

Breathe

Module: Q & Eh?

Lesson 5: The Journey Continues

Objectives:

Students will

- recognize Jesus' desire is to continue in their journey to understand who he is.
- identify prayer as a way to communicate with Jesus regularly.

Materials Needed:

- Pens and paper
- Copies of Journey Scripture (Appendix A) (1 per student)
- Copies of Journey Notes (Appendix B) (there are three copies of the strips on the Journey Notes page, to help you save paper. You will need one copy for every three groups)
- Journey Answers (Appendix C) copied into a PowerPoint or written on chart paper, but covered
- Small candy prizes

Pre-lesson preparation:

- Here are some options to deliver the “Action” activity. Choose the one that works best for you. (If you have a different medium to conduct the activity, feel free to be creative!).
 - Photocopy Journey Notes. Divide them into strips of paper, folded with the appropriate note # on the outside.
 - If the majority of your students have cell phones with text message plans, write the notes as text messages in your phone (stored as templates). Students can text you the number and you forward the appropriate note to them. To mimic an audio tour, you can record the notes on multiple voice recorders (or CDs with CD players or mp3 players). Alternately, you can also copy the mp3s into their own mp3 players or cell phones. At the appropriate time, they would listen to the specific note # (mimicking an audio tour).(whatever creative method you can think of and can deliver on)

Note: Testing new technology

Technology can help enhance an experience or become a hindrance when they don't work as expected. If possible, test any new technological arrangements (e.g. with the text message option above) in a mock run of the lesson to ensure as many glitches can be handled ahead of time. Also be prepared with a “plan B” if it doesn't work.

Minds On: (10 minutes)

Think/Pair/Share: Exciting News to Share

Think about a time when you were so excited about some news that you had to share it. Some examples could include: first time you went to a sleepover, first time you flew on an airplane, when you received the Christmas gift you wanted, etc. (As the leader, feel free to share one or two examples from your own life.) Have students pair up with a partner of their choice and exchange each other's answers. Have students ask their partner if they can share their partner's answer with the group. When they are done and have obtained permission, have students place their right hand on their left shoulder to indicate they are done. Choose 3-4 students (with their right hand on their left shoulder) to share their partner's answer.

Action: Approximately 50 minutes

Have students in groups of 3 of their own choosing (if you don't have multiples of 3, have some groups as pairs). Give each group a copy of Luke 24:13-35 (Appendix A). Remind students of where the boundaries are (e.g. they need to stay in the main floor hallways) and to be aware of obstacles in their path or other groups. They are to read the passage out loud as they walk around. The only time they can stop is to read one of the indicated notes. Whenever they reach a number e.g. <#1> on the handout, they are to read that specific note. After reading that note, have students write down individually what they thought the two people in the passage were thinking or feeling.

When they have finished reading the passage, have students return to the original room. Within their group, have them write the sequence of how the two thought/felt based on what they read from the passage and the notes. The suggested sequence is Appendix C.

Note: Different paces

Students work at different paces. Some will finish their assignment faster than others. It's best to judge the time allowed based on those who require more time. (If time is limited, then you can provide "3 minutes left" prompts at each segment for groups still not finished e.g. while groups are walking around and need to return to the original room.) For others who have completed the task faster, have a leader begin some debrief with them by asking questions bringing more depth/clarity to their answers. (You may want to play "devil's advocate" to bring other perspectives into their thinking.)

When all the groups have completed the activity, have them gather together. Have students compare their sequence to the one you're about to present (one at a time). Award the group(s) whose answers are similar to the presented sequence.

Ask students which of those four presented statements they identify with the most. When they've made their decision, they can indicate which statement they identify with by holding up that many fingers up (e.g. 1 finger for statement #1, etc.).

Consolidate/Debrief: (15 minutes)

Prompt:

As you continue this journey with Jesus, there will be times when things don't make sense, times when it feels mundane or routine, and times when all of a sudden everything makes sense. No matter where you are, keep walking with him, asking him questions. This is one way of looking at prayer. Prayer isn't just something you say before a meal or before bedtime. It's a conversation with God. For some people, they find it most helpful when closing their eyes and talking to God silently or out loud. For others, they find it most helpful to write down this conversation (like a journal or diary). As you have those conversations with God, ask him to show you what he thinks about all the different situations around you, whether at home, at school or in your neighbourhood.

Breathe In

Have students pray in silence by themselves. If they need direction, suggest they pray that Jesus would continue to be on this journey with them and to ask for his guidance.

Afterwards, as the leader, pray for each student (by name if possible) and their journey.

Breathe Out

Just as it was helpful for these two people in the story to have Jesus walk with them physically and understand what they were experiencing, suggest that they identify an adult who they would like to be their mentor (or a “journey companion” if mentor seems too formal). They can approach you afterwards to help connect them to an appropriate adult.

Appendix A

Luke 24:13-35

13 Now that same day two of them were going to a village called Emmaus, about seven miles[a] from Jerusalem <#1>. 14 They were talking with each other about everything that had happened. 15 As they talked and discussed these things with each other, Jesus himself came up and walked along with them; 16 but they were kept from recognizing him. <#2> 17 He asked them, “What are you discussing together as you walk along?”

They stood still, their faces downcast. 18 One of them, named Cleopas, asked him, “Are you only a visitor to Jerusalem and do not know the things that have happened there in these days?”

19 “What things?” he asked.

“About Jesus of Nazareth,” they replied. “He was a prophet, powerful in word and deed before God and all the people. 20 The chief priests and our rulers handed him over to be sentenced to death, and they crucified him; 21 but we had hoped that he was the one who was going to redeem Israel. And what is more, it is the third day since all this took place. 22 In addition, some of our women amazed us. They went to the tomb early this morning 23 but didn’t find his body. They came and told us that they had seen a vision of angels, who said he was alive. 24 Then some of our companions went to the tomb and found it just as the women had said, but him they did not see.”

25 He said to them, How foolish you are, and how slow to believe all that the prophets have spoken! 26 Did not the Messiah have to suffer these things and then enter his glory?” 27 And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself.

28 As they approached the village to which they were going, Jesus continued on as if he were going farther. 29 But they urged him strongly, “Stay with us, for it is nearly evening; the day is almost over.” So he went in to stay with them. <#3>

30 When he was at the table with them, he took bread, gave thanks, broke it and began to give it to them. 31 Then their eyes were opened and they recognized him, and he disappeared from their sight. 32 They asked each other, “Were not our hearts burning within us while he talked with us on the road and opened the Scriptures to us?”

33 They got up and returned at once to Jerusalem. <#4> There they found the Eleven and those with them, assembled together 34 and saying, “It is true! The Lord has risen and has appeared to Simon.” 35 Then the two told what had happened on the way, and how Jesus was recognized by them when he broke the bread.

Appendix B

#1 Did you know that Emmaus and Jerusalem are about the same distance as from Hwy 401 to Gardiner Expressway along Yonge St (or choose appropriate equivalent in your region) which would take about 2.5 hrs to walk?

#2 Some scholars suggest that these two people were actually one of Jesus' aunt and uncle (<http://www.biblicalstudies.com/bstudy/bios/cleopas.htm> accessed March 26, 2012).

#3 Urging Jesus to stay wasn't just for hospitality but also for safety. The roads between villages were crawling with bandits waiting to ambush travelers, especially at night.

#4 Notice how they ran back 7 miles (12 kms) in the middle of the night (refer back to #3).

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Appendix C

1. They had a long journey given how emotionally exhausted they were with all the events occurring that weekend.
2. They were so “lost” that they couldn’t even recognize their nephew.
3. They learned a lot from what Jesus taught and were probably looking forward to settling at home.
4. They were so excited at what they finally understood i.e. that Jesus had indeed risen from the dead that they had to share that news.