

lesson

5

# Learning More about Jesus

## BIBLE BASIS

Two disciples going to Emmaus meet the risen Christ (Luke 24:13-35).

## BIBLE TRUTH

Understanding the Scriptures helps us to believe in Jesus.

## MEMORY VERSE

But grow in the grace and knowledge of our Lord and Savior Jesus Christ. 2 Peter 3:18

## LESSON AIM

That your students will seek to learn more about Jesus from the Bible.

1

### LIFE NEED (5–10 MINUTES)

**Interview a classmate to learn about him or her.**

- Materials: *My Bible Book* p. 27, pencils

2

### BIBLE LEARNING (15–20 MINUTES)

**Bible Words:** Discuss the terms *Emmaus* and *Scriptures*.

- Materials: *My Bible Book* p. 28, Bible Overview Chart and “Good News Calendar—1-3” Teaching Aids, Bibles

**Bible Story:** Hear how the risen Jesus helped two people going to Emmaus learn more about Him from the Scriptures.

- Materials: Bibles, “Good News Calendar—3” Teaching Aid



**Bible Review:** Play a game to review the Bible story



- Materials: Butcher paper map—prepared before class, beanbag

**Memory Work:** Learn about growing in grace from 2 Peter 3:18.



- Materials: Bibles, prepared index cards, butcher paper road

3

### BIBLE APPLICATION (5–10 MINUTES)

**Learn how to look up Bible verses.**

- Materials: *My Bible Book* p. 29, Bibles

4

### LIFE RESPONSE (5–10 MINUTES)

**Discuss personal attitudes and habits regarding the Bible.**



- Materials: *Elementary Kid Crafts* Project for Lesson 5—make sample before class, stapler, *My Bible Book* p. 30, pencils, *Friends* for Lesson 5



This symbol means extra preparation or supplies are needed.

# Understanding the Bible

Today we encounter two more of Jesus' followers as He explains Scriptures about His death and resurrection.

**This Week's Bible Story:** The city of Emmaus [eh-MAY-us] no longer exists, and its location is not known. Luke tells us it was about seven miles from Jerusalem. Two of Jesus' followers, Cleopas [KLEE-uh-pus] and an unidentified companion (possibly his wife), were traveling from Jerusalem to Emmaus when Jesus overtook them on the road. Cleopas and his companion had been discussing the events of the past week—Jesus' trial, crucifixion, and finally the empty tomb—when Jesus joined them. But they were prevented from recognizing the Lord.

When Jesus asked them about the topic of their conversation, Cleopas recounted the story, amazed that this unidentified traveler had not heard of the unusual happenings. Cleopas indicated that although they had recognized this Jesus to be a prophet and had hoped He was the Messiah, their hopes had been dashed. Reports of the empty tomb only added to their bafflement.

Jesus, filled with emotion and apparently disheartened at their slowness, "opened" the Scriptures to them. From Old Testament prophecy, He explained their misunderstanding of all that had happened. Then as evening fell, they drew near their destination. The two invited Jesus to stay with them, perhaps reminding Him that travel at night was dangerous. Though guests did not usually say the blessing, Jesus broke the bread and gave the blessing. Suddenly Cleopas and his companion recognized Jesus, just as the Lord vanished from their sight.

All thought of safe travel abandoned, Cleopas and his friend hurried back to Jerusalem to share the great news. They had seen Jesus alive! They recognized that their hearts had responded to Jesus' teaching. As they had understood the Scriptures, their hearts were being prepared to recognize who their traveling companion really was—Jesus, their risen Messiah.

5

## Understanding Your Students

A key to getting children interested in anything is proving to them that the subject is relevant. If you can show your students that the Bible will help them, their desire to learn will be greater than you could anticipate. Since the Bible is organized very differently from any other book your students have ever used, they will also need some help to find their way around it. With encouragement, your students can start a lifelong habit of searching the Scriptures to learn how to live for Jesus.

## Classroom Tips

Use these ideas to stimulate interest in Bible study.

- Your enthusiasm about Bible study will inspire your students. They'll enjoy hearing how you prepare for lessons by studying God's Word.
- It's a good idea to open your Bible to the Bible story as you start to tell it. This reinforces the source of the lessons.
- When discussing the memory verse or any other Scripture passage, read it from your Bible even if it is printed in class material. Your dependence upon the Bible will set an example.
- Try to make the children's experiences with the Bible enjoyable and successful. The more they use their Bibles, the more comfortable they will be finding verses.
- Encourage use of a simplified, modern-language version of the Bible.

# Pre-session Activities

Choose from the following activities for early arrivers.

- As each student arrives, have him or her mark the Attendance Chart.

**Materials:** Attendance Chart, stickers or marker

- Put together all three sections of the “Good News Calendar” if it hasn’t already been combined. Have students review events shown on the “Good News Calendar.” Point out the Scripture references for the events they’ve already studied, then help them look up the passages in the Bible.



“Good News Calendars—1, 2, and 3” Teaching Aids

**Materials:** “Good News Calendar” Teaching Aids—used previously, Bibles

- Before class, prepare slips of paper on which you’ve written Scripture references about Jesus from the Gospels. Hide the slips. When a student finds a slip, help him or her look the verse up in the Bible. Then help students read their verses.

**Materials:** slips of paper with Scripture references written on them, Bibles

- For Worship Time: Sing “Take Heart” from the DisKit CD found in your Creative Teaching Aids packet.

**Materials:** DisKit CD, CD player



# 1

## Life Need 5–10 minutes

**Objective:** That your students will learn more about someone by interviewing him or her.

This activity will prepare students for the Bible story about the two travelers on the road to Emmaus and how they learned more about Jesus through the Scriptures.

Give children an opportunity to answer these questions.

- How well do you think you know your brothers or sisters or your friends?**
- Do you know their favorite color?**
- Do you know what they like to do?**

**One way to get to know people is to talk with them. Pretend that you are a reporter. Your assignment is to get to know another person in our Sunday school class.**

Divide the class into pairs. Distribute *My Bible Book*. Have one person in each group interview the other person in the group using the questions on page 27. After a couple of minutes, flick the lights or give another signal. Have the children change roles in their groups with the other person being interviewed.

After a few minutes, gather the group back together.

Give each student an opportunity to introduce the person he or she interviewed to the class. Rather than simply reading from page 27, ask children to introduce the person in an interesting manner.

- How do you get to know someone better?** (By spending time with someone, by asking questions, by talking to people, by watching to see how others look and what they do.)

**It takes time to get to know someone, doesn’t it? Today’s Bible story will be about some people who got to know Jesus better from learning what is written about Him in the Bible.**



*My Bible Book*, page 27

# 2

# Bible Learning 15–20 minutes

**Objective:** That your students will discuss how Jesus' followers learned more about Him from the Scriptures.



**My Bible Book, page 28**

**Our story happened as the people were walking on a road. Let's find out where they were going.** Have your students turn to page 28 in *My Bible Book*. Help them pronounce *Emmaus* and read about it.

Refer to the three parts of the “Good News Calendar” Teaching Aids, which covers many of the

Bible stories taught this quarter. Let volunteers read the captions or tell from memory what is shown in each



**“Good News Calendar—1 and 2” Teaching Aids**



Explain that Bible-time scrolls were different from modern books; people unrolled and then rolled up a scroll as they read it, instead of turning the pages of a book as we do. The Scripture scrolls were written by hand, in a language that people spoke in Bible times. Today the Scriptures are printed in books—in English and many other languages.

■ **What do we call the Scriptures today?**  
(*The Bible*.)

Use the following “I Spy” clues with the Bible Overview Chart Teaching Aid to help students find today’s Bible story in the Bible. After giving a clue, have a student point to the part of the chart that answers the clue. I Spy: The part of the Bible that talks about Jesus on earth (New Testament); the books that tell of Jesus’ life on earth (the Gospels); the Gospel that begins with the letter “L” (Luke). Ask the children to find Luke 24:31 in their Bibles and mark it to read later in the lesson.

The Bible basis for this Bible story is found in Luke 24:13-35. Open your Bible to this Scripture passage. You may read directly from your Bible or read the following story.

Refer to the picture “On the Road to Emmaus” from the “Good News Calendar—3” Teaching Aid. Explain that this week’s story took place on the afternoon and evening of the Sunday when Jesus came alive.

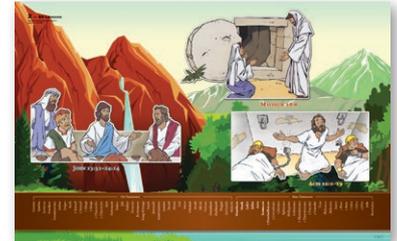
## BIBLE STORY

Two people walked slowly along the road to the town of Emmaus. They felt sad as they talked about the things that had happened to Jesus a few days before.

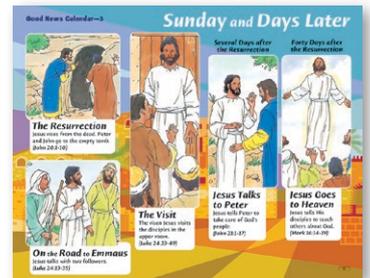
Another man joined the two friends. It was Jesus, but the other two did not know it.

“What has made you so sad?” Jesus asked them.

The friends looked at each other in surprise. One of them, named Cleopas [KLEE-uh-pus], answered, “You must be the only person around who doesn’t know what happened in Jerusalem last week. Haven’t you heard that the rulers had Jesus arrested? They didn’t believe



**Bible Overview Chart Teaching Aid**



**“Good News Calendar—3” Teaching Aid**

He was God's Son, as He said He was, so they put Him on a cross to die."

Cleopas and his friend continued, "It is the third day now since Jesus died. Today when some women went to visit Jesus' tomb, they discovered that His body was gone. Angels told them that Jesus was alive. The women ran back to Jerusalem to tell the others what they had seen and heard. So some of the disciples went to the tomb, but they didn't see Jesus."

Jesus looked at the two travelers and shook His head sadly. "You foolish people! Don't you believe the promises made in the Scriptures? Many years ago God helped people write about His Son in the Scriptures. They wrote that the Son of God would have to suffer and die as part of God's plan.

Jesus explained the promises in God's Word. He started at the very beginning of the Scriptures and didn't stop until He had told what God's Word said about Him.

When they came to the town of Emmaus, Jesus started to walk on. But since it was getting late, the two friends invited Jesus to stay with them. They enjoyed hearing Jesus explain the Scriptures, even though they still didn't know who He was.

Jesus went with them. As they all sat down to eat, Jesus picked up a loaf of bread and prayed to His Father in heaven. Then He broke the bread and gave each a piece.

Luke 24:31 tells us what happened next. *Have the children open their Bibles and read the verse aloud.*

■ **What happened?** *(All at once, the two friends recognized Jesus. But before they could say anything, Jesus disappeared.)*

Cleopas and his friend said to each other, "We should have known it was Jesus because He made us feel very happy when He explained the Scriptures. We must return to Jerusalem at once and tell the others that we have seen Jesus!"

The two hurried back to Jerusalem. When they saw Jesus' other friends, they said, "We walked with Jesus! He's alive, and He helped us learn all about Him. He did it by helping us understand the Scriptures."

## BIBLE REVIEW

■ **How well did the two friends in today's story know Jesus when He first started walking with**

**them?** *(They didn't know who He was. They also didn't know why Jesus had died or if He had risen from the dead.)*

■ **How did they learn more about Him?** *(Jesus told them what the Scriptures said about God's plan for Him to die and rise again.)*

Before class, sketch a wide road on a length of butcher paper. At the start of the road, draw a few squares for buildings in Jerusalem. At the other end, draw a few more squares for buildings in Emmaus.

Have the children take turns standing several steps back from the road and tossing a beanbag. If it lands on Jerusalem, the child tells what happened there that the two disciples were talking about. If the beanbag lands on the path, the child tells a fact from the story that happened along the road. If the beanbag lands on Emmaus, the child tells something that happened at dinner.

## MEMORY WORK

Write each word from 2 Peter 3:18 on a separate index card, with the reference on its own card. Mix the cards up and scatter them on the butcher paper road.

Have the students find 2 Peter 3:18 in their Bibles. Ask them to read it aloud together.

■ **To grow in the grace and knowledge of Jesus means to keep learning more about Him. How can we grow in the grace and knowledge of Jesus?** *(By reading the Bible and asking questions in Sunday school and in our family.)*

Give the children an opportunity to practice the verse several times by working together to arrange the index cards in the proper order along the path. Mix up the cards after each time.



# 3

## Bible Application 5-10 minutes

**Objective:** That your students will identify how to learn more about Jesus through the Scriptures.



**Cleopas and his friend learned more about the Scriptures when they talked with Jesus. One good way for you to learn more about Jesus through the Scriptures is to read the Bible. Let's practice how to find verses in the Bible.**

*My Bible Book*, page 29 Have students find page 29 in *My Bible Book*. **A Bible reference helps us find the verse we want.**

Assign students to read the words of the father and daughter in the speech balloons. Start by reading the balloons in the top two pictures. Then help your class find the Book of 2 Peter in their Bibles. Explain that this book of the Bible is called 2 Peter because it was the second letter Jesus' disciple Peter wrote to other Christians.

Then read the speech balloons in the middle row, and let your students find chapter 3 of 2 Peter. Finish the

activity by reading the speech balloons in the bottom row and letting the children locate verse 18 of 2 Peter 3 in their Bibles, and then reading it.

Encourage the children to use this method of finding Bible verses when they are helping someone who is not familiar with the Bible.

As time allows, play a "Bible Find It" game. Use a list of Scripture references like the memory verse list on the back cover of *My Bible Book*. Start with all the Bibles closed and hands on top of the Bibles. Read the reference two times. Then say "Go." Have the children stand up when they find it. The first one to find the reference should read it aloud.

5

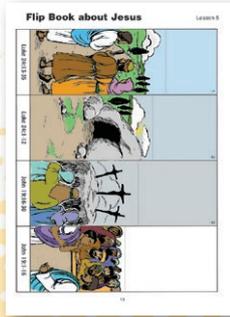


# 4

## Life Response 5–10 minutes

**Objective:** That your students will seek to learn more of Jesus through reading the Bible.

Show a sample of Kid Crafts project for Lesson 5. Have students name what story from the life of Jesus is shown on each page. Explain that the Bible reference below each picture tells where to find that story about Jesus in the Bible.

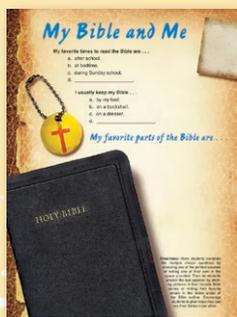


Kid Crafts  
Lesson 5

**You can use this book to know where different stories are in the Bible. You can also use it to tell others about a story. Or, after you learn the references of each story, say what the story is about by looking at the reference. Check to see if you're right by lifting the strip to see the picture.**

Have students follow the directions for putting together their flip books.

**The stories pictured in our flip books are just a few of the wonderful things we can read about in our Bibles. The more you read God's Word, the more you'll love it and the more you will know about Jesus.**



My Bible Book, page 30

Have your students turn to page 30 of *My Bible Book*. Read the title and help your students complete the page.

**What are your favorite times to read the Bible?**  
(Accept any answer; help children circle the times they prefer or write in an answer of their own.)

**Why is it a good idea to have a special time each day to read the Bible?** (We will get in the habit of reading it. We won't forget or get too busy with other things.)

**Why is it a good idea to keep your Bible in a special place?** (So it won't get lost or damaged.)

Let your children circle or print a phrase telling where they usually keep their Bibles. Tell them where you keep your Bible and what your usual time is for reading it.

Students from non-Christian homes may not have Bibles of their own. See if your church can donate Bibles for these students so they will have the opportunity to read their own Bibles at home.

Let each student complete the bottom of the page by drawing a scene from a favorite Bible story or writing a favorite Bible verse in the Bible outline.

### CLOSING ACTIVITY

Pray together a prayer similar to the following: **Dear God, thank You that we have the Bible to learn about You and Your Son, Jesus, and about how You want us to live. Help us grow in the grace and knowledge of Jesus each day. In His name. Amen.**

As your students leave, make sure they have *My Bible Book*, pages 27-30, and the Kid Crafts "Flip Books about Jesus." Encourage them to review the memory verse, and to look up and read the Bible passages from their flip books at home.

**Next week you'll teach the Palm Sunday lesson found on page 8.**