

Emmaus Stations

Instructions for the Teacher and Students

For use with the Rotation.org Writing Team “Meeting Jesus on the Road to Emmaus” lesson set.



Station 0: Use the brief scripture video found in the Video Workshop. Alternately, read the story together as a class. Insights and questions about the story are found in each station. See the lesson plan for more details.

Station 1: Two Impossible Experiments (Hand and Foot Confusion and Hole in the Index Card)

Station 2: The Jesus Puzzle (“seeing” and helping others to see)

Station 3: The Bread Box (Receiving the Bread that Jesus Offers)

Station 4: Spinning Color Wheel (The things that go together to help us see and follow)

Station 5: The Next Domino Station (The importance of sharing the good news)

Each station’s description has two sections:

1. A section for the participants to read and follow. These begin with the phrase “Read this first” and include scripture. Print them and place them at each station. Depending on your circumstances, these instructions can be read and adapted by the station leader.
2. Instructions for the station leader (teacher) to prepare and lead at the station.

Depending on your teaching circumstances, time and age group, you may choose as many stations as you have time and need for. Some stations could be “all group.” Advanced Prep will speed the stations along. If conducting multiple stations at the same time, use a timer. See the lesson plan for more presentation ideas and alternatives.

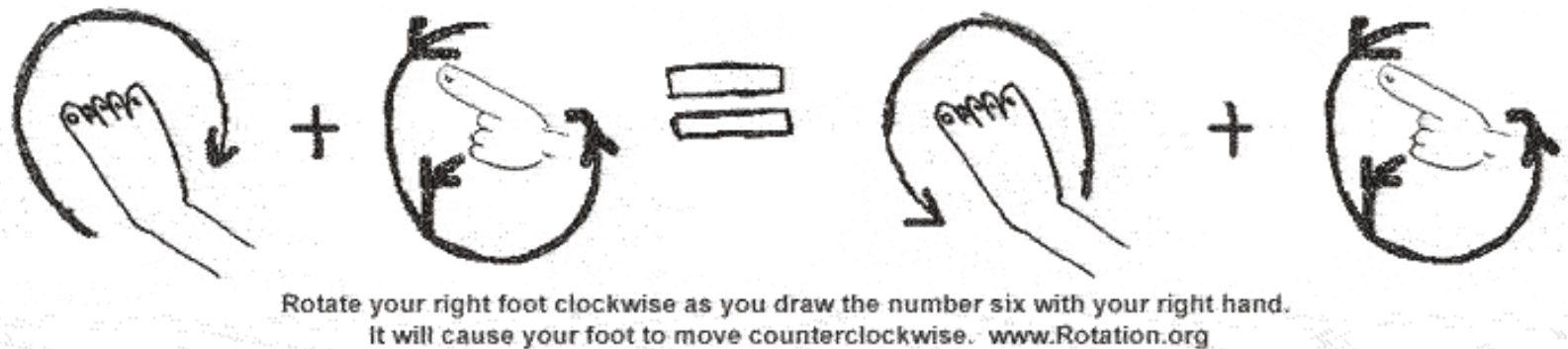
Station 1: Two Impossible Experiments

Instructions for the Teacher: There are two experiments in Stations 1. Give students copies of Station 1 minus the solution to the card-cutting experiment. Show the solution after they've tried cutting the card on their own. Supplies: 4"x 6" index cards and scissors (for each student).

Station 1: Hand and Foot Confusion

Read this first: The brain controls everything in our bodies, from our breathing to our feelings, from our thoughts and beliefs, to our sense of what's real and what's impossible. The brain is powerful, but it can also become confused. It can imagine things that aren't there, and not be able to do something that's easy for others to do. In Luke 24:13-16 we learn that two disciples who had been with Jesus when he was killed in Jerusalem *"were going to a village called Emmaus, about seven miles from Jerusalem. And as they walked, they talked with each other about all these things that had happened. And while they were talking and discussing, Jesus himself came near and went with them, but their eyes were kept from recognizing him."* Why didn't they recognize him? Part of the answer is that we are simply human –that we can become confused.

Try this: Lift your right foot a few inches from the floor and then begin to move it in a clockwise direction. While you're doing this, use your right index finger to draw the number 6 in the air. This will confuse your brain and cause your foot to immediately turn in a COUNTERclockwise direction (the same direction your hand is moving to draw a '6') and there's nothing you can do about it!



Point: Sometimes it's hard for us to do what we want it to do. Some things may even seem impossible. Faith is like that too -not easy, and impossible to some. Trying to see and follow Jesus (like rotating your foot clockwise) can be difficult when other things, like drawing a six, or doing the wrong things to see and follow, interfere and mess up what we want to do. Our brains can get confused about a lot of things. For example, God knows it's confusing to think about a dead person actually being alive! And it can be confusing to talk about seeing something that's invisible (like the Spirit of the Living Christ). In this next "learning to see" experiment, you'll learn that just because you or someone else says something is impossible -doesn't mean it is! And that seeing the "impossible" sometimes just takes a little help and a new point of view.

Station 1: Index Card Hole Experiment

Read this first: We need help to see the risen Jesus. That's one of the important things we learn from the story of the disciples on the Road to Emmaus. In this next experiment, you'll learn that what looks impossible, can be very possible --if you look for the solution with a new pair of eyes and a little bit of help.

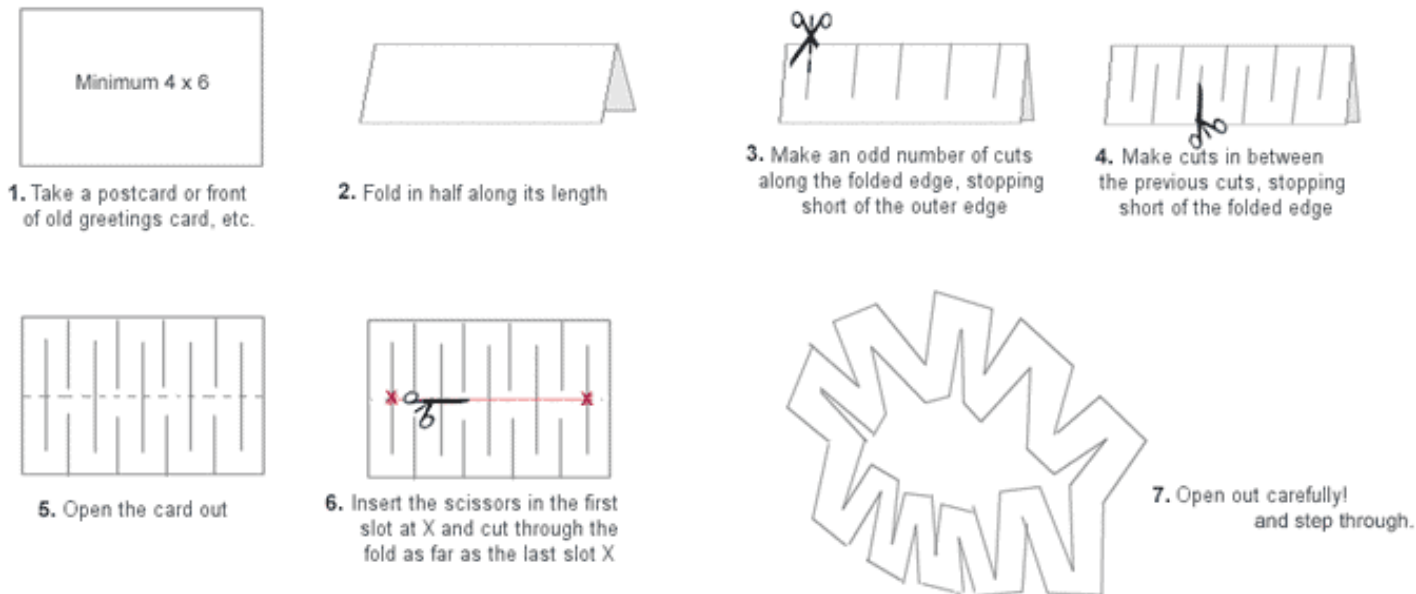
Try this: First, take a 4" x 6" index card and pair of scissors. Second, cut a hold in the card big enough for you to step through without tearing the outer edge of the card. Go ahead and give it a try!

After trying to cut a hole in the card big enough for you to step through, ask the teacher for the "solution" and give it a try.

Point: This looks impossible, but when someone shares the answer with you, when they help you see the card in a different way, what seemed impossible suddenly become entirely possible! So it is with Jesus. When God opens the eyes of your heart to see him, your faith becomes possible. This is why we pray for God's help, so that we too will see Jesus and be courageous enough to turn around and follow him.

Question: What are some of the things we can do to open the eyes of our heart that will help us see Jesus and walk with him?

Solution to the Station 1 Index Card Hole Experiment:



Rotation.org "Card Step Through" Instructions

Station 2: The Jesus Puzzle

Instructions to the Teacher: Print copies of the Jesus Puzzle ahead of time and cut the puzzle pieces and solution as described in the puzzle graphic. Give students time to figure out how the pieces fit into the puzzle frame to spell JESUS. It will be hard for some to “see” how the pieces go together, while others may see the solution more quickly. Offer help/hints, and after a bit, let students help each other to turn it into a metaphor about “seeing Jesus.” **Supplies:** Jesus Puzzle pieces pre-cut (for each student).

Teaching Notes: If needed, give a “glimpse” of the solution page and say something like, “Every so often we get a glimpse of Jesus’ presence in our lives, just like the disciples on the road did when Jesus broke bread with them. That “glimpse” (which is often like a feeling of his presence, or sense of assurance) keeps us going. And the funny thing is, after seeing the glimpse and solving the puzzle, you can always see the name of Jesus even when the pieces are not together.

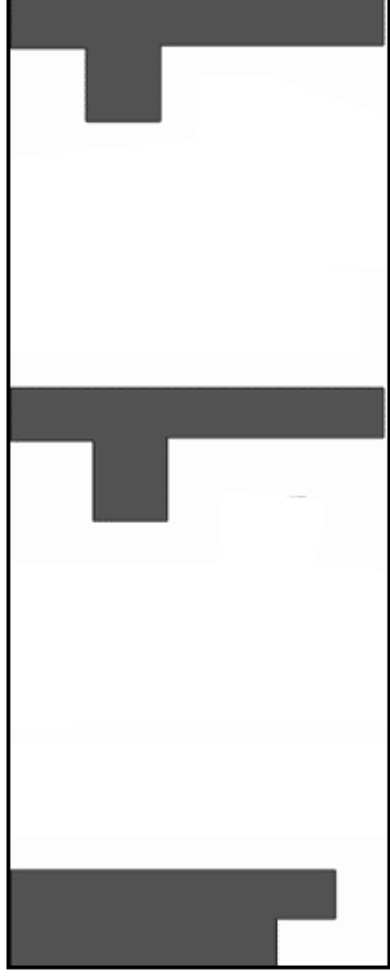
The puzzle is on the next page of this handout.

Read this first: In Luke 24:25-26, Jesus said to the two sad disciples, “*Oh, how foolish you are, and how slow of heart to believe all that the prophets have declared! Was it not necessary that the Messiah should suffer these things and then enter into his glory?*”” Scriptures about Jesus can be confusing if you don’t read them, talk about them, and dig into them. They are like a puzzle that will eventually form a picture of something, but isn’t always easy to figure out when you first started looking. But when you do finally complete the puzzle and “see” Jesus, it brings joy and makes you want to help others see him too.

Try this: Move the black puzzle pieces into the frame to spell out the word “JESUS.” When you have successfully done it, you may help others if they ask.

Point: Faith is the ability to believe (see) Jesus is your Living Lord and have the courage to serve and tell others about him. But faith doesn’t come easy to some people. Just like the disciples on the Road to Emmaus, and like his name in this puzzle, it can be hard to “see” or believe Jesus even when he’s with you. Some of us need help. Some of us believe right away. Others need time. We can help others, but we can’t see Jesus for them. And not everyone who sees Jesus follows him.

Questions: What are some of the things that help us see and follow Jesus today? What have you already done to help someone have faith in Jesus?



1 2 3 4

In advance, cut pieces 1 through 4 into four separate black pieces
then have students move them into the correct locations in the above puzzle frame
to spell JESUS.

The solution is



3 1 2 4

Station 3: The Bread Box ~ Reaching for the Bread that Jesus Offers

Instructions for the teacher: *This station definitely needs to be led by a teacher.* Create the “Bread Box” using the photos and description on the next two pages. The Box is really a discussion-enabling prop. When students are answering the “Do This” question –it’s a prime time to help them think about possible answers. As more students try each door and offer their answers, it will get easier for them (and you) to think of what to say. The game is over when you say it is, ideally when each door has been tried and answered at least twice. Read the “How to” page for more details.

Each of the five doors is numbered. There is also a set of five cards, one that will eventually be matched to each door by the students. Create these five cards ahead of time and lay them in a row next to the box. When a player rolls the dice and sticks their hand through the corresponding numbered door to try and reach for the bread, then the player (or group) must decide which card belongs to the door they have just reached through. Then the player must answer the “Do This” question on the card. Keep rolling the dice until all the doors have been tried and cards have been matched to the doors. Keep rolling turns as the children will enjoy seeing if they can “roll” the correct doors that lead to the bread once those doors are discovered. The more they play, the more they will remember the point.

The Five Cards:

“Difficult Reach.” Do This: Describe something you could do to get closer to Jesus. (Door 1 where the path is narrow the bowl is just out of reach.)

“Good then Blocked.” Do This: Describe something in your life that you feel is blocking you from being the disciple Jesus wants you to be. (Door 2)

“Good things path.” Do This: Name something important that you do for others that pleases Jesus. (Door 3 which is a straight unimpeded path to the bread.)

“Dead-end.” Do This: Name a small and a big thing that rejects Jesus or stops them from believing in him. (Door 4 who’s path is blocked inside the box.)

“Surprise path.” Do This: Describe something surprising about Jesus that we should share with others. (Door 5 on the side has a narrow but reachable path.)

The Bread Label: “Bread of Life, What Jesus Offers Us” (Place this on the top opening to label the bread. Other words can be added through discussion.)

Player Instructions

Read this first: In the following activity, you will explore the idea of “reaching” for the bread Jesus offers, the choices you can make to receive or reject the blessings that enable us to see and follow Jesus. In Luke 24:30-32, we read that it wasn’t until Jesus *“...was at the table with them, and he took bread, blessed and broke it, and gave it to them (that) their eyes were opened, and they recognized him.”* This familiar act of blessing and sharing bread was the final thing Jesus did to help them realize who he was and that he was alive. What they had done before this moment and what they did next were also important. The disciples had a choice to follow, a choice to listen, a choice to see and believe, and then a choice to do something about it. *“That same hour they got up and returned to Jerusalem; and they found the eleven and their companions gathered together.”*

How to Play the Bread Box Game: The “bread box” has five numbered doors into it. One leads straight to the bread Jesus offers; others may not. When it’s your turn, roll the dice and you stick your hand through the door with that number on it to try and reach the bread. *If you roll a ‘6’ your turn is skipped.* Reach gently and stop if you encounter an obstacle which you cannot feel a way around. After you are stopped or are able to take a piece of bread, decide which of the five door name cards you think matches the door you have put your hand into. Then, answer the question on that card. Also, if you are able to get a piece of bread, you must then also name ***“something Jesus has blessed you or the world with.”***

How to Make the Bread Box Game

The Bread Box is a discussion prop. Feel free to modify the five cards to suit your lesson needs. [See photos on next page.](#)

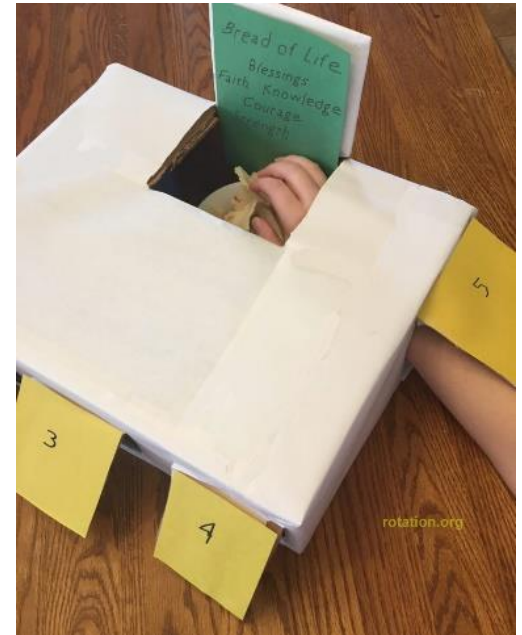
Ahead of time, make the box. It takes about 25 minutes. See the note about making the labels below. Use a razor knife to cut the five side flaps and the top flap that will show the bread. **Use packing tape to fix the “walls” and obstacles inside the box.** Keep in mind that your students arms and hands are smaller than yours and will be able to reach around things you might not be able to. Remind them to treat the box gently and not to break the game.

Ahead of time, make the five door labels with colorful construction paper, number and fix them to their doors. **Ahead of time, also make the five “DO THIS” cards**, but leave them unnumbered for now and set them aside. Students will decide which “Do This” label belongs on which door. *See the list of labels on the previous page.*

Ahead of time, make the bread flap label out of construction paper and label it “*Bread of Life.*” Glue it to the flap. This is a permanent label that the participants can add to by writing on it prior to playing the game (if you have time and wish to, otherwise complete it yourself and tape it to the flap). The “Bread of Life” label lists ideas about “**what Jesus offers us.**” (Forgiveness, Salvation, Strength, Hope, Help, Priorities, Knowledge, etc)

Supplies:

- The Bread “Box” and extra cardboard.
- Packing tape to build the walls inside the box.
- A bowl with pieces of yummy bread in it.
- A die (dice)
- Construction paper
- Scissors, paper, and markers to create the labels (ahead of time)
- White paper to decorate the box.
- Optionally: Markers to write on the box after the game.



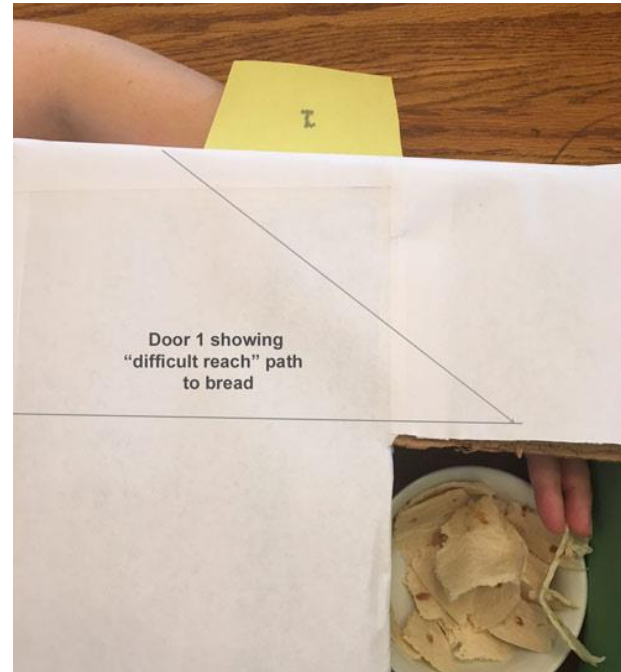
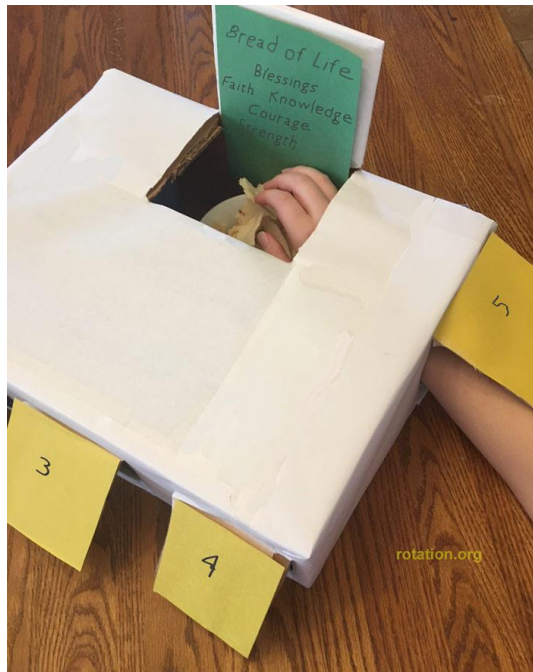
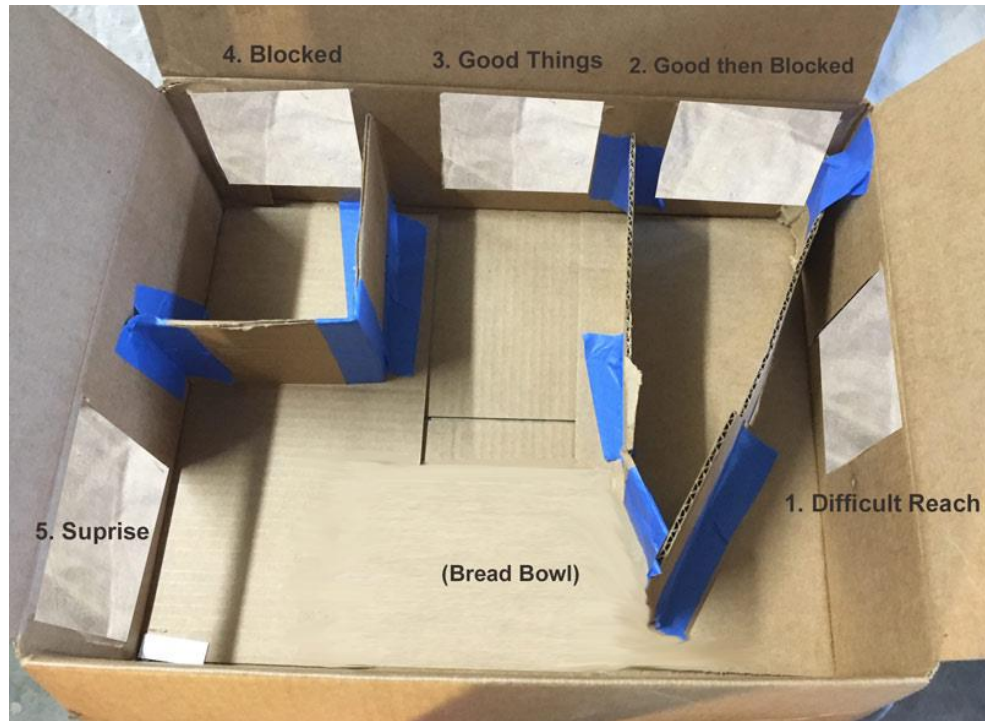
Finishing Option (if time): Cover the box with white paper and after playing the game, give each student a marker, assign them a number, and have them write onto the white paper covering the box some of the answers they spoke or heard during the game. (This is another way to discuss and reinforce what they said and learned.)

Making the Bread Box

As seen in the photos...

1. Cut five door flaps and a “bread” flap into a box approximately 18” x 12” x 6”
2. Tape pieces of cardboard inside the box as shown to form barriers. We’ve used blue tape so that you can see how we attached it. Packing tape will be stronger.
3. Seal the top of the box and cover the box with white paper.
4. Number the flaps as directed in the photos and description.
5. Create the bread flap label. Wording on the bread label can be part of your lesson discussion.
6. Create the five “Do This” Cards to lay next to the box.





Station 4: The Spinning Color Wheel Turns White

Instructions to the teacher: The spinning color wheel creates a memorable object lesson about things that work together to help us see and know Jesus. Follow the simple instructions seen in this YouTube video, <https://youtu.be/7iV1m4j2wJQ>, or by googling “Newton color disc experiment” or “spinning color wheel experiment.” There are different ways to construct the disc, but all have the same effect. To save time, pre-cut the paper and cardboard and glue them together ahead of time, OR cut the discs out of heavy white posterboard. Have students color the pieces of the color pie on the spinner, poke the holes, and insert the string. It’s important to stick to the following six colors of the rainbow to make the disc appear “rather” white when you spin it. The six colors are purple, blue, green, yellow, orange and red.



Newton Color Disc Supplies: String and scissors, color markers: purple, blue, green, yellow, orange and red; cardboard or heavy white poster board to make the disc; a punch to make the two holes in the disc.

After the students have spun the wheel, have them use a black marker to “label” each of the six pie sections along the outer rim with the following six words describing things they can be “urgent” about that will invite Jesus further into their life. The bracketed [] explanation of each of the six things is for teaching purposes.

1. Scripture [Jesus knew and explained the scriptures to teach and help others.]
2. Worship [Jesus took the time to worship God in the Temple.]
3. Prayer [Jesus prayed to God every day for guidance, and when he was in trouble.]
4. Compassion [Jesus cared about the needs of others.]
5. Fellowship [Jesus spent time eating, laughing, and talking with his family, friends, and strangers.]
6. Teaching/Learning [Jesus spoke to others about God.]

For the Students

Read this first: There are many things that can work together to help us “see” and know that Jesus is with us. Notice that in Luke 24:29-31 “...*they urged him strongly, saying, Stay with us, because it is almost evening and the day is now nearly over.*” The disciples were not casual or lazy. They felt something was different about this stranger and about themselves, and wanted to know more. Jesus heard and obliged their request. “*So he went in to stay with them. 30 When he was at the table with them, he took bread, blessed and broke it, and gave it to them. 31 Then their eyes were opened, and they recognized him; and he vanished from their sight.*”

Question: What should you, or have you already said to Jesus to ask him to “stay with you.” How does Jesus “stay” with us?

Now Try this: Make a “Newton Spinning Color Disc” per the teacher’s instructions.

Station 5: The “Next Domino” Station

Instructions for the Teacher: This simple station illustrates the last but equally important part of the Emmaus story, our response to seeing Jesus. You may choose to do this as a gathered group, or as part of the station rotation. Students will take home the three dominoes they make.

Supplies:

- Bulk blank* dominoes –enough so that everyone can take home three (very inexpensive on Amazon), plus 15 to 20 regular dominos. (*You can also write on the back of regular dominoes).
- Sharpie markers (fine tip) in various colors to write and draw on the dominoes.



For the Students

Try this: Set up a line of 15 to 20 dominos then start the run by tipping the first one. After running your first line of dominoes, do the following:

Take three blank dominoes and draw a picture of Jesus on the first domino, a picture of yourself on the second domino, and a question mark on the third domino.

Now make another run of dominoes using the 15 to 20 provided, plus the three you just made.

1. Put Jesus as the first domino.
2. Put your domino at the end of the line.
3. Put the “?” domino after yours at the very end of the line.

Questions to Answer Afterwards

Question: Why is Jesus the “first” domino?

Question: Who are some of the dominos next to yours? Name some people who have shared their faith with you and taught you about Jesus.

Question: Who is the third domino?

About the third domino it is up to you. The disciples returned to Jerusalem to share the Good News and continue Jesus’ ministry. If you are a disciple of Jesus, now is the time to BE like him to others.

Final Questions: What is the name of someone in your life that needs some compassion and love? Who among your friends could you start inviting to come to church with you? After you have answered these, **Take your three custom dominoes home with you** as a reminder of what true disciples need to do after meeting Jesus on the Road to Emmaus.