



TEACH IT HIGH SCHOOL 2 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*.
- optional: bucket (or bowl) of water labeled “Siloam”

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 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 possible meaning is that it is a sign for others to believe, like a miracle. (This would follow John's theme.)
- A possible meaning is that it is a sign connecting Jesus to the Father, as in John 8.
- A possible meaning is that it is something for the personal benefit of the blind man, such as salvation.
- A possible meaning is that it is 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 the Scripture sheet. 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 following 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, discuss the questions below.

What happened after Jesus healed this guy?

Use this question to establish an overview of the chapter and to allow students to share their initial reactions.

Write the group's responses to the following questions on the whiteboard; also suggest that they record 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 see him.

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 they read from the New International Version, the New King James, or the New American Standard—translations that use a form of the word *work*.)

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".

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. Explain—

- 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

1 Thessalonians 5:5-8

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 **SILLOAM** (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.