Jesus Appears on the Road to Emmaus • Lesson 6

Jesus wants us to believe in him.

Bible Verse
Believe in Jesus Christ, and love one another (adapted from 1 John 3:23b).

Growing Closer to Jesus
Children will
■ hear how the disciples believed in Jesus,
■ share things that help them believe in Jesus,
■ make puppets to express how Jesus’ friends must have felt, and
■ learn a Bible verse song about believing in Jesus.

Teacher Enrichment

Bible Basis
■ Jesus appears on the road to Emmaus.

Like the women who expected to find Jesus still dead in the tomb that Sunday morning (Luke 24:1-5), the two followers of Jesus traveling to Emmaus, a village near Jerusalem, thought all their hopes concerning Jesus had been in vain. This mysterious encounter would soon change that.

These two followers described Jesus as a “prophet.” Days earlier, they had eagerly hoped he was “the Messiah who had come to rescue Israel” (Luke 24:21). Now, however, they referred to him as a prophet—a man of God with miracle-working power, yes; but the triumphant Messiah, no. How could he be? He had been crucified. Little did they know his death was a part of God’s plan. Suffering and death was Jesus’ path to “glory” (Luke 24:26).

It is not clear why Jesus disappeared immediately after the travelers were able to recognize him. However, what was clear after this episode was that Jesus was alive, and now people other than the apostles and their close associates had seen him!

Prayer
■ Read Matthew 28:20.
■ Have you ever felt that Jesus was hidden from you?
■ How should Jesus’ promise in this verse affect our thinking at such times?
■ Pray: Jesus, open my eyes to see how you are present with me each day. I especially need to feel your presence when…
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Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed on the chart.
- Make photocopies of the “Today I Learned…” handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God’s direction in teaching the lesson.

This Lesson at a Glance

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*See the end of this lesson for extra-time ideas and supplies.*
Welcome Time

**SUPPLIES:** “Easter Lily Name Tags” (p. 10), scissors, marker, safety pins or tape

- Kneel down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them about how they put last week’s lesson into practice. Use questions such as “What did you tell your friends about how Jesus died and came back to life again?” and “What did your family do to celebrate Easter?”
- Say: **Today we’re going to learn that Jesus wants us to believe in him.**
- Hand out the Easter lily name tags children made during Lesson 1, and help them attach the name tags to their clothing. If some of the name tags were damaged or if children weren’t in class that week, have them make new name tags using the photocopiable handout.
- Direct children to the Let’s Get Started activities you’ve set up.

Let’s Get Started

Set up one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate between the activities to offer help as needed and direct children’s conversation toward the point of today’s lesson. Ask questions such as “Is Jesus in our class today?” or “Where is someplace special that you like to walk?”

**Option 1: Road Blocks**

**SUPPLIES:** blocks

Set aside a large area where children can create a road with blocks. Make sure the area has chairs, tables, or other furniture for children to build through and around. Encourage children to use all the blocks to make their road. As they work, explain that in Bible times, people didn’t have cars, so they walked everywhere they went. Tell children that today they’ll hear how two people had a surprise while they were walking on a road.

**Option 2: Who Am I?**

**SUPPLIES:** dress-up clothes

Provide a variety of dress-up clothing that represents both male and female roles as well as items that reflect children’s culture. Have children dress up so no one will be able to recognize them. You may need to show them a few fun ways to disguise themselves.

When all the children are dressed up, have them ask one another, “Who am I?” Explain that in today’s Bible story, they’ll learn about some people who saw Jesus but didn’t recognize him.

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If your church doesn’t have a collection of dress-up clothes, consider asking parents or church members to donate old clothes, hats, purses, and briefcases. Dress-up clothes can also be purchased inexpensively at secondhand stores.
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■ Option 3: Sad Friends

SUPPLIES: modeling dough

Form pairs, and give each pair a clump of modeling dough. Have one partner in each pair frown or make a sad face. Then have the other partner copy the sad face by pressing a thumb into the modeling dough, making a frown. When all the children have finished their sad faces, have partners switch roles and repeat the activity. As children work on their sad faces, tell them that they’ll hear about a time Jesus’ friends were sad.

When everyone has arrived and you’re ready to move on to Bible Story Time, encourage the children to finish what they’re doing and get ready to clean up.

■ Pick-Up Time

SUPPLIES: CD player

Lead children in singing “Come Along With Me” (track 2) with the CD to the tune of “Come and Go With Me.” Encourage children to sing along as they help clean up the room.

Sing

Come along with me and pick up all our things,
Pick up all our things,
Come along with me and pick up all our things
So our room will be clean.
(Repeat 2x.)

■ Bible Story Time

■ Setting the Stage

SUPPLIES: none

Tell the children you’ll turn the lights off then on again to get their attention. Explain that when you flash the lights, the children are to stop what they’re doing and be quiet. Encourage children to respond quickly so you’ll have time for all the fun activities you’ve planned.

Ask: • What did you make or do when you came to class today? (Built a road; disguised myself; made a sad face.)

Say: Some of you made sad faces, some of you dressed up in disguises, and some of you built a road with blocks. You were all learning important things about our Bible story. Today we’re going to hear about a time two of Jesus’ friends went on a special walk. Let’s go on our own special walk to help us get ready for that story.

Form pairs. Say: We’re going to go on a special walk together. As you walk, talk with your partner about something fun you did this week.
Lead children along a planned route. If the weather’s nice, you may want to walk outside. You may want to avoid areas where other classes are meeting. As you walk, ask pairs, “What are you talking about while you walk?” Listen eagerly to each response.

After you’ve had a chance to talk with each pair, lead children back to your classroom and have them sit down in your story area.

Ask:

- **Who did you walk with?** (My partner; my friend; everyone in our class.)

- **What was it like to walk with your partner?** (Fun; silly; we kept running into each other.)

Say: It’s fun to walk with another person. Our Bible story is about a time two of Jesus’ friends took a walk together. As they walked, they met Jesus, but they didn’t recognize him.

- Do you think you’d recognize Jesus? Why or why not? (Yes, because I know what he looks like; no, because I’ve never seen him.)

- Do you think Jesus was on our walk with us? Why or why not? (No, I couldn’t see him; no, he has to stay in the church; yes, Jesus is everywhere.)

Say: Even though we couldn’t see Jesus on our walk, he was with us. Jesus wants us to believe in him. Jesus wants us to know that he’s real and that he’s with us all the time. Jesus is our friend, and we can talk to him all the time, too. As we get ready to hear our Bible story, let’s put an extra chair in our story area to remind us that Jesus is right here with us today.

Have children help you set up an extra chair to remind them that Jesus is with them.

### Bible Song and Prayer Time

**SUPPLIES:** Bible, CD player

Say: Now it’s time to choose a Bible person to bring me the Bible marked with today’s Bible story. As we sing our Bible song, we’ll pass around our special Bible. The person who’s holding the Bible when the music stops will be our Bible person today.

Lead children in singing “I’m So Glad for the Bible” (track 3) with the CD to the tune of “Give Me Oil in My Lamp.” As you sing, pass around the special Bible.

**SING**

I’m so glad for the Bible, I’m so glad for God’s book today.
Keep me learnin’, learnin’, learnin’. Keep me learnin’ all about his way.
Let me hear ’bout God’s love—
Let me hear ’bout God’s love for me.
Keep me learnin’, learnin’, learnin’—
Keep me learnin’, learnin’, learnin’—
Let me hear ’bout God’s love—
Let me hear ’bout God’s love for me.
Let’s shine the light for all to see.

(Repeat first verse.)
When the music stops, invite the child who’s holding the Bible to bring it to you. Stamp the child’s hand with the cloud stamp, and thank the child for bringing you the Bible. Then stamp the other children’s hands. Return the cloud stamp and ink pad to the Learning Lab.

Say: I’m thankful for [name of child who brought the Bible], and I’m thankful for everyone in our class today. Let’s thank God together for all our friends in this class.

Lead children in singing “I’m So Glad We’re Together” (track 4) with the CD to the tune of “Give Me Oil in My Lamp.”

**SING**

I’m so glad we’re together.
Keep us prayin’, prayin’, prayin’.
I’m so glad we’re all here today.
I’m so glad we’re together:
Keep us prayin’, prayin’, prayin’—
Prayin’ for each other every day.

Lead children in folding their hands and bowing their heads as you continue to sing.

Thank you, Lord, for each one.
Keep me thankful, thankful, thankful.
Thank you for everyone who’s here.
Thank you, Lord, for each one.
Keep me thankful, thankful, thankful—
Thankful for our friends both far and near.

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**Hear and Tell the Bible Story**

**SUPPLIES:** Bible


Bring out the Bible Big Book: Jesus Appears to His Followers. Read aloud the story text for pages 1-3 from the back cover of the book. As you read, stop at the places indicated below, and help children interact with the story.

Read the text for page 1. Then stop and ask:

• Show me your saddest face. When have you felt sad? (When my dog died; when my friend moved away; when I left my teddy bear at Grandma’s house.)

Read the text for page 2. Then stop and say: The two friends talked about Jesus as they walked. Let’s take a walk around our room and talk about Jesus the way they did. Find a friend to walk with.

Help children find partners, and then continue: As you’re walking, tell your friend something you’ve learned in our class about Jesus.

Lead children around the room and then back to your story area. Read the text for page 3. Then stop and ask:

• How did Jesus’ friends feel when they recognized Jesus? (Happy; surprised; excited.)
Say: **Jesus’ friends were so happy to see him. Show me your happiest face.**

Pause for children to smile, and then continue: **Jesus’ friends didn’t recognize him at first. But when Jesus broke the bread into pieces and gave it to them, it helped them believe he was really Jesus. What helps us believe in Jesus?**

(Going to church; hearing Bible stories; praying.)

►**Jesus wants us to believe in him.** He wants us to know that he is real and that he’s with us all the time—even when we can’t see him! Let’s do a craft to see how Jesus’ friends felt when they recognized Jesus.

### Do the Bible Story

**SUPPLIES:** paper, markers

Ask: **How do you think Jesus’ friends felt after he was gone?**

(Sad, scared; lonely.)

Say: **Jesus’ friends didn’t really understand what was going on. They might have been afraid, they might have been confused, or they might have been sad. Let’s make cards to see what it was like for them.**

Give each child a sheet of paper, and help children fold their papers in half like cards. Instruct children to draw one of Jesus’ friends on the outside of their cards. Then let the children sort through the **funny face stickers** and each pick out one that they think shows what Jesus’ friends felt like. Show them how to place the stickers as faces on the friends they drew. If you don’t have enough of the appropriate faces for each child to have one, ask children to work in pairs. Ask children to describe the faces they’ve chosen and tell what feelings these faces represent.

Next, instruct kids to open their cards and draw the same friend on the right-hand page and then draw Jesus on the left-hand page. This time have kids pick out stickers that they think show what Jesus’ friends felt like when Jesus appeared to them. Also have them pick out stickers that show what they think Jesus looked like when he appeared to his friends. Direct children to place the stickers as faces on Jesus and Jesus’ friends. Again, ask children to describe the faces they’ve chosen and tell what feelings these faces represent.

Say: **Let’s use our cards to tell about Jesus appearing to his friends. Find a partner, and show each other the front of your cards.** Allow time. When your cards are closed, you can see how Jesus’ friends felt when Jesus was gone and they were alone. Tell your partner, “I’m so sad Jesus is gone. I miss him so much. Now I’ll never see him again.” Allow time. **Jesus’ friends were sad, but the Bible tells us that Jesus came back!**

Ask: **How did Jesus’ friends feel when they saw him again?** (Excited; happy; like jumping up and down!)

Say: **Now open your cards to show Jesus appearing to his friends.** Allow time. **When your cards are open, you can see how Jesus and his friends felt when he appeared to them.** Tell your partner, “I’m so excited! Jesus is back! He makes me so happy. I’ll never be lonely again.” Allow time.

You all made really great cards. Take your cards home, and use them to tell your parents about Jesus appearing to his friends.
Where’s Whiskers?

**SUPPLIES:** hat or scarf, sunglasses

Before class, “disguise” Whiskers. Put a hat or scarf over his ears, and put a pair of sunglasses on him. Make sure his ears are out of sight. Bring out Whiskers, and go through the following puppet script. When you finish the script, put Whiskers away and out of sight.

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**Whiskers:** (Looks around suspiciously, and then speaks in a different voice.) Hi. Has anyone seen a mouse named Whiskers around here?

**Teacher:** Has anyone seen Whiskers today?

(Let children respond. They’ll probably recognize Whiskers through his disguise.)

**Whiskers:** What do you mean? I’m not Whiskers. Whiskers doesn’t wear sunglasses.

**Teacher:** (Looks at Whiskers for a moment.) You know, you do look kind of like Whiskers, except for the sunglasses. (To children) Should we ask him to take his sunglasses off?

(Let children respond; then remove Whiskers’ sunglasses.)

**Whiskers:** See? I’m not Whiskers. Whiskers has big ears.

**Teacher:** (Looks at Whiskers again.) If you had big ears, you’d look exactly like Whiskers. (To children) Should we ask him to take his hat off so we can see his ears?

(Let children respond; then continue.)

**Whiskers:** (Holding hat down with hands) I don’t think that’s such a good idea.

**Teacher:** Why not?

**Whiskers:** Because then you might recognize me.

**Teacher:** (Whispering to children) Whiskers is wearing a disguise. Let’s tell him we’re glad to see him. Maybe then he’ll take off his hat. (To Whiskers) I sure wish our friend Whiskers was here. He usually comes to our class every week. I sure would be glad to see him today. How about you, children? Would you be glad to see Whiskers?

(Let children respond. Encourage them to say how much they’d like to see Whiskers. Then help Whiskers take off his hat.) Whiskers, it’s really you!

**Whiskers:** It was me all the time. My brother and I have been trying out some new disguises, so I thought I’d bring one to show you.

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Closing
Teacher: We didn’t recognize you at first, but we’re glad you’re here. We just heard a Bible story about a time Jesus’ friends didn’t recognize Jesus at first. Would you like to hear it?

Whiskers: Yes, please.

(Lead children in telling Whiskers how the disciples met Jesus on the road to Emmaus.) I’m sure they were glad to see Jesus!

Teacher: When they recognized Jesus, they believed he was really alive. Jesus wants us to believe in him, too. Before Whiskers leaves, let’s all say our Bible Point together.

(Lead children and Whiskers in repeating the Bible Point: Jesus wants us to believe in him.)

Whiskers: Thanks for teaching me about believing in Jesus. Goodbye. I’ll see you next week!

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**I Believe**

**SUPPLIES:** Bible, loaf of unsliced bread, baby wipes, CD player

Help children clean their hands at a nearby sink or with baby wipes. Form a circle in the story area. Bring out a loaf of unsliced bread, such as Italian bread or pita bread. Say: Jesus’ friends realized the man they met was Jesus when he shared bread with them. Jesus wants us to believe in him. Sharing is one way we can show that we believe in Jesus. Let’s share this loaf of bread with one another now. I’ll pass it around the circle, and you can take a piece. While we’re passing our bread around, we’ll listen to a song that has the words to our Bible verse in it. Open your Bible to 1 John 3:23 and show children the words. First John 3:23 says, Believe in Jesus Christ, and love one another. Let’s share our bread and listen to this song.

Pass the bread around, and have each child break off a piece. As the children pass the bread, play track 13 on the CD, “Believe” (1 John 3:23).

Let children eat their bread, and then say: Let’s close our class by singing our song together.

Lead children in singing “Believe” (1 John 3:23) with the CD to the tune of “A-Tisket, A-Tasket.”

**SING**

Believe, believe, believe in Jesus Christ.
Believe, believe in Jesus Christ
And love one another.
(Repeat.)
Growing closer to Jesus extends beyond the classroom.

Photocopy the “Today I Learned…” handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week’s topic.
Lively Learning: Follow the Road

Help children step on a sheet of construction paper and trace around their shoes to create footprints. Have them use the footprints to make a road. Let children take turns leading each other along the road they've created. You may want to let each leader move the footprints to create a new road. As children are walking on the road, talk about how the travelers met Jesus on the road to Emmaus.

Make to Take: Surprise Cookies

Before class, make or purchase sugar-cookie dough. Help children clean their hands at a nearby sink or with baby wipes. Set out a bowl of chocolate mints, and show children how to roll a chocolate mint into a ball of cookie dough. When children have finished making their cookies, have a helper take them to an oven and bake them.

While the cookies are baking, talk with children about how surprised the disciples were when they recognized Jesus. Encourage children to use the chocolate “surprises” in their cookies to tell family members about today's Bible story.

When the cookies are done, let each child eat one and then pack one to take to a friend or family member.

Treat to Eat: Eat on Down the Road

Help children clean their hands at a nearby sink or with baby wipes. Give each child a napkin and a handful of square cheese crackers. Have children make roads with their crackers. As children eat their way down the road, review how Jesus’ friends met him on the road to Emmaus. Remind children that Jesus wants us to believe in him. Invite them to share reasons they believe in Jesus.

Story Picture: The Road to Emmaus

Set out glue sticks and plates of clean sand. Give each child a copy of the “Today I Learned…” handout. Show them how to put glue on the road in the picture and then how to sprinkle sand on the glue. As they work, have them tell you who the travelers met on the road.
Today I learned...
Jesus wants us to believe in him.

Lesson 6
Today your child learned that Jesus wants us to believe in him. Children went for a walk and then heard how the disciples met Jesus as they were walking on the road to Emmaus.

Help me learn this:
Believe in Jesus Christ, and love one another (adapted from 1 John 3:23b).

Ask me:
- How did Jesus’ friends know the man they met was Jesus?
- How can you show that you believe in Jesus?
- How can our family show others that we believe in Jesus?

Family Fun
- Sing this song to the tune of “A-Tisket, A-Tasket.”
  Believe, believe, believe in Jesus Christ
  And love one another.
- Together make bread, muffins, or biscuits; then share your treat with another family. As you work, talk about how sharing the food will show others that you believe in Jesus.

The Road to Emmaus (Luke 24:13-35)