

# Year 4, Rotation 6

## The Walk to Emmaus (eh-MAY-us)

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### Overall Objective

- Know that Jesus appeared to his followers after his crucifixion. They didn't always recognize him immediately but once they did, this helped them understand and believe the resurrection.
- Understand that Jesus revealed himself in breaking the bread and continues to be revealed in the sacrament of communion.
- Explore the idea of walking with Jesus and our continuing faith journey--we are all on a journey to recognize Christ in our lives.
- Explore the idea of recognizing Jesus: how do we "see" Jesus today in everyone we encounter?
- Explore the idea of welcoming strangers: how do we greet and share our Story with them? (evangelism)
- Explore the idea of supporting each other in mourning (times of grief): how these disciples were transported from the depths of despair and fear to the ultimate revelation of eternal life because they supported each other and were able to welcome that stranger even in their grief.

### Biblical References

Luke 24:13-35 (NRSV)

*Note: Luke is the only NT book which discusses this story.*

### Memory Verse

Luke 24:30-31a

"When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight."

## Biblical Background

The story begins on “the same day,” that very same Sunday of the resurrection. The journey leads away from Jerusalem, away from the crucifixion and the confusing reports of an empty tomb.

Emmaus was “a village about seven miles from Jerusalem,” but its exact site is uncertain. Possibly el-Qubeibah, about 7 miles northwest of Jerusalem, is the site of this village. The friends leaving town were disciples, but not among the twelve. Luke tells us only the name of Cleopas (KLEE-oh-puhs). The unnamed disciple reminds us that there were many disciples whom we have not known by name and who were devastated by Jesus’ execution.

Picture the two disciples in a very animated debate as they travel. Realize the depth of their despair: these two have just seen all their fresh new hope for the arrival of God’s kingdom utterly dashed and their own lives put at risk.

Some scholars suggest that the original couple could have been a husband and wife. This suggestion is based on the reference to “Mary, wife of Clopas,” who appears with the other Marys at the foot of the cross in John 19:25. Clopas and Cleopas are very similar, and could have been recorded differently. Then Cleopas’ companion (wife) may have been the one who spread the table at the inn at which Jesus broke bread.

“Jesus himself came near and went with them.” This simple statement stresses the continuity between the historical Jesus and the risen Christ. The verb used for “to draw near” was the one most often used to describe God’s reign being “at hand.” The fact that Jesus walked with them when all the followers of Jesus had tried to stand at a distance from the events of the crucifixion (Luke 23:49) indicates forgiveness. We may abandon the Christ; Christ does not abandon us.

How can we explain their failure to recognize Jesus? Perhaps we must assume that he was simply the last possible person they expected to see. And we have to wonder at his own incredible restraint. Who among us would not have been tempted to jump out of the bushes and cry, “Hey fellas, look? It’s me. I’m alive.” But Jesus, consummate teacher, patiently waits for his students to make this ultimate discovery on their own.

The stranger asks what they were discussing, and Cleopas replies with apparent sarcasm, “*Are **you** the only stranger in Jerusalem who does not know the things that have taken place in these days?*” Such irony!

The stranger urges the disciples to speak from their own experiences and disappointments. This is Jesus the Teacher leading his students to explore and articulate their understanding of what has happened. Sometimes we do not know what we know until we put it into words.

They had known Jesus as a prophet mighty in word and deed. They recount how

the leaders handed him over to be crucified, seemingly killing both the prophet and their hope that he was to redeem Israel. Their expectations included national political leadership as well as prophetic religious leadership. They speak of their confusion over reports of the women seeing an empty tomb and visions of angels. The students need to put their own understanding in their own words before they are ready to grapple with Jesus' bold interpretation of scripture and subsequent revelation of himself.

The stranger claims that the crucifixion was not a failure, but a necessity if the Messiah were to enter into glory. Imagine the disciples transfixed by Jesus' interpretation of all the things about himself throughout the Hebrew Scriptures.

When the two arrive at their lodging (possibly a home or an inn), the stranger appears to plan to travel farther. They plead with him to accept their hospitality, to be their guest. (Remember the importance of hospitality in this culture.) The stranger then becomes the host. Boldly he "took bread, blessed and broke it, and gave it to them" -- and in that act they (finally) recognized the Christ.

### **Fellowship** ("communion" with others)

The pair was sharing together supporting one another in their grief and it was in welcoming another into the fellowship that the great good news was revealed. The meal and the talking together point us to seeking the fellowship of God's people when we are mourning, in doubt and seeking after God and God's answers.

In the dramatic moment of Christ's self-revelation, we recall other times when Christ broke bread and shared it. The feeding of the hungry crowds (Luke 9:10-17) was followed by Peter's recognition that this was indeed the Christ. The breaking of bread in the upper room was interpreted as the sealing of the new covenant.

### **Word and Sacrament**

In hearing the Scriptures the two felt "our hearts burning within us." In the breaking of the bread their eyes were opened. Making the connection between the acts of the Lord's Supper and the word proclaimed in worship dramatically illustrates who we are as a worshipping people.

Just as soon as they recognized the risen Lord, he was gone. His work with them was complete. Perhaps his immediate disappearance is a clue that he will not be "with" them in the same way he was with them before his crucifixion.

Earlier the disciples had told him that the hour was too late to continue his journey past Emmaus, but now they make an even more dangerous journey of their own – reversing their steps to return the entire seven miles to Jerusalem in the dark. They are unable to contain their awe and excitement, so eager are they to tell "what happened on the road and how he had been made known to them in the breaking of the bread."

# Workshop Overview

## Thou Art

### OVERVIEW

Children will explore the Emmaus story through the creation and decoration of “footprints” along with personal expressions of their own faith journey.

### MATERIAL LIST for individual workshop

- Large pieces of colored construction paper (11x 17), 1 per child
- Colored construction paper kids can use to trace their footprints.
- Scissors for cutting out footprints
- Markers or crayons for creating captions.
- Glue and/or glue sticks for pasting footprints to paper
- Photocopies of memory verse (6-8 per page, template provided)

### ROOM SET-UP

Typical set-up of Thou Art.

## Garden of Eatin’

### OVERVIEW

In this workshop, students will explore the way in which the travelers recognized Jesus in the breaking of the bread and examine ways we too can open our eyes and recognize God’s presence and activity in our lives

### MATERIAL LIST

- Bible(s)

#### For rolls

- Cinnamon
- Sugar
- Marshmallows, large (1 per child)
- Pillsbury or other refrigerated crescent dinner rolls, 8-ounce cans (enough for every child to have one roll) (8 per package)
- Butter, 1 stick per class, melted (need a pastry brush)

#### Equipment

- Cookie Sheet(s)
- Marker
- Mixing bowls, 2 small
- Napkins
- Newsprint
- Spoons

## ROOM SET-UP

Students should move to one of the church kitchens for this workshop. In this workshop, students will explore the way in which the travelers recognized Jesus in the breaking of the bread and examine ways we too can open our eyes and recognize God's presence and activity in our lives.

## Our Acts

### OVERVIEW

Students will perform a brief skit of the Emmaus story and will learn the memory verse, using American Sign Language.

### MATERIAL LIST

- Bibles
- Photocopies of script
- Costumes (optional)
- Play food (bread, grapes, other props).

### ROOM SET-UP

Any classroom with furniture moved to make a clear area to perform the skit.

## Fun & Godly Stuff

### OVERVIEW

While completing a scavenger hunt, the students will understand the concept of "walking with Jesus", and what it means on a daily basis. Additionally, the class will discuss the concept of how to recognize Jesus in our own lives today.

### MATERIAL LIST

- Bible(s)
- Items for Scavenger Hunt:
  - Cross to symbolize crucifixion
  - Rock (fist size) what one would find on the side of a Hebrew road
  - Bread because they ate this with Jesus
  - Cup/chalice because they drank this with Jesus
  - The number 7 perhaps one from that refrigerator magnet set that we've all used with our own kids; if not, then print one up on card stock and laminate it. This is the number of miles they walked to Emmaus.
  - A pair of glasses to symbolize "seeing"
  - A heart for their "hearts were burning"
  - An angel - use clip art and print one on card stock, then laminate it
  - The word "Emmaus" - print it out on card stock, then laminate it
  - The word "Cleopas" - print it out on card stock, then laminate it

- A white piece of cloth to represent what was left in the tomb after Jesus had risen
- The word "Jesus" - print it out on card stock, then laminate it
- A pair of eyes to symbolize "seeing"
- A small table to symbolize where Jesus ate with them (doll-sized table is the perfect size)
- An empty tomb - use clip art and print one on card stock, then laminate it
- A Bible

### ROOM SET-UP

A larger room would be preferential, if available, for the scavenger hunt.

## Pray-Per-View

### OVERVIEW

After watching a portion of a movie, the students will explore the idea of recognizing Jesus: how do we "see" Jesus today in everyone we encounter?

### MATERIAL LIST

- (DVD) The Miracle Maker: The Story of Jesus
- Discussion Questions (contained in text below)
- Popcorn and popcorn-making supplies
- Water pitcher and paper cups.

### ROOM SET-UP

Traditional set-up of the Pray-per-View Room

# THOU ART

## Objective:

- Children will explore the Emmaus story through the creation and decoration of “footprints” along with personal expressions of their own faith journey.
- *Note: In 2008, church member Debbie Petersilge will participate as an assistant. During this 5-week session Debbie will, as part of her effort to create an “I Follow Christ” banner, collect felt footprints of each child attendee. All the children’s’ felt footprints will be hot-glued to a banner in the shape of a cross.*

## Materials:

- Large pieces of colored construction paper (11x 17), 1 per child
- Colored construction paper kids can use to trace their footprints.
- Scissors for cutting out footprints
- Markers or crayons for creating captions.
- Glue and/or glue sticks for pasting footprints to paper
- Photocopies of memory verse (6-8 per page, template provided)

## Lesson:

- Introduce yourself. Pass around the attendance...etc
- Tell the children about Mrs. Petersilge’s project, and how their participation is very important project for the church--making the banner for Fellowship Hall!
- Help Mrs. Petersilge get all the children’s feet measured/traced for her banner project.
- *While Mrs. Petersilge is working with individual children:*
  - Ask: Why is it important that the tomb was found to be empty on Easter morning? (*it means Jesus is no longer dead but is risen and alive*)
  - Do you remember who first went to the tomb on the first Easter morning? (*A group of women. If the children are interested it is generally believed they included Mary Magdalene, Joanna, Mary the mother of James & other women - Luke 24:10*)
  - What did they find? (*They found an empty tomb, an angel who told them that Jesus had risen, and the answer really looking for: they met Jesus.*)
  - These women who went to the tomb actually saw the risen Christ. They actually saw Jesus! He had been killed but now he was alive! In fact during the 40 days after his resurrection, Jesus appeared several times to his disciples. They had meals with him and talked to him. Today our story is about two people who also met the risen Christ. Let’s read our story.

Help the children find Luke, chapter 24, verses 13 to 35. (Encourage the children to read from their own Bibles) To maximize art time you should read the story. It is still very important though, for the children to find the place in their Bible, and follow along.

- Teacher: So Jesus appeared to these two disciples. Did they recognize him right away? (*no*) When was it that they recognized him? (*when he broke bread*) What other Bible story have we learned about that included breaking bread? (*the Last Supper where Jesus taught his disciples to break bread as a way to remember Jesus*) How did the disciples feel after they'd seen the risen Christ? (*amazed, excited, happy*)
- These two disciples who had walked the seven miles to Emmaus were so excited that they went all the way back to Jerusalem even though it was now night time. They couldn't wait to tell the other disciples. Jesus was alive!

Ask: How do you feel knowing that Jesus is alive? (*accept all answers*) At Easter time every year we celebrate the resurrection of Jesus. But this is something we can celebrate everyday. To help remind us of the joy we feel because of the miracle of Easter, let's make some posters we can take home to remind us that, as church members, we are followers of Jesus Christ.

- Give the children the materials with which they can make their own poster/placemat to take home. A sample has been provided.
  - Children can trace their footprints onto construction paper, and then cut out and paste onto the larger sheet.
  - Possible captions include:
    - "I walk with Christ"
    - "I follow Christ"
- Make photocopies of the memory verse page, and have the children cut out the verse and place it on their banner/placemat,

### **Luke 24:30-31a**

***"When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight."***

Closing Prayer: Dear God, help us to find you in the quiet places in our hearts, even when our lives are noisy. Help us to set aside time to know you and love your Son and follow your Spirit's guidance as we witness to all around us your saving Grace in Jesus. Amen.

(Memory Verse Page)

**Luke 24:30-31a**

***"When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight."***

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***"When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight."***

# GARDEN OF EATIN'

## Objective:

In this workshop, students will explore the way in which the travelers recognized Jesus in the breaking of the bread and examine ways we too can open our eyes and recognize God's presence and activity in our lives

## Symbolism:

- When Cleopas and his friend invited Jesus to have dinner with them, it was only when he broke bread that they recognized him.
- The marshmallow has melted inside the roll, and there should be a hollow place. The inside of our bread reminds us of the empty tomb and that Jesus is indeed risen and alive

## Materials:

- Bible(s)

## For rolls

- Cinnamon
- Sugar
- Marshmallows, large (1 per child)
- Pillsbury or other refrigerated crescent dinner rolls, 8-ounce cans (enough for every child to have one roll) (8 per package)
- Butter, 1 stick per class, melted (need a pastry brush)

## Equipment

- Cookie Sheet(s)
- Marker
- Mixing bowls, 2 small
- Napkins
- Newsprint
- Spoons

Lesson:

### Advance Preparation

- Preheat oven
- Prepare ingredients and put them in small bowls

### Introduction

- Introduce yourself and welcome the children.

### Main Lesson

- Explain that the children will make "resurrection rolls" and discuss the procedure for the project. Point out the supplies and the equipment that will be used. Point out the symbolism of the ingredients:
  - Rolls-- the cloth in which Jesus was wrapped
  - Marshmallows – Jesus
  - Butter-- the oils which anointed Jesus' body
  - Cinnamon and sugar--sweetness, representing God's love.
  - Oven – The tomb in which Jesus was placed
  
- Give everyone a roll and ask him or her to lay it out flat—this represents the cloth in which Jesus was wrapped. Give each child a marshmallow—this represents Jesus. Have them roll the marshmallow in butter—this represents the oil in which Jesus was anointed. Then, dip the marshmallow in the cinnamon sugar mixture—this will make the roll sweet, which reminds us of God's love for us. Roll up the dough following the directions on the refrigerated rolls can and bake. *Note: as you do each activity tell the children about the symbolism.*
  
- The rolls bake for 18 minutes at 325 degrees. While the rolls are baking, ask the children if they can recall any of the appearances Jesus made following his resurrection. Tell them they will hear the story of one of those appearances and invite them to find it in Luke's Gospel, 24:13-35. Discuss its location in Luke's Gospel: It's the fourth book in the New Testament and is one of the gospels. The word "gospel" means "Good News. Invite the children to discover with you the "Good News" found in this story as they "Listen for the Word of the Lord." **Read or tell the story.**
  
- Ask: Why do you think Cleopas and his friend did not recognize Jesus? Have you ever seen someone you didn't recognize at first? Perhaps they looked familiar, but you just could not figure out where you had seen them. With the older children, tell them that we are all on a journey to recognize Jesus in our lives and in the lives of those around us. Like the two travelers walking with Jesus, we sometimes miss seeing Him.
  
- When the rolls are done, drizzle a little glaze over them and let them cool for a couple minutes. Say: "When Cleopas and his friend invited Jesus to have dinner with them, it was only when he broke bread that they recognized him." Let's all break our rolls together and see what we find. (The marshmallow melted, and there should be a hollow place). The inside of our bread reminds us of the empty tomb and that Jesus is indeed risen and alive. Jesus loves us and wants to be a part of our lives. He wants to reveal the wonders of life to

us if we will just open our eyes and recognize Him. At Easter we celebrate the resurrection of Jesus, but it is something we can celebrate every day

- Review the memory verse and close with prayer.

***Luke 24:30-31a***

***"When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight."***

Prayer

Risen Lord, we thank you for the time we have shared together this morning learning about your resurrection and your promise of everlasting life. Help us to look for you in our lives and to share your love with others. Amen.

*Deanna: An alternative, especially for younger grades, might be to read the book Peter's First Easter, which is located in the church library.*

# OUR ACTS

## Objective:

- Students will perform a brief skit of the Emmaus story.
- The students will learn the memory verse, using American Sign Language.

## Materials:

- Bibles
- Photocopies of script
- Costumes (optional)
- Play food (bread, grapes, other props).

## Lesson:

- Read Bible Background & Duplicate a copy of the script for each participant.
- Introduction by Teacher:
  - Ask the students, "Have you ever had a really, really, sad day? What was your happiest day?"
  - "Today we are going to act out the story of two of Jesus' followers whose sad day became their happiest day ever."
  - Read the story from the Bible. Then assign parts. Put on costumes, if desired.
  - Act out skit
- Reflections by Teacher
  - How was Jesus hidden to them? Why didn't they recognize him sooner?  
*Hint: The disciples on the road to Emmaus didn't recognize Jesus at first. Why do you suppose Jesus made himself unrecognizable or hidden? (accept all answers – try to lead to the idea that perhaps Jesus did this as a way to show us that the Lord comes to us in different ways and uses different people and events to teach us and reach us)*
  - How is Christ revealed to you?  
*Hint: Sometimes we can see God in our lives by reading the Bible. When they were walking to Emmaus and Jesus joined them (but they thought he was a stranger) how do you think the disciples felt when Jesus was explaining the scriptures to them? (later they described the feeling as though their hearts were burning) I think it meant they felt reassured of the truth of the Bible. So reading the Bible and having the Bible opened to us helps us grow in faith*
- Activity #2 – Review the Memory Verse, using American Sign Language:

### **Luke 24:30-31a**

**"When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight."**

- HE The pronouns he, she, and it are indicated in signs by pointing to the side or pointing directly to the person or object being referred to.
- TABLE The arms are resting on top of a table.
- TOOK (TAKE) The hand reaches out and grabs something as it moves across the front of the body.

- BREAD\* Place the left hand before the body, fingers pointing right; draw the little finger side of the right hand down the back of the left hand several times, as if slicing a loaf of bread.\*
- BLESSED The hands mimic the action of blessing someone.
- BROKE (BREAK) The hands mimic the act of breaking a stick.
- GAVE (GIVE) The hands move forward to represent giving something away.
- EYES The eyes are indicated.
- OPENED The hands move apart to show that something is opening.
- RECOGNIZED The sign NOTICE is made with an R handshape. (NOTICE: The forefinger points to the eye and then to the palm to indicate that something has been spotted (noticed).)
- VANISHED The forefinger represents something or someone. When it moves away from between the fingers of the other hand it is conveying the concept of disappearing.

Most of these signs are from the American Sign Language Browser:  
<http://commtechlab.msu.edu/sites/aslweb/browser.htm>. You can see the signs demonstrated there.

### Prayer

Dear God, help us to remember that hidden things can be revealed to us – whether it be the meaning of a Bible story or the realization that Jesus wants to be a part of your life journey.

## **Emmaus Skit Script**

Characters:

- Cleopas (pronounced KLEE-oh-puhs)
- Cleopas' Companion (un-named)
- Jesus
- Narrator (teacher can play this role for younger children)
- Other disciples (all others) 70%

**Narrator:** The same day the women had found Jesus' tomb empty, two of the followers were going to a village called Emmaus, about seven miles from Jerusalem. They were talking with each other about everything that had happened. As they talked and discussed these things with each other, (Enter Jesus) Jesus himself came up and walked along with them, but they were kept from recognizing him. He asked them:

**Jesus:** "What are you talking about?"

**Narrator:** The followers stopped, deeply saddened. One of them, named Cleopas asked him -

**Cleopas:** "Are you only a visitor to Jerusalem, and don't know the things that have happened here in these days?"

**Jesus:** "What things?"

**Cleopas:** "About Jesus of Nazareth! Our rulers nailed him to a cross, where he died. That happened three days ago.

**Cleopas' Companion:** (interjects) Some of our women amazed us! They went to the tomb early this morning but didn't find his body. They came and told us that they had seen a vision of angels, who said he was alive. Then some of our friends went to the tomb and found it just as the women had said, but him they did not see."

**Jesus:** You are so slow to believe!

**Narrator:** Jesus explained what the Bible said about Christ having to suffer for our sins. Everyone walked to the village. When they got there, Jesus acted like he was going to walk farther. But the others said:

**Jesus:** "How foolish you are, and how slow of heart to believe all that the prophets have spoken! Did not the Christ have to suffer these things and then enter his glory?"

**Narrator:** And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself. As they approached the village to which they were going, Jesus acted as if he were

going farther. But they urged him strongly:

**Both (Cleopas and Companion):** "Stay with us! It's getting late - the day is nearly over."

**Narrator:** So he went in to stay with them. When he was at the table with them, he took bread, gave thanks, broke it, and began to give it to them. Then their eyes were opened, and they recognized him. He then disappeared from their sight. They asked each other:

**Both:** "That was Jesus who walked with us on the road!"  
"We must go and tell the others!"

**Narrator:** They got up and returned at once to Jerusalem. There, they met with the other disciples.

**All Disciples:** (Talking all at once) "It's true! The Lord has risen and has appeared to Simon."

**Narrator:** Cleopas and his companion then told what had happened to them.

**Cleopas:** "...We didn't know who he was, until he blessed and broke the bread. At that moment we knew, without a doubt it was Jesus!"

(End of skit).

## FUN & GODLY STUFF

### Objective:

- Students will understand the concept of “walking with Jesus”, and what it means on a daily basis
  - Class will discuss the concept of how to recognize Jesus in our own lives today.
  - Class will discuss the concept of how we welcome newcomers to our faith.
- (Note: although these are abstract concepts for the youngest Sunday School kids, still try to encourage them via thought-provoking dialogue.)

### Materials List:

- Bible(s)
- Items for Scavenger Hunt:
  - Cross to symbolize crucifixion
  - Rock (fist size) what one would find on the side of a Hebrew road
  - Bread because they ate this with Jesus
  - Cup/chalice because they drank this with Jesus
  - The number 7 perhaps one from that refrigerator magnet set that we’ve all used with our own kids; if not, then print one up on card stock and laminate it. This is the number of miles they walked to Emmaus.
  - A pair of glasses to symbolize “seeing”
  - A heart for their “hearts were burning”
  - An angel - use clip art and print one on card stock, then laminate it
  - The word “Emmaus” - print it out on card stock, then laminate it
  - The word “Cleopas” - print it out on card stock, then laminate it
  - A white piece of cloth to represent what was left in the tomb after Jesus had risen
  - The word “Jesus” - print it out on card stock, then laminate it
  - A pair of eyes to symbolize “seeing”
  - A small table to symbolize where Jesus ate with them (doll-sized table is the perfect size)
  - An empty tomb - use clip art and print one on card stock, then laminate it
  - A Bible

### Lesson:

- Preparation: Read Bible Background
- Shortly before class, hide the items for the scavenger hunt.

*Please note that our intention will be to use the church’s Activity Room, but we will use the F&GS classroom in the event the Activity Room is unavailable. Definitely make sure you have at least one Shepherd to help you!*

- Have the shepherd take attendance.

- Pass Bibles around to the students. Explain to them that in this rotation, we will cover the story of Jesus on the road to Emmaus, which is found only in the Gospel according to Luke in the New Testament. Explain that this is a rather short story, only 18 verses long, and that we will first read the verses together.

(If this is the first week of the rotation, go directly to helping the children find the New Testament, then Luke, then chapter 24, then verse 13. If this is not the first week, engage the children in conversation to see what information they have retained from the previous week(s). If you have the youngest children, i.e., 1st and 2nd graders, have the Shepherd(s) help the children locate the book and verse).

Again, depending on the age group, either read the verses to them, or have several children read short passages. Depending on your style, you can either have them read the story through, and then impart important information, or give the details as you're going along. In either event, please make sure to cover the following and definitely mention the highlighted words:

Luke is the only one of the four Gospels that tells the story of the road to Emmaus. Emmaus was a village about 7 miles from Jerusalem; we do not know its exact location. Two of Jesus' followers were walking along the road - one of them was a man named Cleopas, and Luke does not name the other. Although they were followers of Jesus, they were not among the twelve disciples.

The road on which they were traveling was undoubtedly a simple dirt path that had been cleared of major obstacles. Because the Holy Land served as a land bridge between Egypt and Mesopotamia, important trade and military routes passed through it. By the time of Jesus, the Romans improved the existing routes to ease travel, though the average person could cover only about 18 miles per day.

Try to emphasize just how upset the two travelers must have been. Jesus, the Messiah in whom they so fervently believed, the man who they hoped would free them from bondage to Rome, the man in whom they had placed all their hopes and dreams, had been brutally executed in a public spectacle. Moreover, he had, on the third day, risen from the tomb, just as he had predicted. The events of the past three days gave them much to discuss on their walk.

"Jesus himself came near and went with them", yet they did not recognize him. Why not? This, of course, is the critical question of today's lesson. There could be any number of superficial reasons - they were tired from all the recent excitement, they never expected to see him again, perhaps it was late in the day and the sun was setting - but the deeper, more symbolic reasons are what we are trying to explore. Was it divine intervention that prevented them from recognizing him? Jesus, the patient, wonderful teacher, cajoled his students into recognizing him by carefully listening to their reflections of the

past three days. He recounted the Old Testament's prophecies regarding his life and death. And, by recreating the Last Supper, he opened their eyes with the simple act of breaking bread with them - and it was at that moment that he vanished from their sight.

They had just walked seven miles, a journey of about 2-3 hours. They were undoubtedly tired - yet their hearts burning, they left right away and returned to Jerusalem to share their incredible story. "The Lord is risen indeed!"

#### ■ Scavenger Hunt

- Explain to the children that they will go on a Scavenger Hunt to locate some of the items mentioned in the Bible story.
  - How you organize the children for the Scavenger Hunt will depend on their ages and on the number of participants. If you have a very small class, they can "hunt" individually. If you have six or eight children, I would divide them into groups - ideally, no more than four children to a group. The older the children, the more items you'll need, because they'll find them more quickly.
  - ***Tell the children that each item has been marked with a bright orange/green dot, and they try to collect all 16 items, but should return to their seat after they have collected X items (based on how many teams you assign).***
  - Explain the procedure for the activity and guide the children during the process.
  - Once all of the items are discovered, have the children bring them to you.
  - Have the children explain why the items are relevant to the Emmaus story.. If possible, try to engage them in conversation again about what it means to see Jesus on their own. Gather all of the items so that you have them for the next week. Have the children quietly return to the classroom.
- Review the Memory Verse with them.

#### ***Luke 24:30-31a***

***"When he was at the table with them, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized him; and he vanished from their sight."***

Prayer:

Thank you God for Easter every day. Thank you for helping us to recognize you, with us in our lives. Amen.

## PRAY-PER-VIEW

### Objective:

- Students will know that Jesus appeared to his followers after his crucifixion. They didn't always recognize him immediately but once they did, this helped them understand and believe the resurrection.
- The students will explore the idea of recognizing Jesus: how do we "see" Jesus today in everyone we encounter?
- Explore the idea of walking with Jesus and our continuing faith journey--we are all on a journey to recognize Christ in our lives

### Materials:

- (DVD) The Miracle Maker: The Story of Jesus
- Discussion Questions (contained in text below)
- Popcorn and popcorn-making supplies
- Water pitcher and paper cups.

### Lesson:

- Preparation
  - Read the Bible Background.
- Make the popcorn before the children arrive.
- Cue the DVD to the "Scene Selection" menu. There are three "coming attraction" previews that you should skip through, and then from the DVD's Main Menu:
  - - Select "Scene Selection"
  - - Go to Chapter 21, "King of the Jews", and Play the Movie. Chapters 21-23 are the scenes leading up to, and including, the Crucifixion. (About 8 minutes). These can be skipped if time is short.
  - - The critical scenes began after Crucifixion (Ch 24), beginning with the closing of the tomb, the discovery of the empty tomb, and then Cleopas and his companion retelling the story of their Emmaus journey to the disciples (Ch 25)
  - - Play the video through Chapter 27 (the end and closing credits)

Total running time of Chapters 21-28 is about 18 minutes.

- Recap the story with the class, and ask some of the probing questions:
  - Three days had gone by since the Crucifixion, and they were still confused about what had happened. To make it even worse, Jesus' body was missing. **Who could have taken it and why?**
  - There had been reports by some that Mary had seen Him early this morning – alive near the tomb. **But how could that be?** The followers knew that the tomb was empty but didn't yet understand that Jesus had risen. They were filled with sadness as they walked along the road to Emmaus. Despite the women's witness, which was verified by some of the disciples, and despite the biblical prophecies of this very event, they still didn't understand.

- Suddenly Cleopas and his friend had their thoughts interrupted as they noticed that a stranger had joined them in their journey. (This stranger was really the risen Christ but they did not recognize him.) The stranger had heard part of their conversation and asked, "What are you talking about?" They couldn't believe that he didn't know! He must have been out of the country. They began to explain what had happened and how they had hoped that Jesus was the Messiah.

The stranger interrupted and asked, "Don't you know what the scriptures say?" Then beginning with Moses, He explained how the scriptures spoke of the death of the Promised Christ. Jesus, still a stranger to them, reintroduced the Old Testament. Later Cleopas and his friend would say that while Jesus was teaching them, their hearts burned within them. They wanted so much to believe!

As they came near to their destination (Emmaus), it appeared as though Jesus was going to keep on walking. The two travelers urged the stranger to stay with them "because it is almost evening and the day is now nearly over."

- ***I wonder what would have happened if the two disciples hadn't invited Jesus in?***
- ***Would they have missed the chance to discover the identity of the stranger?***
- ***As we walk through life, are we experiencing Jesus as a fellow traveler and inviting him into our lives?***
- ***Do we often miss chances to recognize Jesus? Sometimes we get caught up in our busy lives and can't see Jesus walking right next to us.***
- In our story Jesus accepts the invitation to stay with Cleopas and his friend. At the table he takes bread, blesses and breaks it, and gives it to them. Only then are their eyes opened and they recognize Jesus. Then Jesus vanished from their sight.
- Cleopas and his friend surely must have been amazed! Finally they understand! They are no longer lost in their sadness over Jesus' death. Having seen Christ they could now understand that the Lord had risen indeed. They exclaimed to each other "were not our hearts burning within us while he was talking to us on the road, while he was opening the scriptures to us?" They immediately return to Jerusalem to share the good news of Jesus' resurrection with the other disciples.
- This is a story of encountering the living Christ. It can be hard to recognize Jesus in our lives. Jesus opened these people's minds to understand the Scriptures. This story is a good reminder that having the Bible, and reading and understanding its passages can help us grow in our faith.

Prayer:

Dear God, help us understand that we are on a continuing faith journey—a journey to recognize Christ in our lives each and every day. Help us...

## OPTIONAL ACTIVITY (TIME PERMITTING)L



I have made a print out of it at my software website -  
<http://www.sundaysoftware.com/image/jesus-snow.pdf>

After examining/discussing the photo, read the Emmaus story.

1. View the "Jesus in the snow" photo and notice that simple black and white shadows fool the eye.
2. Discuss with your students how to "share Jesus" with others. Teach them how to do more than just show their picture. Help them to EXPLAIN IT to others as an example of how Jesus is with us, though some people don't seem him, or need help seeing him, etc.