

Bible Point ▶

Jesus cares about all kinds of people.

Bible Verse

“With God everything is possible” (Matthew 19:26b).

Growing Closer to Jesus

- Children will
- hear a story about Jesus giving sight to a blind man,
 - experience what it’s like to be blind, and
 - affirm that Jesus cares for each person in class.

Teacher Enrichment

Bible Basis

■ Jesus heals a blind man.

**John 9:1-11,
35-38**



When you read the two passages for today, if you don’t read the verses between them, you might wonder what was going on. The Pharisees were trying to find a way to trap Jesus. And this healing of the blind man was done on the Sabbath. The same kind of thing happened in John 5:1-18. To the Pharisees, healing was “work” that should not be done on the Sabbath. And the making of mud to place on the blind

man’s eyes was likely just too much work for them to accept.

The Pharisees brought this man and his parents in and grilled them about the healing and whether he truly had been born blind. They just couldn’t accept that Jesus, someone who would work on the Sabbath in this way, could heal people of blindness! After the formerly blind man’s testimony that Jesus must be from God if he could heal blindness, the man was thrown out of the place where the Pharisees had grilled him.

Why did Jesus look for the man and find him after the Pharisees had thrown him out? We don’t know for sure, but it appeared that when testifying to the Pharisees the man hadn’t really been able to identify who Jesus was (John 9:25). After his second encounter with Jesus, the man knew that he’d experienced the healing power of a God who cares. And he fully believed in Jesus.










Prayer:

- Read John 9:39-41.
- How was Jesus’ treatment of the blind man different than his treatment of the Pharisees?
- Who are you more like, the blind man or the Pharisees?
- Pray: Help me to not be like the Pharisees. Instead, help me to...

Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
- Make photocopies of the “Today I Learned...” handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God’s direction as you teach the lesson.

This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
Welcome Time	Welcome! —Receive name tags, and be greeted by the teacher.	“Caring Heart Name Tags” (p. 95), scissors, marker, safety pins or tape	
Let’s Get Started Direct children to one or more of the optional activities until everyone arrives.	Option 1: Touch and Find —Close their eyes, and use fingers to find their partners’ faces and limbs.		
	Option 2: Where Are You? —Close their eyes and follow a sheep sound to find a friend.		
	Option 3: Braille Names —Circle the letters in their names on their Braille handouts.	“Braille Letters” handout (p. 122), crayons, needle, stiff paper, pen	
	Pick-Up Time —Sing a song as they pick up toys and gather for Bible Story Time.	CD player	
Bible Story Time	Setting the Stage —Practice ways to care for all kinds of people.	Stop-and-go sign from Lesson 1, Caring Box from Lesson 6, CD player	
	Bible Song and Prayer Time —Sing a song, bring out the Bible, and pray together.	Bible, CD player	
	Hear and Tell the Bible Story —Hear a story from John 9:1-11, 35-38 about Jesus healing a blind man.	Bible, “Open Eyes” handout (p. 123), scissors, glue sticks, crayons, construction paper	
	Do the Bible Story —Wear masks to understand what it's like to be blind.		
Closing 	Reading Glasses —Help Whiskers feel better about his new glasses.	Chenille-wire glasses, book	
	Care Stamps —Stamp one another’s hands to remind them that Jesus cares.		

*See the end of this lesson for extra-time ideas and supplies.

Welcome Time

SUPPLIES: “Caring Heart Name Tags” (p. 95), scissors, marker, safety pins or tape

- Bend down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them how they put last week’s lesson into practice. Use questions such as “What did you tell others about Jairus’ daughter?” or “How did Jesus care for your family last week?”
- Say: **Today we’re going to learn that** ► *Jesus cares about all kinds of people.*
- Hand out the caring heart name tags children made during Lesson 6, and help them attach the name tags to their clothing. If some of the name tags were damaged or if children weren’t in class that week, have them make new name tags using the photocopyable handout.
- Direct children to the Let’s Get Started activities you’ve set up.



BIBLE POINT

Let’s Get Started

Set out one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate between the activities to offer help as needed and direct children’s conversation toward the point of today’s lesson. Ask questions such as “What’s it like to look for something in the dark?” or “What would it be like to play outside if you couldn’t see?”

■ Option 1: Touch and Find

SUPPLIES: none

Form pairs, and have partners stand very close to each other. Have children close their eyes as you read the instructions below, one at a time. Encourage them to use their fingers gently to help them find things. You may need to remind children to keep their eyes closed.

Say: • **Find your partner’s nose.**

- **Find your partner’s shoes.**
- **Find your partner’s knee.**
- **Shake your partner’s hand.**
- **Find your partner’s hair.**
- **Find your partner’s ear.**

When you’ve finished the list, have children open their eyes. Talk about what it was like to find things when they couldn’t see. Tell children that today’s Bible story is about a man who was born blind.

■ Option 2: Where Are You?

SUPPLIES: none



Choose one child to be the Sound Maker, and give that child the *stuffed lamb*. Have the rest of the children close their eyes while the Sound Maker sneaks over to a corner of the room. Explain that when the Sound Maker



teacher tips

Preschool-aged boys usually prefer to play with boys, and girls prefer to play with girls. You can help children be more comfortable in activities where they’re in pairs if you guide boys toward other boys and girls toward other girls.



teacher tips

It’s important to say the Bible Point just as it’s written in each activity. Repeating the Bible Point again and again will help children remember it and apply it to their lives.


teacher tips

Since young children might be tempted to open their eyes during the Option 2 game, you might want to provide blindfolds to make the learning experience more meaningful. Soft, clean cloths can be used as blindfolds.

If you'd like to learn more about ministering to children in your church or community with physical challenges, read *Special Needs Ministry for Children* from Group Publishing, Inc.

makes an animal sound, the children are to crawl toward the noise to try and find the Sound Maker. The Sound Maker can continue to make animal noises to give children lots of clues. The first person to find the Sound Maker becomes the next Sound Maker. As children play, explain that today they'll hear about a man who had to find his way around by listening because he couldn't see.

■ Option 3: Braille Names

SUPPLIES: "Braille Letters" handout (p. 122), crayons, needle, stiff paper, pen

Before class, use a pen to write your first name in Braille letters, referring to the "Braille Letters" handout. Then use a needle and a sheet of stiff paper to copy your name in raised Braille letters. Set out the raised letters, and let children feel them. Give children each a copy of the "Braille Letters" handout, and help them use crayons to circle the letters in their names on their handouts. Explain that blind people can't see to read words or pictures in books, so they read by feeling Braille letters and words. Tell children that today's Bible story is about a blind man who met Jesus.

When everyone has arrived and you're ready to move on to Bible Story Time, encourage the children to finish what they're doing and get ready to clean up.

■ Pick-Up Time

SUPPLIES: CD player



Lead children in singing "Come Along With Me" (track 2) with the CD to the tune of "Come and Go With Me." Encourage children to sing along as they help clean up the room.



**Come along with me and pick up all our things,
Pick up all our things,
Pick up all our things.
Come along with me and pick up all our things
So our room will be clean.**

(Repeat 2x.)

Bible Story Time

■ Setting the Stage

SUPPLIES: stop-and-go sign (from Lesson 1), Caring Box (from Lesson 6), CD player



Tell children you'll hold up the stop-and-go sign to get their attention. Explain that when you show the red side, the children are to stop what they're doing and listen for your directions. When you show the green side, you'll stop talking and listen to them. Encourage children to respond quickly so you'll have time for all the fun activities you've planned.

Ask: • **What did you make or do when you came to our class today?** (Tried to find my partner’s nose; circled the letters in my name; tried to find someone with my eyes closed.)

Say: **Some of you felt each other’s faces, some of you tried to find someone with your eyes closed, and some of you learned to circle the letters in your names on a handout. You were all doing things to help you see what it would be like to be blind.**

Our Bible story today is about how Jesus cared for a blind man. ► Jesus cares about all kinds of people. Let’s bring out our Caring Box and discover some more ways we can care for people.

Hold up the Caring Box you prepared in Lesson 6. Say: **This is the Caring Box. Inside the Caring Box, there are pictures of ways we can care for people. Let’s pick out some pictures and practice caring actions with a partner.**

Form pairs, and then say: **I need one set of partners to come up and choose our first picture.**

Choose two children. Have one child pull a picture out of the Caring Box. Have the other child hold up the picture for the rest of the class to see. Say: **Pretend your partner is blind. Show me how you would** [caring action shown in picture].

Have all the children demonstrate how they’d practice the caring action in the picture; then hold up the red sign to regain their attention.

Collect the picture, and say: **Let’s show that we’ve practiced the actions in this picture by stamping it with our Jesus cares stamp.**

Choose a new pair of children to stamp the picture. Have them come up, stamp it, and then return to their place. Then choose another pair, and have them select a new picture from the Caring Box.

Have all the children practice the action in the second picture; then hold up the red sign to regain their attention. Collect the picture, and choose another pair to come up and stamp it. Then return both pictures to the Caring Box.

Say: **Good job practicing caring actions with your partners. You can practice those actions with your families or friends this week. ► Jesus cares about all kinds of people, and he wants us to care for people, too. Let’s sing “God Cares” to help us remember to do that.**

Lead children in singing “God Cares” (1 Peter 5:7) (track 11) with the CD to the tune of “Looby Loo.”



**Give all your cares to God.
Give God your worries, too.
Give all your cares to God.
God cares what happens to you.**
(Repeat 2x.)

After you sing the song, say: **Now let’s bring out our Bible and find out how Jesus cared for a man who couldn’t see.**



If children choose a stamped picture, set it aside and ask them to pick another picture.



■ Bible Song and Prayer Time

SUPPLIES: Bible, CD player



Say: **Now it's time to choose a Bible person to bring me the Bible marked with today's Bible story. As we sing our Bible song, we'll pass around our special Bible. The person who's holding the Bible when the music stops will be our Bible person today. Remember that everyone will get a chance to hold the Bible one week.**

Lead children in singing "I'm So Glad for the Bible" (track 3) with the CD to the tune of "Give Me Oil in My Lamp." As you sing, pass around the special Bible.



SING

**I'm so glad for the Bible.
Keep me learnin', learnin', learnin'.
I'm so glad for God's book today.
I'm so glad for the Bible.
Keep me learnin', learnin', learnin'—
Keep me learnin' all about his way.**

**Let me hear 'bout God's love—
Keep me learnin', learnin', learnin'.
Let me hear 'bout God's love for me.
Let me hear 'bout God's love—
Keep me learnin', learnin', learnin'.
Let's shine the light for all to see.**

(Repeat first verse.)

When the music stops, invite the child who's holding the Bible to bring it to you. Lead the class in clapping for the Bible person, cheering, and making fun applause sound effects by slapping your thighs with your palms. Stamp the child's hand with the *Jesus cares stamp*, and thank the child for bringing you the Bible. Then stamp the other children's hands. Return the *Jesus cares stamp* and *ink pad* to the Learning Lab.

Say: **I'm thankful for [name of child who brought the Bible], and I'm thankful for everyone in our class today. Each of you is a special part of our class! Let's thank God together for all our friends in this class.**

Lead children in singing "I'm So Glad We're Together" (track 4) with the CD to the tune of "Give Me Oil in My Lamp." Lead children in folding their hands and bowing their heads as you sing the second verse.



SING

**I'm so glad we're together:
Keep us prayin', prayin', prayin'.
I'm so glad we're all here today.
I'm so glad we're together:
Keep us prayin', prayin', prayin'—
Prayin' for each other every day.**

**Thank you, Lord, for each one.
Keep me thankful, thankful, thankful.
Thank you for everyone who's here.
Thank you, Lord, for each one.
Keep me thankful, thankful, thankful—
Thankful for our friends both far and near.**

■ Hear and Tell the Bible Story

SUPPLIES: Bible, “Open Eyes” handout (p. 123), scissors, glue sticks, crayons, construction paper



Before class, make copies of the “Open Eyes” handout, and cut out the mouth at the side of each page. Prepare one handout for each child.

Open the Bible to John 9, and show it to the children. Say: **Our story comes from the Bible, God’s special book. Our Learning Mat shows us pictures of our Bible story.**

Have the children gather around the *Learning Mat: Jesus Cares* on the floor. Say: **Close your eyes. Picture a tree in your mind.** Pause. **Now picture a dog.** Pause. **Now picture your family.** Pause. **Open your eyes.**

You can see those things in your mind. That’s because you’ve seen them with your eyes. But the man in our Bible story was born blind. He had never seen anything. He didn’t even know what his mom or dad looked like. Imagine how much he wanted to see. Can you find the blind man on our Learning Mat?

Wait for children to find the picture of the blind man, and then continue: **All day the man would sit by the side of the road and ask people to help him. One day Jesus and his friends passed by. ► *Jesus cares about all kinds of people.* Jesus wanted to help the blind man. He wanted to show everyone that “With God, everything is possible,” like the Bible tells us in Matthew 19:26. Raise your hand if you think Jesus could help this man see.**

Ask: • **How do you think this man feels about being blind and unable to see?** (He’s sad; angry.)

Give each child a copy of the “Open Eyes” handout and one of the mouth shapes you’ve prepared. Have children place the mouth on the face with the lips turned down so that it looks as if the man is sad. Explain that even though the man’s eyes are open, he cannot see.

Say: **Jesus went up to the blind man and spit in the dirt next to him. Then he made mud from the wet dirt. Rub your hands together as if you’re making mud.**

Ask: • **Have you ever made real mud? What was it like?** (Gooey; slimy; dirty.)

Say: **The blind man couldn’t see what Jesus was doing, but he believed that Jesus cared about him and that Jesus could help him see. He let Jesus put mud on his eyes.**

Have the children cut or tear construction paper pieces to cover the eyes of the man on their handout.

Ask: • **What do you think the mud felt like to the man?** (Slimy; warm; gross!)

Say: **Jesus told the blind man to go wash the mud off his eyes. When the blind man washed his face, he could see! Let’s take the mud off the eyes of the man in our picture.** Have the children remove the construction paper. Gather the pieces.

Ask: • **Now how do you think the man felt?** (Happy! Excited!)

Say: **Let’s change the mouths on our pictures to show that this man is happy now! And let’s color his eyes to show that he can see!**



◀ **BIBLE POINT**

◀ **BIBLE VERSE**



teacher tips
It may seem to you that your preschoolers have lots of questions. Instead of becoming frustrated, rejoice in their curiosity! You’re helping in their mental development.

Help children glue the mouths in a smiling position, and let them color the eyes on the man, and color the rest of the picture as time allows. Be sure children's names are on their papers, and set these aside to be taken home at the end of class. As children work, say: **The blind man told everyone how Jesus helped him see. But some people didn't believe him. They told him to go away and to stay out of the church.**

Ask: • **Why do you think those people wanted the man to go away?** (Because they didn't believe in Jesus; they didn't like him; they thought he was still blind.)

Say: **Jesus heard that people weren't being nice to the man. So Jesus went looking for him. Jesus asked him, "Do you believe in me?" The blind man said he did. Jesus was glad the man believed in him.**



Say: **We can believe in Jesus, too. Jesus wants each of us to believe in him and to choose him as our best friend. When Jesus is our friend, that puts a smile on our faces just like the blind man must have smiled when he could see again. Let's show our biggest smiles as we thank Jesus for being our friend.**

Pray: **Dear Jesus, thank you that you care about all kinds of people and that you care about us and want to be our friend. We love you. Amen.**

■ Do the Bible Story

SUPPLIES: none



Say: **I wonder what the man in our Bible story felt like when he was blind, but then he could see. Let's see what it might have been like to see after being blind.**

Have the children sit in a circle. Take the three *masks* out of the Learning Lab, but don't punch out the eyes. Hold one of the *masks* up to a child's face, and ask that child how it feels to not be able to see through the eye holes. Then say: ► ***Jesus cares about all kinds of people.*** Remove the *mask* as you say: **And he cares about you!**

Repeat this with each child, and make sure you switch *masks* every now and then so they look different. When every child has had a chance with a *mask*, ask: • **What did it feel like to not be able to see anything when you were wearing the *mask*?** (Scary; funny; weird.)

• **How did it feel to be able to see again?** (Amazing; happy; I could see the lights and people again.)

• **What did you notice about the faces on the *masks*?** (They are all different; they are Bible people; they are funny faces.)

Say: ► ***Jesus cares about all kinds of people.*** Just like each of the *masks* are different, we are different, and Jesus cares about all of us.



BIBLE POINT ►



BIBLE POINT ►

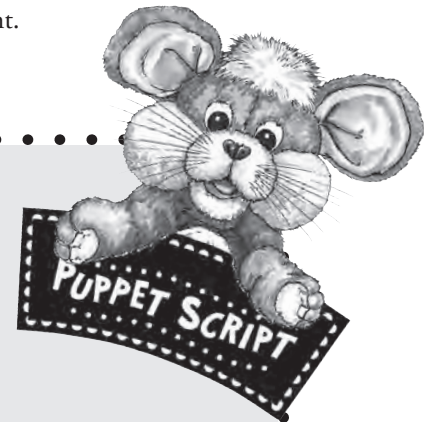
Closing

■ Reading Glasses

SUPPLIES: chenille-wire glasses, book

Before class, use chenille wire to make a pair of glasses for Whiskers. Before you bring out Whiskers the Mouse, put the glasses on him. You'll also need a hardback book.

Gather the children in a circle on the floor. Bring out Whiskers, and go through the following puppet script. When you finish the script, put Whiskers away and out of sight.



(Set Whiskers in a corner with his face in the book and his back to the children.)

Teacher: Whiskers, your friends are here. Do you want to come visit us today?

Whiskers: *(Without turning around)* I don't think so. Maybe I'll come back next week.

Teacher: But you were going to tell us how your cousin Joey is doing.

Whiskers: *(Without turning around)* He's doing better, thanks.

Teacher: Whiskers, your friends really want to see you. Can you at least turn around and say hello? *(Turn Whiskers around, but keep his face hidden in the book.)*

Whiskers: Hello.

Teacher: Whiskers, why are you hiding in that book?

Whiskers: I'm not hiding, I'm reading. It's a very good book. It has lots of pictures.

Teacher: Children, I'm not having much luck. Maybe you should ask Whiskers to put his book away and talk to us. Tell him how much you enjoy his visits. *(Have children ask Whiskers to come out. Then have him peek over the top of his book.)*

Whiskers: You won't laugh at me?

Teacher: Of course not, Whiskers. *(Have Whiskers set down his book to reveal his new glasses.)* You got new glasses, Whiskers.

Whiskers: *(Sounding dejected)* Yeah. I have to wear them when I read. They help me see better.

Teacher: That's great, Whiskers. I'm glad you can see better.

Whiskers: I guess. My friends don't think it's so great. They keep singing "Three Blind Mice."

Teacher: Well, that's not very nice, is it children? What could you say to Whiskers about his new glasses that would be nicer? *(Children might respond that Whiskers looks nice or that the glasses make him look smarter.)* Whiskers, our Bible story today is about a man who couldn't see at all. He really was blind.

Whiskers: Did people make fun of him, too?

Teacher: Some mean people didn't believe that Jesus helped him see, so they wouldn't let the man come to church.

Whiskers: Wow! That's really mean. I'd be sad if I couldn't come to see my friends in this class.

Teacher: Your friends here all care about you, Whiskers. We're learning how ► Jesus cares about all kinds of people. He cares about people who can't see at all, people who wear glasses to help them see, and people who can see without glasses. Children, why don't we each give Whiskers a hug to show him that we care about him?
(Let children take turns hugging Whiskers.)

Whiskers: Thanks, everyone. You're the nicest friends I know. I'm so glad I came today. I'm glad that ► Jesus cares about all kinds of people, even mice with glasses. I'll look forward to seeing you next week.

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■ Care Stamps

SUPPLIES: none



Have children sit in a circle on the floor. Say: ► Jesus cares about all kinds of people, and he cares about each person in this room. Before we leave today, let's use our stamp to help us remember that Jesus cares. I'll stamp

[name of child sitting next to you]'s hand, and then [name of child] will stamp the next person in our circle. Each time a person gets a hand stamped, we'll say, "Jesus cares about..." and say that person's name.

Stamp the hand of the child sitting next to you; then lead children in saying: **Jesus cares about** [name of child]. Walk around the circle with the *ink pad*, and help children stamp each other's hands. When everyone's hand has been stamped, close by leading the children in shouting, "Jesus cares!"

Collect name tags, and remind children to take home any crafts they made today.



Growing closer to Jesus extends beyond the classroom.

Photocopy the "Today I Learned..." handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week's topic.



For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

Lively Learning: Jesus Cares

Play the game Jesus Cares the same as London Bridge. Have children sing the song below to the tune of “London Bridge.” When they sing, “He cares for [name of child],” have the children who are forming the bridge bring their arms down around the child who’s under the bridge. Then have everyone walk in circles around the bridge as you sing the second verse. Repeat the game until everyone has been caught under the bridge. Each time you sing the song, remind children that ► Jesus cares about all kinds of people. This song is not on the CD.



SING

Jesus cares for everyone,
Everyone, everyone.
Jesus cares for everyone.
He cares for [name of child].

Jesus cares for [name of child],
[Name of child], [name of child].
Jesus cares for [name of child].
Yes, Jesus cares.

Make to Take: Jesus Cares



Photocopy the “Jesus Cares” handout (p. 124) onto heavy paper, and cut out a box for each child. Have children stamp each side of their boxes with the *Jesus cares stamp* and further decorate the boxes with crayons. Help children fold their boxes and tape the sides as shown in the illustration. Let them place a few small candies or crackers inside their boxes. As children work, remind them that ► Jesus cares about all kinds of people. Encourage them to give their boxes to people who need to know that Jesus cares.

Treat to Eat: Mud Eyes



Help children clean their hands with baby wipes or at a nearby sink. Give each child two vanilla wafers, a marshmallow, and several chocolate chips. Have each child assemble a face on a paper towel, using the wafers for eyes, the marshmallow for a nose, and the chocolate chips for a mouth. When children have assembled their faces, give them each a spoonful of chocolate pudding on a square of wax paper. Have them put the chocolate pudding “mud” on the vanilla wafer eyes, just as Jesus put mud on the blind man’s eyes.

Lead children in thanking God for the snack and the gift of sight.



See page 5.

Story Picture: Jesus Heals a Blind Man

Give each child a copy of the “Today I Learned...” handout. Set out crayons and have children color their pictures. Then set out spoonfuls of chocolate frosting on small paper plates. Let children spread a small amount of frosting “mud” on Jesus’ hands and the blind man’s eyes in their pictures. Help children clean their hands with baby wipes or at a nearby sink both before and after using the frosting. As children work, talk with them about details from today’s Bible story.



See page 5.

Braille Letters

G ⠠⠠

n ⠠⠠⠠

u ⠠⠠

F ⠠⠠⠠

M ⠠⠠⠠

T ⠠⠠⠠

Z ⠠⠠⠠

E ⠠⠠⠠

L ⠠⠠⠠

S ⠠⠠⠠

Y ⠠⠠⠠

D ⠠⠠⠠

K ⠠⠠⠠

R ⠠⠠⠠

X ⠠⠠⠠

C ⠠⠠⠠

J ⠠⠠⠠

Q ⠠⠠⠠

W ⠠⠠⠠

B ⠠⠠⠠

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V ⠠⠠⠠

A ⠠⠠

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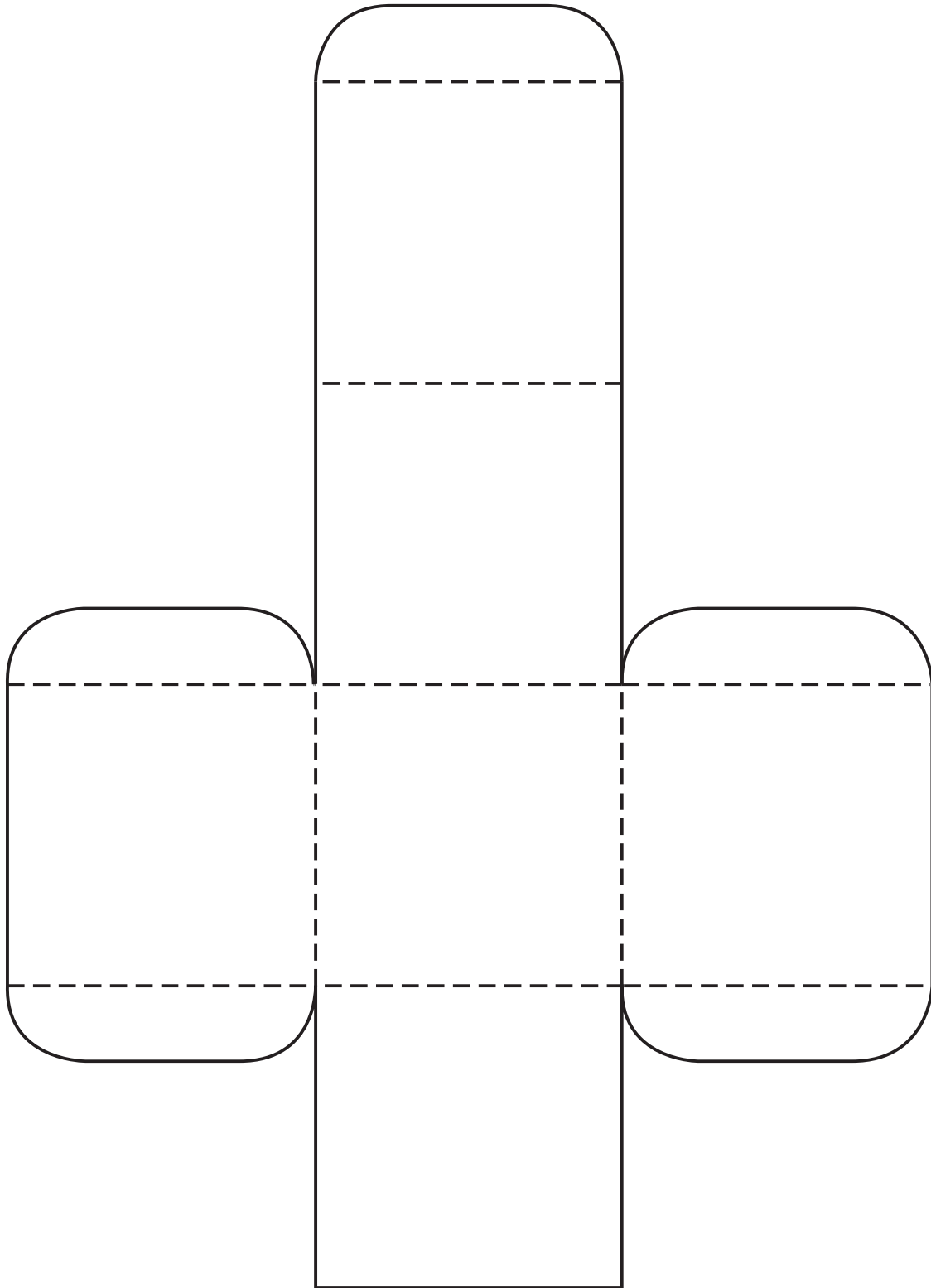
O ⠠⠠⠠

Open Eyes



Jesus Cares

Cut on the outside lines, fold on the inside lines, and tape together.



Today I learned... Jesus cares about all kinds of people.

Lesson 8
Today your child learned that **JESUS CARES ABOUT ALL KINDS OF PEOPLE.** Children heard how Jesus gave sight to a blind man. They practiced ways to show Jesus' love to others.

Help me learn this:

"With God everything is possible"
(Matthew 19:26b).

Ask me:

- How did Jesus care for the blind man?
- How does Jesus care for you?
- How can our family show that we care for all kinds of people?

Family Fun

- Cut a black construction paper square for each family member. Thread a piece of yarn through each piece to create eye patches. Wear the eye patches during dinner. Talk about what it's like to see out of only one eye, and what it might be like if you couldn't see at all.
- Make edible "mud" by melting one cup chocolate chips in a microwave oven. Let the chocolate cool slightly, and then dip pieces of fruit into the "mud." Ask your child to tell you how Jesus used mud to heal a blind man.

Jesus Heals a Blind Man (John 9:1-11, 35-38)



