

3. Welcoming Others (Mark 10:46-52)

The community of believers was one in heart and mind. (Acts 4:32)



PLAN

Session Outline

1. Gather

Greeting
Puzzlers
Grab Bag
Transition to Explore

2. Explore

Sacred Conversations
Hear and See the Bible Story
Interact with the Bible Story
Say the Bible Verse
Transition to Respond

3. Respond

Voice-guided Sketching
Accessibility Modifications
Loving God, Loving Neighbor
Transition to Bless

4. Bless

Inviting
Praising
Blessing
At Home with God

Supplies

Basic Supplies: Pencils | Paper | Markers | Crayons |

Gather: TV/DVD player | Large bag | Sensory objects of your choosing | Blindfold

Explore: TV/DVD player | Blindfold

Respond: Blindfolds | Building blocks | Other building supplies | Bowl | Internet access | LED candle | Tablecloth

Bless: LED candle | Tablecloth

Before You Teach

This week's Bible story deals with welcoming others with different abilities. Our story begins as Jesus and his followers leave Jericho together. Jesus is with his disciples, along with a large crowd of other followers. A man named Bartimaeus, who is blind and a beggar, is sitting beside the road. When Bartimaeus hears that Jesus is passing through, he begins to shout, "Jesus, Son of David, show me mercy!" (verse 47). Many people scold him and tell him to be quiet. The man shouts even louder.

Jesus stops and calls Bartimaeus forward. Then the crowd starts to encourage Bartimaeus, telling him to get up because Jesus is calling him. Jesus asks Bartimaeus what he wants Jesus to do for him. Bartimaeus responds that he wants to see. Jesus replies with, "go, your faith has healed you" (verse 52). Bartimaeus is able to see and he begins to follow Jesus on the way, meaning that he joins the Christian movement.

In this story, Jesus leads the way not only to healing for Bartimaeus but also to his acceptance into the community. Before Jesus calls Bartimaeus to him, the crowd is content to have Bartimaeus be quiet. After Jesus calls him, they speak to him rather than silence him, and encourage him rather than discourage him.

Welcoming people with different abilities is an important topic to address with children. It can be hard for some children to adjust to interacting with people who are differently abled or different in appearance in some way because of a disability. This story reminds us that Jesus values and hears the voice of every person, regardless of abilities. The goal of this lesson is to help children understand that, like Jesus, we should be open-minded and welcoming when we meet someone with different abilities from us.

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GATHER

Greeting

Before class: Display your choice of "Attendance Chart" (Class Kit—pp. 15 & 18, or 16–17) at eye level.

- Play "All People Are God's People" (Adventure DVD), as you welcome each child.
- Show the children where to place their offerings on the worship table.
- Have each child mark the "Attendance Chart." For the "Community Attendance Chart," the children can write their first names or initials on the building marked #3.

SAY: Our Bible story is about welcoming people.

A—Puzzlers (Activity Sheets)

Before class: Tear out the Session 3 Activity Sheets for each child.

- Give each child a copy of "To Get Jesus' Attention" (Activity Sheets—p. 7). Let them complete the puzzle.
- Allow them to work on the "Bartimaeus" activity (Activity Sheets—p. 8).

SAY: Today's Bible story reminds us that communities welcome people who have different abilities.

OR

B—Grab Bag (Sensory)

Before class: Gather a large opaque bag, several items of your choosing (enough for each pair of children in your class to guess one item), and a blindfold.

SAY: Our Bible story tells the story of a man who could not see. Can you imagine what that would be like? You would have to rely more on your other senses. Today, we're going to do an activity that requires us to rely on our sense of touch.

- Divide the class into pairs.
 - Blindfold a child and let him or her feel for an item in the bag. Emphasize that the child is to pick one item to describe, but not pull it out of the bag.
 - Have the blindfolded child try to describe the item he or she feels.
 - Have the child's partner try to guess what the item is.
 - After the child doing the guessing has decided on a final answer for what the item is, let the blindfolded child take off his or her blindfold and reveal the item. Repeat with each pair of children.
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Transition to Explore

- Encourage children to bring chairs or to sit on the floor in a carpeted area.
- Invite children to form a circle on the floor.

TIP: *Transitions are a useful way to help children easily move from one activity to the next.*



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EXPLORE

Sacred Conversations

- Encourage children to join and sit in the circle.
- Demonstrate a listening position for the children.
- Ask wondering questions.

ASK: I wonder:

- When have you had to do something without being able to see very well?
 - What was that like for you?
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Hear and See the Bible Story

- Read the Bible story together (*CEB Deep Blue Kids Bible*—Mark 10:46-52).
- Watch the Adventure DVD Session 3.

SAY: Today, we're discussing the story of how Jesus welcomed a man who was not welcomed by others in the community.

ASK: How do you welcome new friends?

Interact with the Bible Story

- Assign parts and act out "Communities Welcome" (Bible Story Sheets—Session 3).
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Say the Bible Verse

Before class: Display the "Unit 1 Bible Verse" poster (Class Kit—pp. 5 & 28).

- Read the memory verse to the children: The community of believers was one in heart and mind (Acts 4:32).
 - Have the children repeat the verse after you.
 - Have the children close their eyes and try to say the verse from memory.
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Transition to Respond

- Encourage children to put away their chairs and/or get back to their places.

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RESPOND

Voice-guided Sketching (Art)

Before class: Have paper, pencils or markers or crayons, and blindfolds on hand.

- Divide the children into pairs, and give them supplies.
- Let them decide who will be the artist and wear a blindfold and who will do the describing.
- Have the child doing the drawing put on a blindfold.
- Let the other child have a few moments to select an object in the room to describe to the blindfolded child.
- Let the child describe the object while the blindfolded child attempts to draw it.

SAY: It can be hard to imagine what it's like for a person who has different abilities from us until we put ourselves in their shoes. Today, you got to experience a little bit of what life might have been like for Bartimaeus.

ASK: What was this like for you? (Allow all the children who would like to respond a chance to do so.)

OR

Accessibility Modifications (Collaboration)

Before class: Photocopy "Accessibility Modification" (Leader Guide—p.24). Cut out each item listed on the page, and fold the strips in half so that the text is hidden. Have a bowl, building blocks, paper, pencils and markers, or other building supplies on hand. Put the folded strips in the bowl.

- Divide the class into teams, and let each team draw an item out of the bowl.
- Let each team's members work together to design on paper or build an accessibility modification for the situation described on their slip of paper.
- Let the children present and explain their creations to the rest of the class.

SAY: During this activity, what questions or thoughts came up for you about how people in our communities who need accessibility modifications navigate through buildings?

Loving God, Loving Neighbor

Before class: Display the "Missions" poster (Class Kit—p. 2). Explore the Jerusalem Princess Basma Centre website, and find some age-appropriate examples to share with the children of how the center helps people with different abilities.

ASK: In what ways do you think we can help friends with different abilities in our church?

Transition to Bless

- Ring a bell to announce the transition.
- Create a worship center on a small table with a tablecloth and an LED candle.

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BLESS

Inviting

Before class: Display “Unit 1 Bible Verse Signs” poster (Class Kit—p. 29) on a wall or bulletin board.

SAY: Today, we learned about welcoming people with different abilities. One ability that can be different is hearing. One way that we can make friends who have different hearing abilities feel welcome is by ‘speaking’ sign language. Let’s work on learning today’s verse.

- Gather the children around the “Bible Verse Signs” poster. Have the children read the Bible verse.
- Teach the children to sign the verse.
- Let them practice signing the verse to another child.

PRAY: Thank you, God, for helping us learn ways to welcome friends with different abilities. Amen.

Praising

SAY: Today, we learned about how Jesus welcomed a friend who could not see. Let’s remember Bartimaeus as we offer praise to God with our eyes closed.

- Have the children form a circle and join hands.

SAY: I’m going to start us off by saying a phrase. Then, I’m going to squeeze the hand of the person to my right to let them know that it’s their turn to say the phrase. That person will speak and then squeeze the next person’s hand, and so on, until the last person squeezes my left hand.

- Say the phrase, “thank you, God, for giving us friends with different abilities,” and squeeze the hand of the child to the right. Continue until all have had turns.
 - Have the children open their eyes.
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Blessing

- Have the children form a circle around the worship center, and light the candle.
- Call each child by name, having him or her step into the center of the circle. Pray the following prayer for each child.

PRAY: God, thank you for reminding us to be welcoming to friends with different abilities. We pray that friends will welcome (insert child’s name) wherever (he or she) may go. Amen.

At Home with God

SAY: What was one thing that you learned today about Jesus and blind Bartimaeus? What did you learn about welcoming friends with different abilities? Can you share what you learned with your family?

- Send Bible Story Sheets, Session 3, and the Unit 1 Song Sheet home with each child.

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Accessibility Modifications



A church with an old, narrow wooden door that you have to push open by hand

A three-story office building with stairs between the floors

A store with a heavy door that pulls open

An office building with steps and no room for a ramp

A way of helping people in wheelchairs reach books on the top shelf in the library