

# God's Power Works Through Jesus

**Lesson 11a — Zacchæus**

**Lesson 11b — Jesus Stills the Tempest**

**Lesson 11c — The Palsied Man Healed**

**Lesson 11d — The Demoniac Healed**

## OVERVIEW

The time that Christ walked on earth was the greatest epoch of miracles in all recorded history. It was a period when the people were at a low ebb spiritually. After the time of the Exodus, His people were filled with complaint. At the time of Elijah and Elisha, they had turned to false gods. But at the time of Christ the religious leaders were so steeped in self-righteousness and hypocrisy that they crucified the Lord of Glory.

It was to this world that God sent His Son, Jesus. The miracles He worked while on earth were part of God's chosen method to reveal His power and His great sal-

vation to the sin-hardened world. Nearly 40 miracles wrought by Christ are recorded in the Gospels, but there were many more miracles performed than these (John 20:30).

Christ's miracles were evidence of the genuineness of His message (John 5:36) and the fact that the power of God was working through Him. In this unit, we will study His power to release man from the bondage of sin, His power to control the elements, His power to heal the sick, and His power to defeat Satan.

## GAMES FOR REVIEW

Use a large four-sided box. Call it a "miracle module" or "miracle machine." On each side illustrate one of the four lessons. Have a child spin the module and tell you the story of the picture shown. Keep spinning till all lessons are covered. Inside the box you can pull out examples of a modern-day miracle you might ask Jesus to perform.

Cut out a large number of footprints from construction paper. On each one, write the reference for one of the key verses, and the complete verse on the opposite side. Place the footprints at different places on the floor. Divide your group into teams. Taking turns, one-by-one have members of each team stand by a footprint, and try to say the verse. If they say it correctly, their team gets to keep that footprint. The verses may be repeated — try to have enough cut out so each child has a chance to say at least one verse.

Divide your group into two teams. Choose a word or phrase from one of the lessons, and on a chalkboard

draw a blank line for each of the letters in the word or words. Make a scoring column for each team at the side of the chalkboard. Let the teams take turns suggesting letters. If the letter does appear in a word, fill in the proper blank and give that team a point. When the proper word or phrase is guessed, award five points to the team who gave the correct answer. Then discuss the meaning of the word in relation to your lessons. This can be repeated several times with the winning team being the one with the highest total score.

Make a sequence of questions concerning the unit lessons. Glue them around the edge of a posterboard circle. Cut a second circle the same size and cut a window in it so that one question at a time is revealed. Fasten the two circles together with a brad. Divide your group into teams. Let one team member at a time come up and turn the wheel to reveal a question, then attempt to answer it. Keep score of which team answers the most questions correctly.

Take a copy of the lesson review circle to class (see

Patterns). Use a pencil and a paper clip to make a spinner. Have each student take a turn spinning the clip. Then let him briefly tell the events of the story pictured in the section where the clip stops.

## CONTEST IDEAS

Put an electric outlet plate at the top of a board. Have each child's name across the bottom of the board. To each name attach a length of yarn that has a black paper cut-out plug-in at the end. Mark the board into levels — one for each Sunday (the outlet is for the last Sunday). The students move their yarn cord up each Sunday they are there to see who can plug into Jesus' power first.

Divide your group into two parts, perhaps boys against the girls. Show them a large blank bulletin board covered with a bright background paper. Across the top put the words "God's Power — In the News." In the center place a score sheet with the headings "Boys" and "Girls." Tell your group the winning side will be the one which brings the most clippings from magazines or newspapers telling of an event which illustrates God's power. Pin the articles around your score sheet on the bulletin board. (If duplicates are received, give points for each one but only put up the first one brought in.) The contest should continue through all four Sundays of the unit.

## BULLETIN BOARD

Put Jesus in the middle of the board, Zacchæus hiding in a tree to the right, the demoniac next to the mountains and tombs on the left, a boat on a lake behind, and the palsied man on his bed in front (see Patterns).

Post a long scroll of paper across your board. Above it write the title "Capernaum News." If done as a department project, have each class compose and paste on the scroll a "news article" describing the events of one of the unit lessons. They may wish to illustrate the event as well. These articles could be read aloud each Sunday and then posted before your entire group.

Place the words, "God's Power Works Through" across

the top of the board with "JESUS" under it in giant letters, with lines (could be ribbons, yarn, etc.) radiating out to four vacant blocks (see Patterns). Have the students draw illustrations of the four lessons in the blocks.

## UNIT SONGS

"My God Is So Great"

"Power in the Blood"

"His Name Is Wonderful"

## UNIT PROJECTS

Have the pupils make (if there is time, otherwise teacher can make) blue ribbon bookmarks to remind them of Jesus and the power He has had in their lives. Use real ribbon. Cut big "V" in one end. On the other end attach a medallion. The medallion is made by cutting a circle from gold foil wrapping paper. Cut notches into the edge or use pinking shears to make it look like a seal. Glue to the top and place a sticker of Jesus (or Jesus stilling the tempest sticker) on the ribbon.

## CHART IDEAS

For each child, cut out five of the block letters of the word "Jesus" (see Patterns) from different colors of construction paper. The first shape will have the letters drawn in so the word is readable. The other letters will be shapes only. On the first Sunday the students will receive the first two shapes. After that they will get one shape each Sunday, on which they may draw a symbol representing the lesson or a picture of it. The symbols could be a man in a tree, cloud and lightening, walking feet, sad and happy face. On the last Sunday, punch a hole in each and tie them together, book style, with a length of yarn. The cover for the book will be the shape with the letters filled in.

Reproduce, for each student, a copy of the stained glass window puzzle (see Patterns). Let each child make up their own color code to correspond with the numbers on the puzzle pieces. Write down their codes. On each of the four Sundays, have them color one piece of the puzzle according to their own code. On the last Sunday, assemble the puzzles to reveal the word "Jesus."

## NOTES

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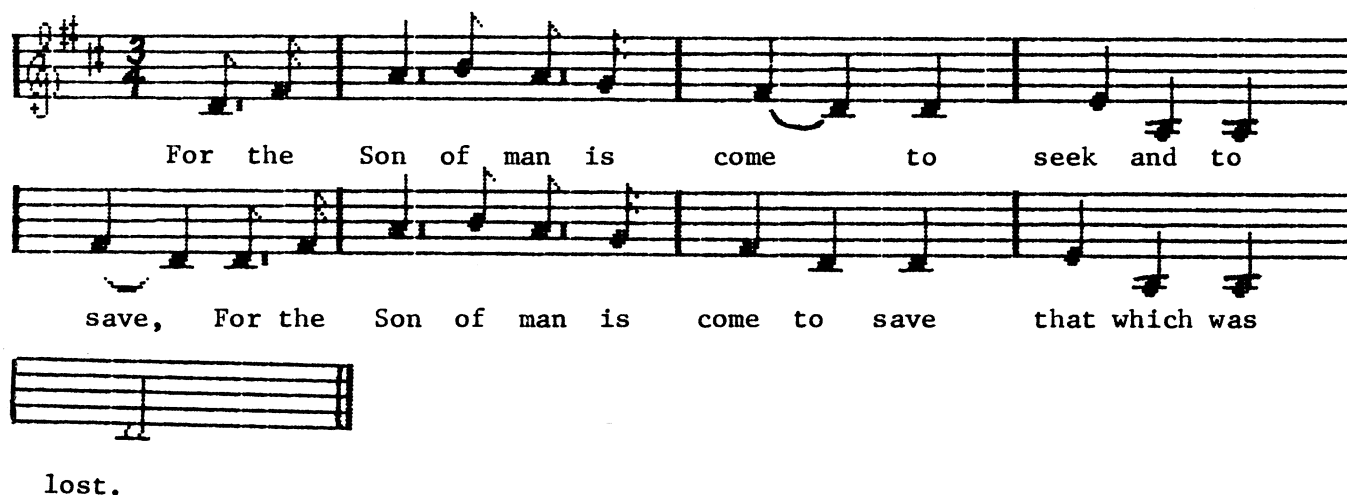
# Zacchæus

**TEXT** Luke 19:1-10

**OBJECTIVE** The students will know that how God made a dramatic change in the life of Zacchæus, and will be able to explain that Jesus has power to forgive our sins also.

**MEMORY VERSE** For the Son of man is come to seek and to save that which was lost. — Luke 19:10

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**FOR THE SON OF MAN** — Put right middle finger to left palm, left middle finger to right palm.

**IS COME** — Extend right hand, palm up, move toward body (beckoning).

**TO SEEK AND TO SAVE** — Place hand over eyebrows, turn head side to side (looking).

**THAT WHICH WAS LOST** — Draw a cross in the air with cupped hand.

## MEMORY VERSE VISUALIZED

Cut apart the pieces which show Jesus, a base, and a group of people. (See pattern at end of lesson.) Display the verse a portion at a time as your students learn the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring a number of pairs of pictures illustrating a great change: child/adult, black/white sheet of paper, caterpillar/butterfly, etc. Discuss the change which took place in each case. Then tell your class that your story today illustrates the greatest change of all.

1. A small man named Zacchæus, who was a tax collector, desired to see Jesus when He passed through

Jericho, but he could not see over the crowd because of his size.

2. He ran ahead and climbed into a sycamore tree, hoping for a vantage point from which he could observe Jesus.

3. When Jesus came by, he looked up into the tree and called Zacchæus by name, telling him to come down from the tree.

4. Jesus announced that he would go to Zacchæus' house.

Climax: Zacchæus experienced a miraculous change in his heart when he came down from the tree, receiving the Lord joyfully.

Conclusion: Zacchæus' conversion was evidenced by his desire to repay fourfold all that he had wrongfully taken, and to give half of his goods to the poor.

Response: Your students will be able to describe the miracle that takes place through God's power at conversion, by relating the story of Zacchæus.

## BACKGROUND INFORMATION

Zacchæus, being a publican, was a man that had known the scorn of many people. A publican was a tax collector for the Roman government. The Roman Sen-

ate had found it convenient to have certain capitalists collect specified sums for them. These capitalists had a network of men under them, often natives, to do the actual collecting and these were the men that the Bible refers to as publicans. They were often encouraged by their superiors to be arbitrary and fraudulent. The common people were met by these publicans on roads, bridges, markets, harbors, and city gates. The contents of every bundle had to be searched and an often arbitrary value was fixed and a tax imposed.

The publicans were looked on with disdain and the situation in Palestine was even worse, where the patriotic Jews felt tribute should be paid only to God. In Palestine the publicans were considered defiled by frequent contact with heathens, traitors, and the spiritually bankrupt.

After feeling the hatred, bitterness and rejection of so many, how refreshing the words of Jesus must have sounded to Zacchæus, "To day I must abide at thy house" (Luke 19:5).

## IN-CLASS ACTIVITIES

Show what a rich man Zacchæus was by taking a lot of money to class. After Jesus changed his heart, demonstrate how he was willing to give half to the poor and four times what he had taken, back to the people from whom he had taken it. Maybe he had taken an apple from a store. Give back four times that amount. Or use a pencil or some other object to which the students will relate.

Use tree picture with leaves, on brad, covering Zacchæus (see Patterns).

Use finger puppets to represent Jesus, Zacchæus, and the crowd (see Patterns).

Make a money bag for each child. Give each one some pennies, play money, or chips to represent money. Have "Zacchæus" take money from them and then when he loves Jesus he will return the money fourfold.

Make paper caterpillars and butterflies for each of your students (see Patterns). Compare the caterpillar with Zacchæus before he met Jesus, and the butterfly to Zacchæus' new life after he met Jesus.

Set an extra place for snack time in your class. Pray and ask Jesus to be your Special Guest. Talk about what it means to have Jesus as a visitor. Remember that Jesus is always visiting with you!

Before class: On half of a sheet of black construction paper draw, with a pencil, Zacchæus in a tree. On the

other half draw him out of the tree (see Patterns). Then trace over the drawings with a black crayon — press hard. As you tell the story during class, brush a thin coat of white or yellow paint over the construction paper to reveal the pictures. (The paint won't stick to the crayon.) You might want to do this on a larger scale for a review.

Make a wheel tree for each of your students (see Patterns). Let them connect the front and back of the tree with a brad. Have them turn the wheel to the correct places as you tell the story.

Make a sectional display of the memory verse for each child. Help him unfold it as you review the verse (see Patterns).

## QUESTIONS

If you knew Jesus was coming how would you prepare to meet Him?

What must you do to be saved from your sins?

Do people today have a problem "seeing" Jesus? Since He is not walking through our streets, in what ways may He be seen?

What did Zacchæus do to overcome his problem? What does this tell us in regard to how truly interested he was in seeing Jesus?

Were his efforts rewarded? How do we know Jesus is always found by those who truly seek Him?

How do you know that Zacchæus was truly converted?

What were the steps to conversion taken by Zacchæus? How would you tell a friend the way to become a Christian?

What does the word *converted* mean? What are some of the changes one expects in the life of one who is converted (or saved)?

Is salvation offered to everyone? How do you know this?

## PRE-SCHOOL SUGGESTIONS

Give each child a copy of the scribble picture of part of a tree and Zacchæus in the branches (see Patterns). Allow your children to scribble in the remainder of the tree.

Use a small money bag or coin purse to "collect" some of the coins you have previously distributed to your students. Then return them fourfold after describing Zacchæus' conversion.

Take a small heart box and fill it with dirty scraps of cloth, dark scraps of paper, and pennies. Liken this to Zacchæus' heart before the Lord changed him. Then empty the heart and place in it a sticker of Jesus.

On a large construction paper heart, color in a number of sin spots. In the center of each sin spot tape a penny. Tell the children that this was what Zacchæus' heart was like. But then Jesus took away the sin spots and Zacchæus wanted to give back all the money he had taken from others.

## REVIEW IDEAS

Re-enact Zaachaeus' story in a modern-day manner — how Jesus changed his heart and how he took care of his wrongdoings.

Take two pieces of paper and write "Christian" on the front of them both. On the back of one put a clean heart. On the back of the other a dirty heart. Explain how the one goes to Sunday school, never does anything naughty when Mom isn't looking, is kind to his friends, helpful, etc. The other fights with others, hates his sister, etc. The first one has prayed and asked Jesus to come into his heart. He doesn't lie anymore or fight or cheat. He loves Jesus, his sister, etc. Ask the children which one is a Christian. Turn the paper around to show the clean heart on one and the dirty heart on the other. Explain how Zacchæus asked Jesus into his heart and how he was changed. We must do the same to be a real Christian.

Introduce your group to the "Hose Family," made from six pieces of garden hose cut into different lengths. You will also need to have available three pieces of cloth (black, green, purple), cellophane, a nickel, a pitcher of water and a plant. Tell your group, "I brought a strange family with me today — the Hose Family. They are going to help me explain the lesson.

"Here is **Mr. Hose**. This plant looks thirsty, so we will give Mr. Hose some water and see if he will give it to the plant. No water comes out. (Pour water from pitcher, just a tiny bit, into hose but hose is plugged with black cloth.) He can't give water with sin in his heart. He has to get rid of sin first.

## NOTES

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"**Mrs. Hose** is not as tall as her husband. (Pour tiny bit of water into hose to water plant.) She doesn't give water either. She is filled with green cloth — envy. Her envy of clothes and what others have keeps her from giving water.

"**Henry** is the oldest son. We will try him with water. No water comes out. He has a nickel in him. He is so busy getting money he doesn't have time to have Jesus in his heart. What does he need to do?

"**Tom** can't give water because of purple pride in his life.

"**Esther** can't give water because of cellophane. She thinks no one can see her heart, but God can and others don't trust her.

"**Little Mary** gives water as soon as she gets it. She doesn't have anything in her heart to keep her from hearing Jesus' Word and keeping it in her heart. Jesus lives in her heart."

Who in this story had a problem like Zacchæus?

## COORDINATING SONGS

"God Has Blotted Them Out"

Wordless Book song

"Zacchæus Was a Wee Little Man"

"Things Are Different Now" — Salvation Songs for Children

"Put a Great Big Glowing Smile on Your Face" — Salvation Songs for Children

## SUPPORT MATERIAL

The Great Surprise — Arch Book, Concordia

Zacchæus Meets the Savior — Arch Book, Concordia

Zacchæus — Suedegraph, Standard Publishing

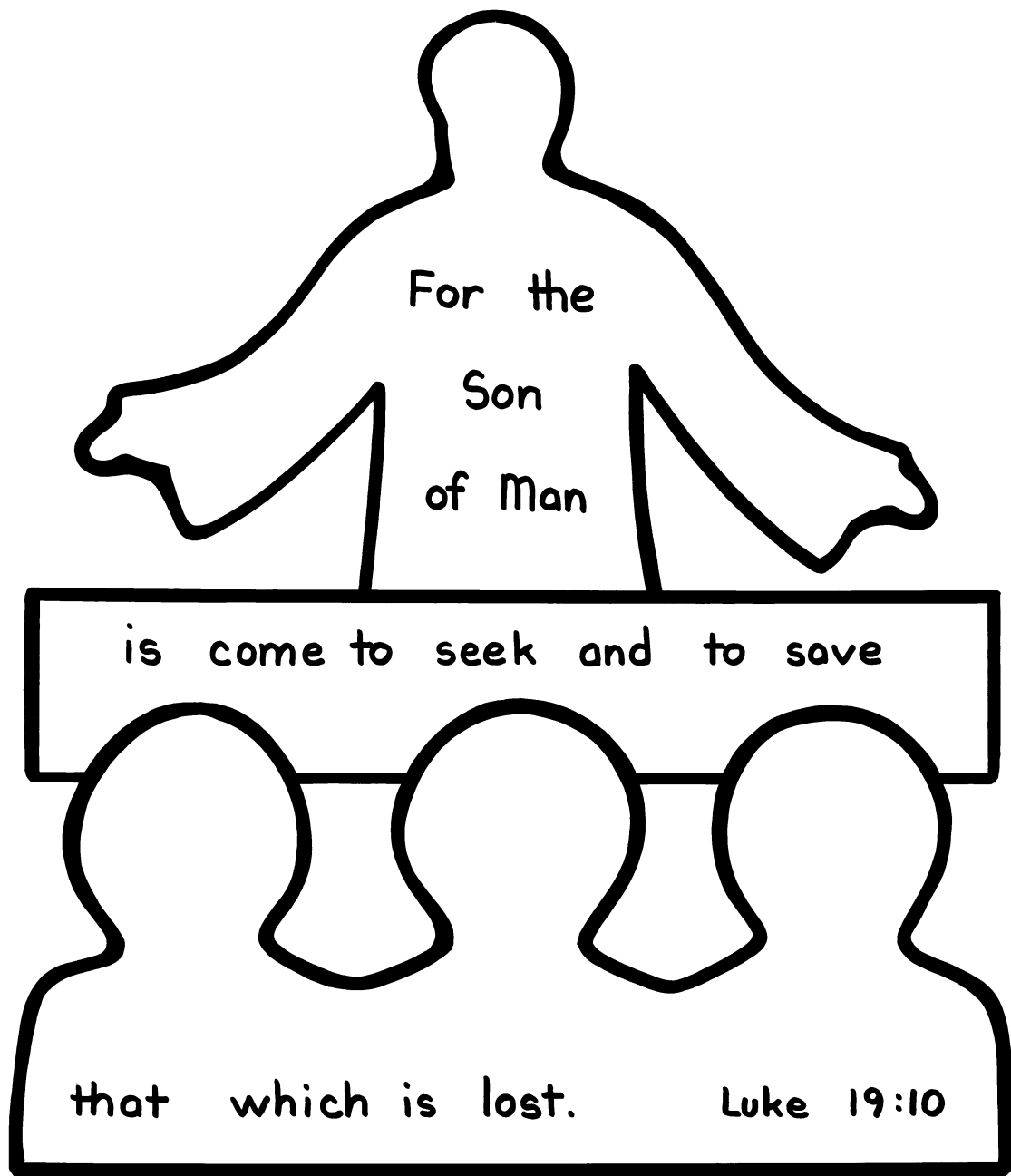
Zacchæus Meets Jesus — A Happy Day Book, Standard Publishing

Later Life of Jesus — Pict-o-graph, Standard Publishing

Zacchæus and Jesus — Palm Tree Bible Series, Concordia

Zacchæus — Family Life Institute Tape No. 54

Up the Sycamore Tree — by Marie Hibna Frost, A Magic Picture Book, David C. Cook



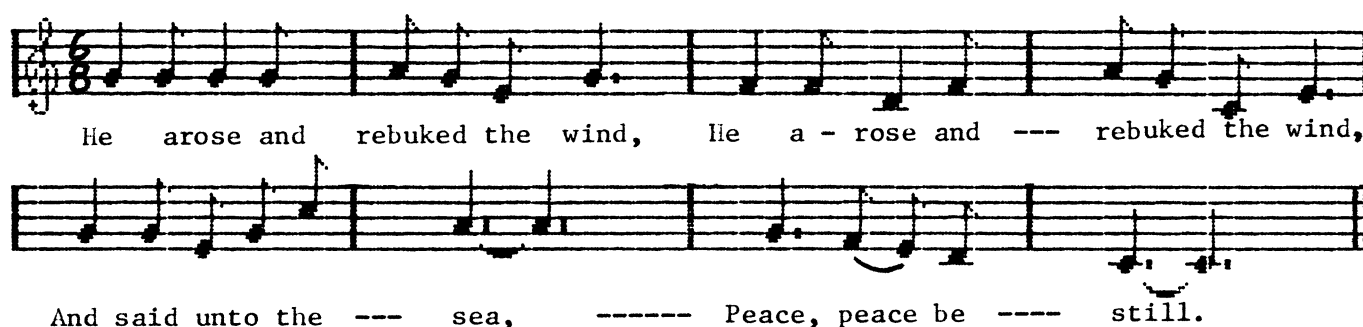
# Jesus Stills the Tempest

**TEXT** Mark 4:35-41

**OBJECTIVE** The students will describe how the miracle related in today's lesson proves that Jesus has power over the elements (the wind and the sea).

**MEMORY VERSE** He arose, and rebuked the wind, and said unto the sea, Peace, be still. — Mark 4:39

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**HE AROSE** — Place hands under cheek like sleeping, raise head, drop hands (wake up).

**AND REBUKED THE WIND** — Swing horizontal hands back and forth in front of body.

**AND SAID UNTO THE SEA** — Have open palms facing down and make wave-like motions.

**PEACE** — Hold up open palm, facing outward (stop motion).

**BE STILL** — Put index finger to lips (sh).

## MEMORY VERSE VISUALIZED

Cut into sections the verse display which includes Jesus, the sea, the sky, and a base. (See pattern at end of lesson.) Put up the verse a section at a time as your students learn each portion.

## BIBLE LESSON OUTLINE

Introduction: Play a tape-recorded forecast of the weather. Ask the children if the weatherman can make the weather happen the way he says it will. Tell them that today you are going to study one Man who did (and does!) have the power to control the weather.

1. Jesus and His disciples were in a boat, passing over to the other side of the sea.
2. As Jesus slept, a great storm arose and the water came into the ship.

3. The disciples were afraid for their lives, and they woke Jesus.

4. Jesus rebuked the wind, and commanded the sea to become still.

Climax: Immediately the wind and the waves ceased, and there was a great calm.

Conclusion: Jesus had (and has) power over the elements of nature.

Response: Your students will be able to describe how Jesus demonstrated his power over nature by commanding the storm to cease.

## BACKGROUND INFORMATION

Because of its geographic location, the Sea of Galilee is subject to sudden, violent storms that can whip the lake into a tempest. It was into one of these storms that Jesus knew He and His disciples would be sailing, yet He could lie down and sleep in the back of the boat. These men were seasoned fishermen who had sailed through many storms on this very sea but now they were faced with a storm so fierce they could not cope, but Jesus could rest securely in the care of His heavenly Father.

When the fearful disciples finally aroused Jesus He rebuked the wind. In the original language, the words Jesus used to rebuke the wind are the same as those He used to rebuke the demons (Mark 1:25). The sud-

den obedience of the wind and waves caused the disciples more fear than the storm itself (Mark 4:41). They must have begun to realize that they were in the presence of One who had the power of God Almighty.

## IN-CLASS ACTIVITIES

Bring an electric fan to move air (for wind), and a big pan of water. Read to children from Genesis 1:10 of how God created water so He has power over it too. Use the fan to disturb the water and play a recorded voice, "Peace be still," on a tape player to show how God can calm things that He made.

Give each child a cut-out of a boat (see Patterns) and a piece of blue paper. Have the children draw a calm sea on one side of their paper and a stormy sea on the other side. Let them act out the story and change the "sea" as the weather changes.

Fill a large Zip-loc bag about  $\frac{1}{4}$  full with thick tempera or finger paint. Press as much air out of the bag as possible, and close bag securely. Use your finger to draw the story. Erase by rubbing the palm of your hand over the bag to smooth the paint.

Fill a quart jar  $\frac{1}{2}$  full with water. Add  $\frac{1}{4}$  cup of oil and some blue food coloring. Shake the jar to show a tempest. Let the children make the sound effects of the storm. Hold the jar still and tell the children to be very quiet to show what it was like after the storm.

Give each child (or let them construct) a walnut shell boat. Place florist's clay inside the shell half. Cut sail from construction paper and insert toothpick. Push sail into clay. Place your boats on a piece of blue flannel cloth as a sea. Let the children scatter wisps of cotton across cloth to represent waves. Quickly gather these up when Jesus calms the sea.

Make a circle book of the memory verse for each child (see Patterns). Help them assemble it as you review the verse, threading each circle onto a piece of yarn. When it's all together tie a bow.

## QUESTIONS

Why do you ask Jesus to help you when you are frightened?

Why does Jesus help us when we ask Him?

Who was with Jesus in the account we have for today's lesson? Where were they going? What happened on the way?

Did the disciples need to be afraid? Why or why not?

Can anything bad happen to us and Jesus not be there or not know?

Do we ever need to be fearful or afraid? What will help us to not be afraid?

Jesus was able to solve the problem. What problems do we have that He cannot solve?

What was responsible for the disciples' fear? Does the same lack in people today cause them to be afraid? If so, what can we do about it?

Considering the many miracles the disciples had seen Jesus perform, why do you suppose they were surprised that He could calm the wind and waves?

## PRE-SCHOOL SUGGESTIONS

A little child will shut his eyes and cover his face with his hands, and pretend no one can see him. But we can, even if he thinks we can't. Though the child can't see us, we can see him. At night, God sees us. He never sleeps or slumbers. When everything is dark to us, it is light to God (Psalm 139:12). Strange sounds at night are scary because we don't see what is making the sound. But God sees, and He knows. He will help us not to be afraid of that big "hoot" owl or that big cat.

Use toy boats and fans. Make a paper storm and paper calm using the following items cut from construction paper:

Storm: Gray/black clouds, yellow lightning, gray raindrops on strings

Calm: White clouds, yellow sun

Let the children hold these elements as you tell the story.

Make a paper pinwheel on the top of a pencil. Fill a balloon with air and blow it at the pinwheel. Cut off the air to illustrate what happened when God said, "Peace be still."

## REVIEW IDEAS

Bring a coin to class. Place it on top of your head and ask a student to try to get it without taking his feet off the ground. For you it is easy but for the student (make sure he is shorter than you) it is impossible. Talk about how God is so much bigger than we are and the things that are impossible for us are easy for God. He has control of everything, even the wind and the sea.

Give each child in your group a cut-out boat glued onto a popsicle stick. Encourage them to make their boats "rock" on the waves as you describe the storm. Then have them see how still they can hold them when you tell how Jesus said, "Peace, be still."



**“With Christ in the Vessel” — Sykes, Salvation Songs for Children**

The Little Boat That Almost Sank — Arch Book, Concordia

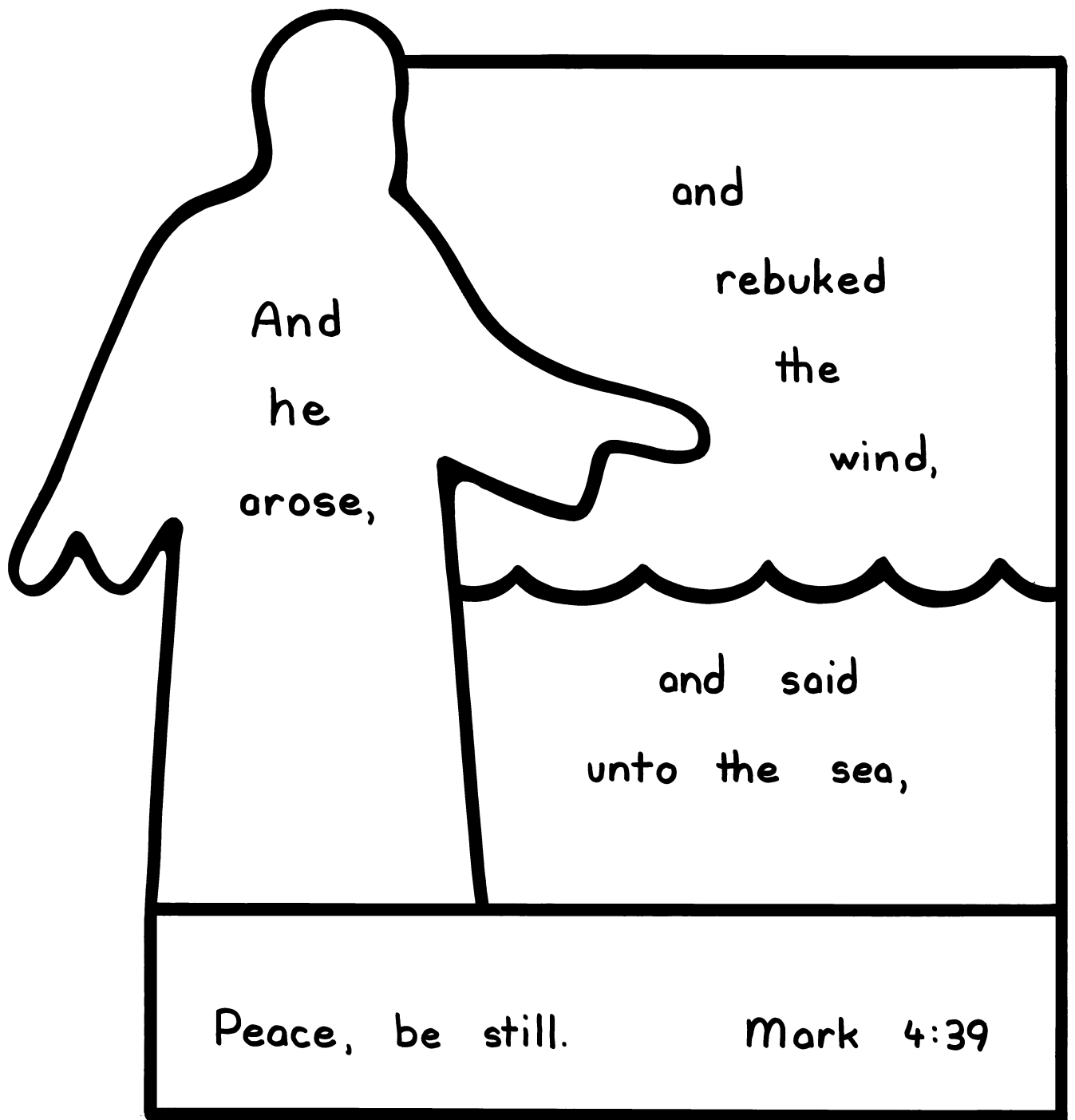
Miracles of Jesus — Pict-o-graph, Standard Publishing  
A Storm Obeys — Family Life Institute Tape No. 48

Why Seas Grew Calm — By Marie Hibna Frost, A  
Magic Picture Book, David C. Cook

Living for Jesus — Bible Stories for Children by Doris  
Clore Demaree, Warner Press

**“My God Is So Great” (unit song)**

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# The Palsied Man Healed

**TEXT** Mark 2:1-12

**SUPPLEMENTAL SCRIPTURES** Matthew 9:2-8

**OBJECTIVE** The students will be able to describe Jesus' healing of the sick when He was here on earth, and will understand that He has power to do the same in our day.

**MEMORY VERSE** Arise, and take up thy bed, and walk. — Mark 2:9

## MEMORY VERSE SONG

A -- rise and take up thy bed and walk. A - rise and take up thy  
bed and walk. A - rise and take up thy bed and walk. Mark -- two and  
nine.

## MEMORY VERSE IN ACTION

**ARISE** — Reach out with hand to lift someone up.

**TAKE UP THY BED** — Pretend to put bed over shoulder.

**AND WALK** — Walk in place.

## MEMORY VERSE VISUALIZED

Cut apart the figures of Jesus, the bed, and the healed man, each of which has a portion of the verse written on it. (See pattern at end of lesson.) Arrange the grouping on your board a portion at a time as the students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a fever thermometer to class. Ask your students if they have ever been sick and running a temperature. Were they able to make that temperature go away? Tell them that today their story is about a man who was very sick — not with a fever, but with another illness that he could not overcome.

1. Jesus was preaching in a house in Capernaum, with a great crowd about Him.

2. Four men brought a man sick with the palsy to Jesus, but they were not able to get near Him because of the great crowd.

3. They made an opening in the roof and let the sick man down through the hole, so that he came to rest before Jesus.

4. Jesus looked upon the man and told him his sins were forgiven. Those around felt this was blasphemy since only God could forgive sins.

5. Jesus recognized their thoughts, and asked whether it was easier to say that sins were forgiven, or to command the sick man to rise and walk.

**Climax:** Jesus commanded the sick man to rise and take up his bed and go to his house, and immediately he arose.

**Conclusion:** Jesus had power to heal when He was here on earth, and He still has the power to do so in our day.

**Response:** The students will be able to describe the healing of the man sick of the palsy, and will also be able to relate examples of healings which have occurred in our day.

## BACKGROUND INFORMATION

In Palestine at the time of Christ, unless people specifically wanted privacy, they would have their door open as an invitation for any to enter. Such was the case at this house where Jesus was staying, and so large was the crowd that accepted the invitation that the place was filled and the door blocked. There were scribes in the house along with the crowd. Their observation as to “who can forgive sins but God only?” was correct, but their assessment of Jesus was not; “Why doth this man thus speak blasphemies?” (Mark 2:7).

Jesus’ asked, “Whether is it easier to say to the sick of the palsy, Thy sins be forgiven thee; or to say, Arise, and take up thy bed, and walk?” The obvious answer was that it is easier to say “your sins are forgiven” because it could not be contested. Any charlatan could pronounce a man’s sins forgiven, but only Jesus could say also, “Take up thy bed, and walk” — thus proving His power not only to heal but also to forgive sins.

Jesus must have been thrilled at the unceasing faith of these men that gave Him the opportunity to teach such a beautiful lesson.

## IN-CLASS ACTIVITIES

Explain that *palsied* means “crippled.” Take a shoe box with one side open and an opening on the roof. Show it with a man on a bed being lowered through the roof in front of Jesus. As you tell what happened, raise the man up. Bring out that Jesus can heal our bodies as well as our souls. Tell how people do have troubled souls and that he can take care of that too.

Teachers could hand out a church tract on healing for each of the students to take home.

Let each child tell about a time when he/she or someone in his/her family was sick. Maybe they were healed. Teachers may use these accounts to emphasize that Jesus is willing and able to heal, perhaps giving a personal story of healing.

Decorate a sheet of posterboard or construction paper with a border. Across the top write the words, “Our Class Prayer List” and draw a number of lines underneath. During class time, have your students give names of people for whom they would like the class to pray. Allow the students to write the names on the lines below the heading.

Bring a large throw rug or blanket. Have one child lie on the blanket and have four children, one at each corner, try to lift and carry it. Tell the children that the men really worked hard to get the man to Jesus for he probably was not light.

Draw a flip-chart story of the palsied man (see Patterns) being carried up the stairs, and onto the roof, being lowered, the healing, the walking out, etc.

## QUESTIONS

Do you have a friend who needs to meet Jesus? What should you do about it?

Did very many people come to hear Jesus preach? How do you know?

What were some of the reasons people gathered around Jesus, wherever He was?

For what reasons do people seek Jesus today?

Four friends brought a man to Jesus for healing. What does this show about these men regarding the value of friendship, caring concern for others and faith in Christ?

What other occasions do you remember of someone’s bringing another (or another’s need) to Jesus? How important is the faith of others to us? to them?

In what way do people do the same thing today? Have you told somebody else about Jesus? Have you told Jesus about somebody else, somebody who needs Him in his/her heart or maybe needs His healing touch like the palsied man did?

What did Jesus do for the sick man besides healing him? Some people were not happy about this. Why? What did Jesus say in regard to this?

Which is the hardest for Jesus to do, heal or save?

Can you tell of some time when Jesus healed you? Have you also asked Him to come into your heart?

## PRE-SCHOOL SUGGESTIONS

Bring a toy doctor kit to class. Have a doll represent the sick man. Let the children pretend to try to help the sick man with the doctor tools, but explain that nothing the doctors did could help him.

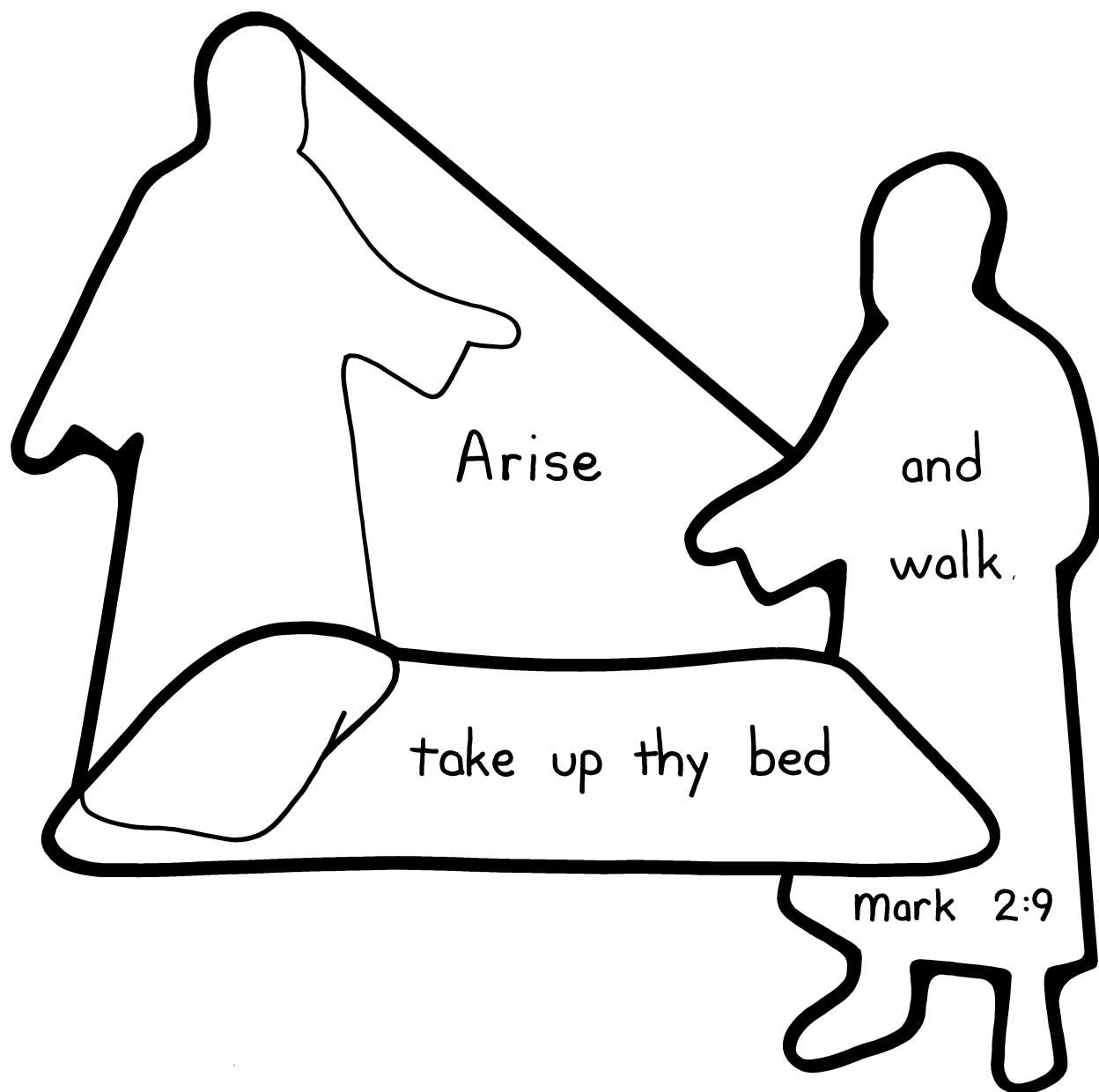
Take a number of objects to illustrate things that the palsied man probably couldn’t do. For example: He couldn’t play ball (ball), feed himself (spoon), hold a full glass of water (cup), turn pages of a book (storybook), put on mitten (glove).

Give each child a copy of a stick figure of a man lying down (see Patterns). When Jesus tells him to rise and walk, have the children stand their paper up on end to show how he got up.

Give your own testimony or that of someone you know who has been healed. If it is someone you know, see if that person would come to the class. Nothing is more convincing than a first-hand experience.

## NOTES

Miracles of Jesus — Pict-o-graph, Standard Publishing  
 Helping Others — Bible Stories for Children, By Doris  
 Clore Demaree, Warner Press



# The Demoniac Healed

**TEXT** Luke 8:26-40

**OBJECTIVE** The students will describe how Jesus has power to defeat Satan.

**MEMORY VERSE** Jesus came and spake unto them, saying, All power is given unto me in heaven and in earth. — Matthew 28:18

## MEMORY VERSE SONG



## MEMORY VERSE IN ACTION

**JESUS CAME** — Place right middle finger to left palm, left middle finger to right palm.

**AND SPAKE UNTO THEM, SAYING** — Touch lips with fingers, move hand away from face.

**ALL POWER** — With right hand feel muscle of left arm flexed.

**IS GIVEN UNTO ME** — Spread hands out, palms up; move hands toward body, touching chest.

**IN HEAVEN** — Wave arm left to right pointing up, looking up.

**AND IN EARTH** — Place hands together in front of body, move arms away from body pointing down, and looking down.

## MEMORY VERSE VISUALIZED

Cut apart the arrangement showing Jesus and the world with surrounding pieces, as indicated by the heavy lines. (See pattern at end of lesson.) Put up a section at a time in the appropriate order as your students learn the verse.

## BIBLE LESSON OUTLINE

**Introduction:** Make two simple figures from paper, one considerably larger than the other. Have students hold each figure, and stretch a string between them. Tell your class that the two figures are going to have a tug-of-war. Which one do they think will win? Why? Explain

that God and Satan are on opposite sides, but God is stronger and has more power than Satan.

1. Jesus arrived in Gadara, and outside of the city He met a man living in the tombs who was possessed with devils.

2. The possessed man fell down before Jesus and called out to Him, recognizing Him as the Son of God.

3. Jesus asked him his name and he said, "Legion," for there were many devils in him. The devils begged Jesus not to command them to go out into the sea.

4. They asked that they be allowed to enter into the swine which were feeding on the mountain.

**Climax:** Jesus caused the devils to leave the man, and they entered into the swine, which ran down the mountainside into the sea.

**Conclusion:** Jesus' power was greater than that of the devils in this man. Today, too, His power is greater than Satan's.

**Response:** The students will be able to describe the events surrounding the healing of the devil-possessed man. They will be able to relate ways in which we can see evidence that God's power is greater than Satan's in our day.

## BACKGROUND INFORMATION

The Sea of Galilee is approximately 13 miles long and 8 miles wide at its widest point. Jesus and His disciples crossed where it was about 5 miles across and entered an area where there were many limestone caves used

for tombs. It was there that Jesus met this man who was tormented by so many demons. (Scripture tells us that his name was Legion: his name being indicative of the vast number of demons in him. A Roman legion consisted of 6,000 men.)

As the man watched the swine (there were about 2,000 — Mark 5:13) disappear into the sea it must have been a tremendous testimony to him that he was indeed free from the power of Satan.

Jesus sent this man back to his home in Gadara to tell what God had done for him. Jesus had told many in Judæa and Galilee not to tell what had happened to them, probably to avoid the ever-increasing crowds, but this man was given freedom to proclaim all that Jesus had done because it would not hinder Christ's earthly ministry.

## IN-CLASS ACTIVITIES

Show some pictures of sick people, explaining that this is what Satan has power to do. But Jesus has the power to heal us. Bring a picture of Jesus. Tell the children how He knows if we are sick or have a hurt on our body. Jesus cares for us more than anybody can care for us.

As you discuss the fact that God's power is greater than Satan's, you might wish to illustrate varying degrees of power. To portray this, stage an arm wrestling match between the teacher and one student.

Bring a rock and a piece of clay shaped in approximately the same size as the rock. Show how the rock is more powerful than the clay, just as God is more powerful than Satan.

Outline the shape of a man on a piece of white paper. Sprinkle the inside of the drawing with metal shavings. Tell your students that the shavings represent the demons that were in the demoniac. When you describe how Jesus commanded the demons to leave, use a magnet behind the paper to draw the shavings outside of the drawing of the man.

As a variation of the above activity, draw an outline of a man on a piece of paper. Inside the drawing put a number of small circles (could be from a paper punch) on which you have drawn sad faces. Tell your class these circles represent the demons inside the man. When you tell how Jesus commanded the demons to leave, blow on the paper and scatter the small circles.

## QUESTIONS

How do we know that Jesus cares how we feel?

Who has more power: Satan or God?

How does God help us defeat Satan?

What do we do to resist Satan?

Do you think Jesus knew about the sick man who needed healing and that that was the reason He went to Gadara? Why or why not?

What reasons are there to believe that Jesus knows each one of us and just what our needs are today?

How does our knowledge of the miracles Jesus performed when He was on earth, help our faith?

Why did Jesus need to cast out the demons before the possessed man could have peace?

Who is the Giver of peace? Is there room in a person's heart for the devil and for Jesus at the same time?

Do you think the devil knows who Jesus is? Why or why not?

In what ways does Christ defeat the devil in lives today?

How do we know that the man who was healed was thankful to Jesus? In what ways can we show Jesus we are thankful for the good things He has done for us?

Did very many people listen to what the healed man had to say? How did those people receive Jesus when He came again to their area? What do you think this shows regarding the effectiveness of personal witnessing?

## PRE-SCHOOL SUGGESTIONS

Spread a thin layer of cornmeal on a baking sheet that has an edge. Let your children take turns drawing in it the sad face of the man before he met Jesus, and then his happy face after Jesus healed him.

Focus on Jesus' power to take out scary thoughts and things that make us feel bad inside. Use a large paper figure with a paper "pocket" heart. In the pocket put sad faces. Empty them out and put in happy faces to represent the change Jesus makes.

Make a series of simple, stick-figure pictures (see Patterns) illustrating the story, each on a separate piece of paper. After telling the story, allow your students to arrange the pictures in proper order, and retell the story to you.

For each of your students make paper plate puppets representing the man Jesus healed. Use two paper plates for each puppet. Draw a sad face on one plate, a



## REVIEW IDEAS

Stage a balloon burst as a method of review. Emphasize questions on the day's lesson, typed on ten small pieces of paper. One is inserted in each balloon and the balloon is blown up. Give each question a point value from 10 to 100 points (the more difficult the question, the higher the point value). Call a child to come and burst any balloon. The question in the balloon must then be answered by the child. If the answer is correct he is awarded the point value of the question. If the answer is wrong, the point value is zero. After all the balloons are burst, the person with the highest point value

On a chalkboard or a piece of posterboard, draw a large head. Draw a number of “dream balloons” (like speech balloons) around the head if you are using the chalkboard, or prepare them on additional pieces of posterboard if you are using that method. Talk to your group about how we like to think of happy things, but this man had only scary, unhappy thoughts in his head. In the dream balloons, draw things representing scary thoughts: scared eyes, eyes with tears, the word “fear” in block letters, etc. Then tell how Jesus took out the scary thoughts and put in happy thoughts instead. Replace each scary dream balloon with happy things: smiling face, the word “happiness” or “joy,” etc.

## COORDINATING SONGS

## SUPPORT MATERIAL

### The Great Physician — Pict-o-graph, Standard Publishing

## NOTES

[illegible]

