: "How then were your eyes opened?"

Blind man: "The man they call Jesus made some mud and put it on my eyes. He told me to go to Siloam and wash. So I went and washed, and then I could see."

Others: "Where is this man?"

Blind man: "I don't know."

Narrator: They brought to the Pharisees the man who had been blind. Now the day on which Jesus had made the mud and opened the man's eyes was a Sabbath. Therefore the Pharisees also asked him,

Pharisees: "How did you receive your sight?"

Narrator: The man replied,

Blind man: "He put mud on my eyes, and I washed, and now I see."

Narrator: Some of the Pharisees said,

Some Pharisees: "This man is not from God, for he does not keep the Sabbath."

Narrator: But others asked,

Other Pharisees: "How can a sinner do such miraculous signs?"

Narrator: So they were divided. Finally they turned again to the blind man and said,

All Pharisees: "What have you to say about him? It was your eyes he opened."

Blind man: "He is a prophet."

Narrator: The Jews still did not believe that he had been blind and had received his sight until they sent for the man's parents. They asked,

Jews: "Is this your son? Is this the one you say was born blind? How is it that now he can see?"

Parents: "We know he is our son, and we know he was born blind. But how he can see now, or who opened his eyes, we don't know. Ask him. He is of age; he will speak for himself."

Narrator: His parents said this because they were afraid of the Jews, for already the Jews had decided that anyone who acknowledged that Jesus was the Christ would be put out of the synagogue. That was why his parents said, "He is of age; ask him." A second time they summoned the man who had been blind.

All Pharisees: "Give glory to God! We know this man is a sinner."

Blind man: "Whether he is a sinner or not, I don't know. One thing I do know. I was blind but now I see!"

All Pharisees: "What did he do to you? How did he open your eyes?"

Blind man: "I have told you already and you did not listen. Why do you want to hear it again? Do you want to become his disciples, too?"

Narrator: Then they hurled insults at him and said,

All Pharisees: "You are this fellow's disciple! We are disciples of Moses! We know that God spoke to Moses, but as for this fellow, we don't even know where he comes from."

Blind man: “Now that is remarkable! You don’t know where he comes from, yet he opened my eyes. We know that God does not listen to sinners. He listens to the godly man who does his will. Nobody has ever heard of opening the eyes of a man born blind. If this man were not from God, he could do nothing.”

Narrator: To this they replied,

All Pharisees: “You were steeped in sin at birth; how dare you lecture us!”

Narrator: And they threw him out. Jesus heard that they had thrown him out, and when he found him, he said,

Jesus: “Do you believe in the Son of Man?”

Blind man: “Who is he, sir? Tell me so that I may believe in him.”

Jesus: “You have now seen him; in fact, he is the one speaking with you.”

Narrator: Then the man said,

Blind man: “Lord, I believe,”

Narrator: and he worshiped him.

## OPTION 2: VIDEO RECAP

Show a video depiction of this scene in John 9. Here are a couple of suggestions:

- 1. Search YouTube or Google Video for a music-video presentation of Scripture fading in and out with drawings of the scenes, possibly available at [www.youtube.com/watch?v=aSc-slhxIIc](http://www.youtube.com/watch?v=aSc-slhxIIc)**
- 2. Assign parts to your students, and video record them doing the reading before the session. Then play the video for your group.**

After either option, discuss these questions with your group. Write students’ responses to the following questions on the whiteboard; also suggest that they record the info in the space provided on their journal pages.

### **After Jesus healed the blind man, how did things get worse for him 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 him out.*

**What was Jesus' primary concern?**

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

## 5. Cross-Checking

*Write If You Find Work*

Ask for a volunteer to read John 6:28-29 aloud from his or her Bible. Tell your students to listen for the word *work* as the volunteer reads the verses. (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.)

**What light does this verse shed on what "the work of God" means?**

*It has to do with salvation, believing that Jesus is sent from God.*

## 6. Taking It Inward

*Spiritual Blind Spots*

Pass out two small slips of paper to each student, and ask your group members to write their responses to 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 on one of the slips of paper. 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 your sibling or a parent?**

**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? Write the appropriate letter on the other slip of paper. 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?**

## 7. Cross-Checking



*The Cure for Darkness: Light*

Have your group members hang on to their slips of paper. Tell them 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, slips of paper, and pens.**
- 3. You'll be doing the Cross-Checking exercise on your journal pages.**

We've printed the passages students will read below for your reference. You may want to review these verses while your students read them in solitude before you prep for Wrapping It Up below.

**2 Corinthians 4:5-18**  
**Ephesians 5:8-14**

### **LARGE GROUP OPTION**

Have the students break into smaller groups of six to eight. Label paper bowls "Siloam," fill them with water, and place one in the middle of each small group.

## 8. Wrapping It Up

*The Bucket of Siloam*

While your group is doing the Cross-Checking exercise, fill a small bucket (or bowl) with water. Label it **SILAM** (pronounced *sigh-LOW-um*), the name of the pool Jesus sent the blind man to wash in. When you call the group back together, have them sit in a circle around the bucket. Share that you want them to have an opportunity to fully experience Jesus' healing of their "blind spots." Point out the significance of the "bucket of Siloam."

Ask any volunteers to, one at a time, tear up the slip of paper on which they wrote their "blind spot" and drop it in the "pool of Siloam." As they do, they can share as much or as little as they'd like about the healing they desire.

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, either before the session ends or when the session is over.