

THE WALK TO EMMAUS

DLY3: Luke 24: 13-33

YOU WILL NEED

- Basket, Bible, book stand, candle
- A white or gold ribbon
- A set of laminated visuals (made from the powerpoint on RE Online)

PREPARATION - Invite the children to enter the storytelling space, have them seated in a semicircle, ready to listen to the story. Ensure that all materials are prepared in a basket and that a Bible is in close proximity, elevated off the floor on a book stand.

TELLING THE STORY - Story is a key part of our faith tradition. Young children, with their capacity for intuitive learning, are particularly able to find meaning through story.

Hold the Bible in your hands...

This story comes from our Sacred Scripture, the Bible. We find this story in the New Testament, in the Gospel of Luke, so we know that this story is centered on the life and teachings of Jesus and the early Christian community. Because this story is from the Bible we will light the candle as we listen to the story.

Place the Bible back on the stand and roll out the white/gold ribbon.



Hold Visual 1 as you say:

Two of Jesus' disciples were travelling from Jerusalem to a village called Emmaus. They were talking with each other about the things that had been happening there, about Jesus, their master and friend. Then Jesus himself joined them but something stopped them from recognising him.

Place Visual 1 on the ribbon to your far right.



Hold Visual 2 as you say:

And he said to them, "What are you discussing with each other while you walk along?" They stood still, looking sad. Then one of them said, "Are you the only person in Jerusalem who doesn't know the things that have taken place the last few days. They told him all about Jesus of Nazareth, - the things he said, the things he did and how he was crucified; how they hoped he would be their king. They told him how some members of their group had found his tomb empty and had told them that Jesus is alive!

Place Visual 2 on the left of Visual 1.



Hold Visual 3 as you say:

The stranger then began to explain why Jesus died and how the things that happened to him were written in their Scriptures.

Place Visual 3 on the left of Visual 2.



Hold Visual 4 as you say:

As they came near the village, the disciples strongly urged him to stay with them.

Place Visual 4 on the left of Visual 3.



Hold Visual 5 as you say:

When he was at table with them he took the bread, blessed it, broke it and gave it to them. Then their eyes were opened and they recognized him. The stranger was Jesus. Jesus was risen from the dead! Then he disappeared from their sight.

Place Visual 5 on the left of Visual 4.



Hold Visual 6 as you say:

The friends of Jesus were so happy that Jesus was alive. They got up immediately, and ran as fast as they could back to Jerusalem to tell the disciples.

Place Visual 6 on the left of Visual 5.



Hold Visual 7 as you say:

They told them what had happened on the road, and how they had recognized Jesus in the breaking of the bread.

Place Visual 7 on the left of Visual 6.

WONDERING - Following the story, “I wonder” statements engage children with the story and invite reflection. Wondering together teaches the art of dialogue, of listening to others, accepting and learning from others’ ideas and contributions.

Sit back, pause for a moment, look up at students, and then wonder about the story together.

I wonder...

- why the disciples didn’t recognise Jesus
- what it was like telling their story of Jesus to a stranger
- why the disciples wanted the stranger to stay with them
- what it felt like when they recognized that the stranger was really Jesus
- why the disciples recognised Jesus at the breaking of the bread
- how the disciples changed when they realised that Jesus was risen

Carefully pack the story materials back into your basket. Ensure that children are watching so they know how to pack the materials away should they choose to engage with the story during exploring.

EXPLORING - Provide an opportunity for individual/small group exploration in order to respond to the story. This provides students with time to focus on and explore the story or aspects of it, which have significance for them. For this reason, students choose from a variety of material and types of work. This is an opportunity for students to respond to what they have heard in whatever way they choose, it should be seen as an prayerful opportunity for dialogue between the student and God.

PRAYER - Conclude the session with prayer. Children come closer to God through the experience of prayer. Teachers help students to pray by praying with them, providing a variety of prayer experiences. These may include laying of hands over students’ works, spontaneous prayer, prayer related to the Scripture, prayers found in KWL, informal or formal prayers, or a hymn.

Carefully pack story materials back into your basket. Ensure that children are watching so they know how to pack the materials away and where to find them.