



# Jesus Heals Two Blind Men

**Goal:** To be assured that Jesus hears our cries for help.

## RECOGNIZING GOD’S GRACE . . .

### . . . In Matthew 20:29–34

Here is the last story that Matthew tells about Jesus before Jesus enters Jerusalem. Notice the words that the blind men use to catch Jesus’ attention: “Show us mercy.” It is the same request he heard from the blind men he met earlier (Matthew 9:27), the Canaanite woman (15:22) who wanted Jesus to heal her daughter, and the father who wanted Jesus to heal his son who was epileptic (17:15). In asking Jesus to show them mercy, they are saying, “Look at us; help us.” Moreover, they call Jesus “Son of David,” which was a title indicative of his royalty.

The two blind men want Jesus’ help. For some reason, the crowd following Jesus tries to get the men to stop shouting. However, the duo will not be quiet. After hearing and seeing them, Jesus touches their eyes and heals them. The story concludes with the two sighted men joining the crowd following Jesus.

We have choices in our life. We can ignore those in need around us, or we can respond with mercy and kindness, sharing God’s grace with those with whom we come in contact. Perhaps the request of the blind men is also ours—“Lord, we want to see others as you do.”

### . . . In Your Children’s Experiences

Asking for help is a good thing. We encourage children to ask for help when they want to learn something or do something. In this way, children grow up knowing that caring adults are there to help and support them at home, school, and church, and they experience the value of community.

This story offers a great way for children to compare the responses of the people in the crowd with Jesus’ response to the request of the two blind men who wanted to be healed so they could see. In considering all the characters in the story and the variety of responses, children can think about people they know who may need their help and care.

### . . . In Your Relationships with the Children

Children may want to talk about people they know and are praying for who need healing. Having a time for this kind of sharing is good. Healing stories inevitably raise the question for children about healing today and if it happens. Be prepared to think about how you would respond.

As faithful people, we believe in asking for God’s help and healing, just as the two blind men did. We know that, sometimes, people are healed from their illness and get well; and sometimes, people are not healed. We help children with these realities when we affirm that, whatever happens, we are surrounded by God’s love and presence and there can be a different kind of healing when we experience the caring touch of others.

*O God, heal hurting people today, in body, mind, or circumstance.  
In Jesus’ name. Amen.*



## Supplies

### Music & Melodies

[bit.ly/GGGMusicMelodies](http://bit.ly/GGGMusicMelodies)

### Stories, Colors & More (SCM) i–iv, 13, 19, 22

basic supplies  
(see p. vii)

internet-connected  
device

blanket or mats

simple costumes

snack

## Guided Play

choice 2: small items  
such as pom poms,  
pennies, jingle bells,  
paper clips, pony beads,  
stickers, small lumps of  
play dough, and buttons

choice 3: objects around  
the room, bag

## Exploring

choice 3: card-stock  
copies of **Grace Notes**  
(GN) 1

choice 4: copies of **GN 2**

## GATHERING IN GOD’S GRACE

### Before the Children Arrive

Designate a story corner and lay out a blanket or individual mats for the children so their backs will be to the door.

Use **SCM i–ii**, “Your Visual Schedule,” to provide clear expectations and a visual cue for the group.

See **SCM iii–iv** for the key to icons (for example, **LG** **T**) and ways to adapt for children who have special needs or disabilities.

Select the activities that will work best for you and for your children. You do not need to do everything suggested!

Before the session, make shakers for “Guided Play” choice 2. Fold paper plates in half. Place items, such as pom poms, pennies, jingle bells, paper clips, pony beads, stickers, small lumps of play dough, and buttons in individual folded paper plates. Tape the sides shut. Number the paper plates.

### Welcoming and Guided Play



Greet the children and parents/caregivers by name and with the words “Jesus is alive.” Prompt the children to respond with “Jesus is alive.” This is the season of Easter, and we continue to celebrate Jesus’ resurrection.

*Option:* Use the traditional greeting, “Christ is risen,” with the response, “He is risen indeed. Alleluia!”

Explain that the children will hear that Jesus healed two men who were blind.

Introduce children to your helper or helpers. Invite them to look at the guided-play activities and pick one to start:

- 1. Drawing Jericho Road**—Lay a large sheet of mural paper on the floor. Explain that today’s story takes place on a road leading to a town called Jericho. Ask them for help creating the scene for the story. Draw some buildings in the background to represent Jericho, draw trees and rocks along the road, and draw a road going along the center of the paper.
- 2. Hearing Sounds**—Put the prepared paper plates and one of each item on a table. Invite the children to shake the plates and listen. Have them guess which item is in each plate.
- 3. Identifying**—Place objects, preferably ones that can be easily identified through touching, in a bag. Invite the children to close their eyes, reach in the bag, and identify the objects only by feeling them with their fingertips. Celebrate each discovery, and talk about the importance of using our senses in everyday life.



- D** *Children who cannot hear may have a heightened sense of touch. Allow children who cannot hear extra time to feel the weight and vibrations when playing the guessing game.*

## Transitioning to Story Time

When the children are ready, call them to the story corner, singing “Hello, Hello! How Are You?”—**SCM 22**. Repeat words and phrases as seems appropriate.

### Listening

**L**

Instruct the children to find a place against a wall. Tell them that you will give them instructions to join you in the story corner, and they need to listen carefully. Use directions for each child, such as take one giant step, turn in a circle, take two tiny steps, take a hop, or those of your own choosing. Give directions until all the children have joined you.

### When I Open My Eyes

**M MS**

Say, “When I close my eyes, I can hear ‘cock-a-doodle-do.’ When I open my eyes, I can see a . . . *(the children respond)* rooster.” Other pairs might be: meow and cat; pitter-patter and rain; moo and cow; hee-haw and donkey. Some children might like to begin the sentence for others to complete. Repeat as desired.



## Hearing the Story

**C L**

Open the Bible to Matthew 20. Comment that we read the Bible to hear stories about all of God’s people. Tell the children that they will hear a story about how Jesus healed two men who were blind.

Read **SCM 13**. Express the emotions of the story in your voice, gestures, and facial expressions. Conclude the story by prompting the children to say, “Amen.”

Before you read the story again, suggest the children close their eyes. Begin to read, then have them blink and open their eyes when indicated in the story.

Wonder how the two men felt after Jesus helped them see; wonder what the two men did after they could see.

Give the children simple costumes and direct them in acting out the story as you retell it.

You will need a child to play the role of Jesus and two children to play the men, while the rest portray people in the crowd. Use the Jericho road scene the children created in “Guided Play” choice 1.



## EXPLORING GOD’S GRACE

### 1. Jesus Hears Us

MS B M L

Play a game to help the children remember that Jesus always hears us. Designate a playing area, perhaps with painter’s tape on the floor.

- ▼ Ask a volunteer to be the first caller.
- ▼ Have the volunteer cover her or his eyes tightly.
- ▼ Tell the other children to walk quietly around the space.
- ▼ The caller says, “Jesus,” and the other children respond, “Hears us.”
- ▼ The caller tries to tap the other children. If a child is tapped, he or she moves to the outside of the playing area.
- ▼ Play continues until all children are tapped.

If time allows, play additional rounds so that any child who wants to be the caller can be so.

**MS** *As you select and plan activities, think about space children need to maneuver a wheelchair, walker, leg casts, or crutches. Make sure children with mobility issues are included in all activities. Find ways to adapt activities to ensure all are able to fully participate.*

### 2. Making Pictures

C VI FM

Ask the children to name things that the two men would enjoy seeing now that Jesus had helped them. Provide drawing paper and crayons or markers for the children to draw things that the two men might now see. On their work, print “Jesus helped two men see” and the child’s name.

### 3. Jesus Hears Me

FM

Tell the children that Jesus hears us. Hand out card-stock copies of **GN 1** and read the captions on the cover and each picture. Invite them to color the cover and pictures. Help them cut apart the cards. Punch a hole in the top left-hand corner of each card. Have the children place the cover, “Jesus hears me when . . .” on the top. They may order the rest of the cards as they wish. Give each child a piece of yarn and have them thread it through the holes. Help them tie the yarn to make a flip book.



Use “wonder” questions that do not force a child to remember facts. Wondering questions help a child think aloud. Answers are neither right nor wrong. They help teach children to speak from their hearts.

#### 4. Coloring Page

C

Hand out copies of **GN 2** and crayons. Invite the children to color the picture and tell you about the story. Engage the children in conversation as they color, using the following wondering questions:

- ▼ I wonder, “What were the people talking about on the road to Jericho?”
- ▼ I wonder, “What did each man see when Jesus healed him?”
- ▼ I wonder, “How did the people feel when they saw Jesus heal the two men?”

**C** *For some children, listening and speaking may take longer. Allow time for these children to feel truly a part of the session. Be patient and encourage other children to do the same.*

### LOVING AND SERVING GOD

FA

Have each child put away one toy or object.

Invite the children to sit around a table or on the floor.

Sing “Kum Ba Yah (Come by Here)”—**SCM 19**—together while you serve the snack. Sing to remember how Jesus is always there when we need him. Remind the children that the phrase *Kum Ba Yah* means “come by here.”

Ask the children what they want to thank God for. Say a prayer using their ideas. Ask them to repeat it after you, phrase by phrase.

Say the closing prayer in the same manner:

Dear God, /  
thank you for Jesus, /  
who shows us your ways. /  
Help us to help others /  
as you help us. /  
In Jesus’ name, we pray. /  
Amen. /

As the children leave, bless them, saying: “(Name), Jesus hears you. Go in the grace of God.”



Ask parents and caregivers for their email addresses so that you can provide them with the link to [www.pcusastore.com/GGGdownloads](http://www.pcusastore.com/GGGdownloads), where they can download coloring pages, *Grace Sightings*, audio stories, and songs (see p. vii).

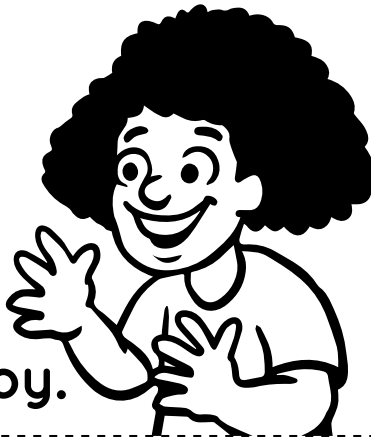


Jesus  
hears me  
when . . .

I'm sad.



I'm happy.



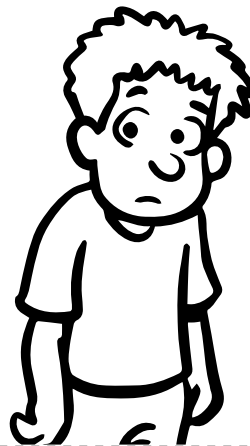
I'm angry.



I'm afraid.



I'm lonely.



I'm hurt.



I'm praying.







# Jesus Heals Two Blind Men



Jesus hears the men calling for help.

