

# People Who Walked With Jesus



**SUGGESTIONS FOR TEACHING**

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*"Proclaiming Christ through the printed word"*

**Baptist Publishing House**  
OF THE BAPTIST MISSION OF ZAMBIA  
P.O. BOX 1995 LUSAKA

## INTRODUCTION

These suggestions are given with the hope that every Sunday School teacher will prepare each week for teaching his or her class. These suggestions are given as steps one through ten. You may not be able to use all of these steps, but you should use those which will help you convey the meaning of the lesson to your pupils. Some of the lessons have visual aid suggestions which might be helpful. You may think of other ways of presenting the lesson--use them.

A good teacher will study his lesson well in advance in order to know the material and be able to find needed aids to be used in presenting the lesson material. Remember, this is God's Word we are teaching--He deserves our best each week.

## 1. JESUS AND BARTIMAEUS

VISUAL AIDS: Find a picture of a blind man and show to the class.

STUDY IN ADVANCE: The background material;

- 1) What events have just happened to Jesus?
- 2) Where is Jesus going? 3) What other person does Jesus meet in Jericho?

1. Ask three different people to read the three accounts of the story in Matthew, Mark and Luke.

2. Ask the class the following questions?
- 1) Which account names the blind man?
  - 2) Which book says there are two blind men?
  - 3) What is the same in all three books?
  - 4) Where does this event happen?
  - 5) What does Jesus say healed Bartimaeus?

3. Discuss with the class how Bartimaeus might have known Jesus had power to heal him.

4. Ask the class; Did Bartimaeus have a strong faith? How do you know? (He called Jesus many times, he would not be silenced, etc.)

5. Discuss with the class how this story shows the way sinners come to Jesus. 1) They must realise they are lost. 2) They must believe Jesus can save them. 3) They must trust Jesus.

6. Discuss the importance of Bartimaeus coming to Jesus at the time he did. What if he had delayed his decision?

7. Ask the class what would have happened if the man had not told Bartimaeus that Jesus was passing by.

8. Discuss the importance of witnessing and ways of telling others about Jesus.

9. Give time for the class to think about the questions in the book as you read them slowly.

10. Read Matthew 6:24-34, and show God's provision for those who follow him.

### 13. JESUS AND THE RICH YOUNG RULER

STUDY IN ADVANCE: Study all three accounts of this story very carefully making notes of the details of the story.

VISUAL AIDS: Make a poster with pictures of such things as money, cars, furniture, houses etc. write at the top of the poster "Do these keep you from God?"

1. Ask three people in advance to be prepared to read the story in Mark. One should read the words of Jesus, another the words of the ruler, and the other the words of explanation.
2. Point out the differences included in the accounts as recorded by Matthew and Luke.
3. Ask the class to describe the young ruler and you can list the descriptive words on the chalkboard.
4. Across from this list put the one thing he did not have-- "Salvation."
5. Discuss the question of the young man and why he asked it of Jesus. Why did he come to Jesus?
6. Ask the class why they think Jesus answered the young man as he did. Notice the commandments Jesus quoted to him.
7. Ask, was this young man a good person? (Yes, but his goodness could not save him or give him peace).
8. Show the class how this man's money stood between him and God, because he loved it too much. Remind the class that anything we love more than God will keep us from him.
9. Emphasize to the class the importance of each person making his decision for Christ. The rich young ruler probably never came to Christ. He missed his opportunity.

10. Close with a prayer of dedication to the task of witnessing.

## 2. JESUS AND THE PARALYTIC

VISUAL AIDS: Find a picture of Jesus healing the paralyzed man or a picture of a crippled person.

STUDY IN ADVANCE: Study the story in all three Gospels. Notice where the event took place, what Jesus had done before this advent and what he did following.

1. Divide the class into three groups and have each group read one of the gospel accounts of the story.
2. Ask the class the following questions:
  - 1) How did the paralyzed man get to Jesus?
  - 2) Which account does not include the part of the story about the roof?
  - 3) What did Jesus think about the men who brought the man to him?
  - 4) Why was the crowd disturbed by Jesus' words to the man?
3. Discuss with the class why Jesus told the man his sins were forgiven before he told him to rise and walk.
4. Ask the class what this story teaches us about the power of Jesus Christ.
5. List on a chalkboard the two reasons this man was so happy. (His sins were forgiven and he was healed.)
6. In discussion of the four friends ask a faithful church member to tell how important he thinks it is for church members to bring their friends to Christ.
7. Emphasise to the class that Jesus required the man to do something himself--after he was healed.
8. Lead the class in saying the memory verse and try to learn it.
9. Discuss carefully number 5 under "Lessons."

## 12. JESUS AND THE THIEF ON THE CROSS

STUDY IN ADVANCE; Study carefully the crucifixion story in all four gospels and notice the differences and similarities.

VISUAL AIDS: Find a picture of a cross, Jesus on the cross, or Jesus and the two thieves on the cross.

1. Ask several people to read aloud one account of the cross.
2. Share with the class some of the differences and similarities found in the four accounts.
3. Ask the class to name the people referred to in the second paragraph in the book. Give reasons why it was a lonely time for Jesus.
4. Read again the verses which record the terrible ridicule and mockery of Jesus. Help the class to see what a cruel time it was for Jesus.
5. Contrast the two thieves. Make a list on the chalkboard for each one. Call one the "Unrepentant Thief" and the other the "Repentant Thief."
6. Ask the class to discuss how the thief was saved.
7. Discuss the meaning of the promise given to the thief by Jesus.
8. Read number 1, under "Lesson" and allow time for discussion. You may also want to review the chapter on Baptism in BAPTIST BELIEFS for additional material.
9. Discuss why you think this man turned to Jesus.
10. Give time for the class to discuss the review questions at the end of the lesson. Close with prayer for the lost of your community.

10. Give time for the class to think about questions 1 and 2, and perhaps to discuss question 3.

### 3. JESUS AND THE ADULTEROUS WOMAN

STUDY IN ADVANCE: Try to find some commentary on this passage.

VISUAL AIDS: Make a poster with the words, JESUS FORGIVES SIN.

1. Read the lesson from John 8:1-11 responsively with the class. (The teacher reads verse 1, the class verse 2 and so on).
2. List the main people in this story (scribes, pharisees, the woman, and Jesus) on the chalkboard.
3. Ask the class to describe these people in the story. Encourage the class to use their Bibles and books to help them.
4. Call on one person to read the law of Moses in Leviticus 20:10 concerning adultery. Ask another person to state the law of Rome concerning the killing of a person as punishment.
5. Explain clearly the trap the Jews had laid for Jesus and how they thought any answer he gave would cause him trouble.
6. Ask the class to suggest what Jesus might have written on the ground.
7. Explain Jesus' attitude toward the woman and her sin.
8. Ask the class to name the sins of the scribes and pharisees.
9. Discuss with the class why the crowd left after Jesus spoke to them.
10. Ask each class member to name a different lesson he learned from this study.

## 11. JESUS AND THE MAN OF GADARA

STUDY IN ADVANCE: All three gospel accounts of this story.

VISUAL AIDS: Find or draw a map showing the cities around the Lake of Galilee.

1. Divide the class into 3 groups. Have each group read one of the gospel accounts of this story.
2. Ask one person to read Mark 5:1-20 aloud and have other class members to comment on the differences in Matthew and Luke.
3. Show on a map where this story took place.
4. List on the chalkboard words which describe this man. Ask the class to help.
5. Discuss the evil spirits in this story and evil spirits today.
6. Explain how Jesus healed this man and what happened to the evil spirits.
7. Ask the class to discuss the reaction of this town's people toward Jesus.
8. Show how many people today care more about things than they do for people.
9. Read Mark 5:19 aloud and seek to challenge the class to greater faithfulness in witnessing.
10. Close with prayer for people in your class who do not care enough to come to church.

#### 4. JESUS AND THE SICK WOMAN

STUDY IN ADVANCE: Study carefully this story in all three gospels.

VISUAL AIDS: Print on a poster, FAITH HEALS.

1. Lead the class to learn the memory verse and repeat it aloud.
2. Select one of the three gospel accounts of this story and ask the class to read it silently.
3. Now, ask the class the following questions:
  - 1) In what town was Jesus?
  - 2) Who was Jarius? (Describe him)
  - 3) Where was Jesus going when the woman saw him?
4. Discuss with the class all you know about the woman's sickness and her efforts to find healing.
5. Study Leviticus 15:25-30 and be able to explain to the class why this woman was an outcast.
6. Discuss why Jesus said "Who touched me?"
7. Ask the class to name two things which healed the woman. (Jesus's power and her faith) How was Jesus different from other doctors?
8. Discuss with the class the importance of faith and why other people in the crowd were not healed--even though they too might have touched Jesus.
9. Ask a Christian class member to tell how faith is necessary in accepting Christ.
10. Ask the class to give some illustrations of faith.

## 10. JESUS AND THE MAN AT THE POOL

STUDY IN ADVANCE: 1) Any material you can find about the Jewish feasts.  
2) The structure of the Temple in Jerusalem  
3) The Bible lesson.

1. Ask three people to read the story from John 5. One should read verses 1-9, another verses 10-13, and another verses 14-16.
2. Explain that verse 4 is considered to be a current belief of the people at that time about the water of this pool.
3. Try to describe the hopeless situation of this man:
  - 1) He had been crippled for 38 years.
  - 2) He had no friends to help him (compare this with the man in lesson 2 of this book).
  - 3) There was no assurance that the waters healed.
4. Ask the class to tell what Jesus asked the man first.
5. Show how important it is for a person to want to be healed -- or saved. God does not heal or save us against our will.
6. Ask the class to tell why they think Jesus gave the crippled man a command to get up.
7. Explain how this man's faith healed him. He trusted Jesus because he wanted to be healed. Show how faith is necessary for a person to be saved also.
8. What evidence does this man give that he was trusting God? (He got up, he went to the Temple, and he witnessed about Jesus).
9. Discuss -- What was more important to the Jews and why: this man's health or healing on the sabbath (see verses 10-13).
10. Explain that Jesus pointed this man in a new direction -- as he does any new Christian.

## 5. JESUS AND ZACCHAEUS

VISUAL AIDS: Try to find a picture of Zacchaeus in the tree to show the class.

1. Ask one class member to read the story aloud from Luke 19:1-10.
2. Discuss the following
  - 1) The location of Jericho and Jerusalem
  - 2) Where Jesus was going
  - 3) Why there was a crowd
  - 4) Another person he had healed in Jericho.
3. Ask the class to tell all they know about Zacchaeus. Be sure to explain what "publicans" or "tax-collectors" were.
4. Discuss how Zacchaeus might have known about Jesus. Can you name another tax-collector who walked with Jesus? (Matthew)
5. Discuss with the class what Jesus might have talked to Zacchaeus about.
6. Ask this question for discussion: "Why did Jesus go to visit with Zacchaeus?" (See Lessons 2,3, and 4).
7. Ask the class to consider carefully how much Zacchaeus gave away after he met Jesus. (Notice that he gave away most of his fortune)
8. Show the class how Zacchaeus had the same dedication after his conversion as he did in seeking Jesus.
9. Ask the class to repeat the memory verse several times. Be sure to show its importance to this story.
10. Have a time of prayer with the class for those people whom God is calling that they might come to Jesus today.

## 9. JESUS AND THE MAN BORN BLIND

STUDY IN ADVANCE: Study John 9:1-41 carefully and try to play the part of the blind man. Be prepared to tell the story as though it happened to you. Also be prepared to answer questions from the class. (You may want to ask a class member to do this--be sure to ask at least one week in advance).

1. Tell the story as suggested above--or have three or four members read the story -- each reading several verses.
2. Discuss with the class why Jesus' disciples asked Jesus the question in verse 2.
3. Explain carefully to the class the explanation in the book about sin and suffering. Share with the class any other information you might have on this subject.
4. Ask, how did Jesus see this situation? (an opportunity to help someone).
5. Ask a class member to tell why Jesus asked the man to do something before he was healed.
6. Discuss with the class the reason why the Jews were so angry toward Jesus for healing this man.
7. Name ways the blind man gave evidence of his faith in Jesus.
8. Show the parallel or relationship between this man's physical healing and his spiritual healing.
9. Ask the class to find in the scriptures places where this man's fearless faith is evidenced.
10. Ask; Who were the real blind people in this story? (see verses 39-41).

## 6. JESUS AND THE LEPER

STUDY IN ADVANCE: 1) All the scriptures  
2) Leviticus 14:4-32  
3) Other examples of Jesus with lepers.

VISUAL AIDS: 1) a picture of a person with leprosy.  
2) a news article about leprosy.

1. Ask three class members to read the scriptures silently (one in Matthew, one in Mark, one in Luke) and then tell the story to the class. You should let each person tell a part of the story.

2. Tell the class all the facts you can about leprosy or ask a person in the class who has knowledge about it.

3. Show the class what a leper had to do when he met other people on the road.

4. Describe the situation when Jesus healed this leper--just after preaching the Sermon on the Mount. (Notice that Mark and Luke also record this event early in the ministry of Jesus).

5. Discuss with the class the urgency and bravery of this leper. (Notice that he could have been stoned by the crowd for coming among them).

6. Write on a chalkboard ways this man demonstrated his faith.

7. Ask the class to discuss why Jesus touched the leper.

8. Call on one person to read Leviticus 14:4-32 to the class.

9. Briefly tell other stories of Jesus healing lepers.

10. Discuss how the leper is like a lost person with sin--and how he can be saved and cleansed.

10. Ask the class to discuss carefully the questions at the end of the lesson.

## 8. JESUS AND NICODEMUS

STUDY IN ADVANCE: Any material about the "pharisees" and the "Sanhedren". Study the scripture lesson carefully.

VISUAL AIDS: Find a picture (perhaps from a newspaper or magazine) of a "successful" man or woman to show to the class.

1. Assign paragraphs 2,3,4, and 5 to four class members to study and then tell what they learned about Nicodemus. While these four members are doing this ask the rest of the class to be studying the material in John 3:1-13.
2. List on a chalkboard (or paper) words that describe Nicodemus.
3. Share with the class what you have learned about "pharisees" and the "Sanhedren."
4. Ask three people to read John 3:1-13. One is to read the narration, another the words of Nicodemus, another the words of Jesus.
5. Discuss with the class the ways Jesus explained Salvation to Nicodemus (as a new birth, flesh and spirit, water, wind).
6. Discuss John 3:14-15 and show the relation of these words to the Old Testament experience found in Numbers 21:4-9.
7. Lead the class in repeating John 3:16 from memory. Show how this verse is good for witnessing for Christ.
8. Assign one class member to read John 3:16-21 to the class. List on a chalkboard in two columns the result of belief and the result of unbelief.
9. Read John 7:50-52 and John 19:39 and show that there are evidences of Nicodemus's salvation.

## 7. JESUS AND THE WOMAN OF SAMARIA

- STUDY IN ADVANCE:
- 1) All the scripture references
  - 2) All you can find about the hatred between the Jews and the Samaritans.

- VISUAL AIDS:
- 1) Find or draw a map showing Judea, Samaria, and Galilee. Mark the route of Jesus through Samaria and show the usual route to Galilee across the Jordan River.
  - 2) Show a news article about racial hatred.

1. Ask three people to read the story from John 4:1-35. One should read the words of Jesus, another the words of the woman, and another the description or narration.
2. Explain Jesus' trip, using a map.
3. Discuss with the class why there was hatred between the Jews and Samaritans.
4. Ask the class to describe Jesus' attitude toward Samaritans. Name other events in the New Testament involving Samaritans.
5. List on the chalkboard reasons why it was unusual for Jesus to be talking with this woman.
6. Examine carefully with the class the way Jesus witnessed to the woman and how he kept her on the subject.
7. Help the class to see the relationship of the memory verse to the story. Help the class learn the memory verse.
8. Ask the class to discuss verses 32-34 and tell what "food" Jesus had eaten.
9. Encourage the class to be witnesses like this woman.
10. Discuss the importance of personal experience in trusting Jesus.(see verses 41-42)