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2021 - 2022



BECAUSE

**PRESENCE**

MATTERS

**Children** Bible Study

Luke 24:13-35

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## Session 1: The Road to Emmaus Jesus' Presence

Greet children as they arrive.

### Opening Activity (5-10 minutes)

**Items needed:** carpet squares or large pieces of construction paper (1 per child)

1. Before the session begins, ask someone the children wouldn't expect to see to stop by your session. Ask them to wait outside the door until children are busy with the Opening Activity (below) and not paying attention to the door. The person can then slip in and have a seat.
2. Say: I'm so glad you all are here today! I've got a puzzle for you to solve. Ask: Have you ever played "the floor is lava?" Say: Today, we're going to play just that! We are going to pretend that we can't just walk across the room to the other side. Instead, we have to work together and use these carpet squares (or construction paper pieces) to work our way across. The rules are: Each person has one carpet square (or piece of construction paper). Only one person can move at a time. You can only move your carpet square/piece of construction paper once per turn. You will have to work together to get everyone across. .



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## Opening Activity (continued)

3. Encourage children to brainstorm ways to make it across. If they need help, tell them that the first person puts down their carpet square/piece of paper and stands on it (as close to the side as they can). Then the second person walks across the first person's square/paper and puts their square/paper down and stands on it. Then so on, until all the children work their way across the room.
4. While children are working their way across, make sure your special guest comes quietly into the classroom.
5. After children have made it across the room, encourage them to sit in a circle. Then, say: after Jesus died, his disciples had to find safe places to stay. They were afraid that they would also be arrested and killed like Jesus was. As two of these disciples walked back home, they came upon another traveler. Today we're going to talk about who that was.
6. If children have not yet noticed your special guest, point the person out to the children. Ask: Did any of you notice when (name of special guest) came into our classroom? Did you expect to see them here?
7. Say: We don't always recognize people when we don't expect to see them. The disciples encountered a traveler on the road who was someone very special, but they didn't recognize him. Let's see who that special person was.



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## Bible Story and Response (15-20 minutes)

**Items needed:** Emmaus Script

1. For younger children, read the Emmaus script and encourage children to do the motions in parentheses in the script. For older children, make copies of the Emmaus Script and ask for volunteers to read the different parts.
2. After you have read the Emmaus script, ask: Why do you think the two didn't recognize Jesus? Do you think Jesus looked different than he did before he died?
3. Ask: Have you ever seen someone where you didn't expect to find them, and you didn't immediately recognize them?
4. Invite children to share those times when they have had such an experience. Share a story from your own life where you haven't recognized someone right away because you didn't expect to see them there.
5. Ask: How do you think the two felt when they finally recognized Jesus? Do you think seeing Jesus made them feel better?
6. Pray, thanking God that Jesus came to earth, that he died for us, and that he rose from the dead, proving once and for all that God's love is stronger than anything else.



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## Activity: Flat Jesus (15-20 minutes)

**Items needed:** Template of Jesus; cardstock; crayons or markers; scissors

1. Before the session, make copies of the template of Jesus onto cardstock. Make enough for each child to have one.
2. Say: Before the two disciples saw Jesus, they were trying to get far away from Jerusalem. They were afraid and didn't know what they were going to do. But everything changed when they realized that Jesus was with them. Jesus' presence made all the difference. Even though they were away from Jerusalem and safe, they immediately went back to Jerusalem. They wanted everyone to know that Jesus was alive! And then, while they were telling the disciples what they saw, Jesus appeared before them!
3. Say: Knowing that Jesus was alive and was with them, even when they couldn't see him, changed the disciples. They came out of hiding and began sharing the Good News that Jesus was alive and that everything Jesus had said was true.
4. Say: We can't see Jesus, but Jesus is always with us. And to help us remember that Jesus is always with us, we are going to create a Flat Jesus. You can put Flat Jesus in your room, in your locker at school, in your backpack, wherever you want to. Let Flat Jesus be a reminder to you that Jesus is with you and that Jesus will help you through whatever comes your way.
5. Give each child a copy of the template of Jesus, as well as crayons and markers. Encourage them to color their Jesus however they imagine Jesus to look. Once they have finished coloring, encourage children to cut out their Flat Jesus.



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## Activity: Flat Jesus (continued)

6. Ask: When have you felt like Jesus was with you?
7. Encourage children to share times when they felt Jesus' presence. Ask: How does knowing that Jesus is always with you change how you feel sometimes? Does Jesus' presence help you be brave or strong?
8. Ask: What are some ways you can help others know that Jesus is with them?
9. Pray, asking God to help us always remember that Jesus is with us. Thank God for Jesus and for His Great Love for us.



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## Snack: Breaking Bread (5-10 minutes)

**Items needed:** croissants or bread; jam, Nutella, or cookie butter; plates; napkins; plastic knives

Ask: When have you felt like Jesus was with you?

1. Before the session, post an allergy alert or ensure that you have a snack available for kids with possible allergies (gluten, dairy, or nut).
2. Say: The two disciples recognized Jesus when he took the bread, gave thanks, broke it and began to give it to them (Luke 24:30). This was not the first time Jesus had taken bread, given thanks, and broken it. Ask: Does anyone know another time when Jesus did that?
3. Say: As the disciples and Jesus celebrated Passover, what has become known as the Last Supper, Jesus took the bread, gave thanks, broke it and gave it to the disciples. He told them that it was his body, given for them and to eat it to remember him. We do this when we celebrate communion in church. We remember that Jesus died for us.
4. Say: The disciples remembered this important time. And so, when Jesus did it again, they recognized him. And they suddenly knew that Jesus had risen from the dead. Jesus was alive!



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## Snack: Breaking Bread (continued)

5. Give each child a croissant or piece of bread. Encourage children to choose what they would like on their snack. Help them as needed.
6. Say a prayer of thanks for your snack.
7. As children are eating, talk about how Jesus' presence can make a difference in our lives.



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## Closing Activity (5 minutes)

**Items needed:** a ball or balloon; whiteboard/chalkboard

1. Write the memory verse on a whiteboard/chalkboard: “It is true! The Lord has risen” Luke 24:34a.
2. Lead children in saying the memory verse a few times. Then, say: let’s see how quickly we can say our memory verse. We are going to stand in a circle and I am going to give someone this ball (or balloon). You will say the first word of our memory verse and then pass the ball (or balloon) to the person on your right. The next person to get the ball says the second word and passes it. Then that person says the third word and passes it. Let’s see how quickly we can say our memory verse!
3. Give the ball (or balloon) to a child. Help as needed in this game.
4. After the ball (or balloon) has gone around the circle once, lead children in saying the memory verse again.
5. As parents arrive, remind children that Jesus is always with them. Encourage them to put their Flat Jesus somewhere where they can see it every day. Thank them for participating in the session.



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## Resources for Session 1

### Emmaus Script, based on Luke 24:13-35

**Narrator:** On the first day of the week, after Jesus had died, the women took spices to the tomb to prepare Jesus for burial. They discovered that Jesus was gone! **(Encourage children to look shocked.)** So they found the disciples and told them what they found. The disciples didn't believe the women. **(Encourage children to shake their heads no.)** But Peter ran to the tomb and found the strips of linen, but no Jesus.

Two of the disciples were walking to a village called Emmaus that day. **(Encourage children to walk in place.)** It was about seven miles from Jerusalem. **(Encourage children to wipe their faces and look tired as they continue to walk in place.)** And while they were walking, they talked about everything that had happened. As they were talking, a man came up to them and started walking along with them. This man was really Jesus, but the two didn't recognize him **(Encourage children to look at each other and shrug).**

**Jesus:** You guys look very serious and sad. What are you talking about as you walk along? **(Encourage children to look sad.)**

**Cleopas:** Do you not know what just happened? Have you not been in Jerusalem the last few days?

**Jesus:** What happened? **(Encourage children to look confused.)**

**Cleopas and Other Disciple:** Jesus died!



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## Resources for Session 1 (continued)

**Other Disciple:** Jesus of Nazareth was a prophet. We saw Jesus do some mighty things. He healed people and made a man walk again! He did many miracles. He was sent from God. And we hoped that he was the Messiah that we had been waiting for for so long.

**Cleopas:** But then, the chief priests and our rulers had him arrested! He was sentenced to death. They crucified him. It was terrible. **(Encourage children to shake their heads sadly.)** It's been three days since this happened.

**Other Disciple:** We thought everything was over. We have been hiding and trying our best to stay safe. But then today, something odd happened. The women went to the tomb this morning to get Jesus ready for burial. But when they got there, they didn't find his body! It was gone! **(Encourage children to act shocked.)**

**Cleopas:** They said there were two angels there who told them that Jesus was alive! But how could that be? **(Encourage children to look at each other and shrug.)** We saw Jesus die.

**Jesus:** Do you not remember what the prophets said? The Messiah had to suffer these things.

**Narrator:** And then Jesus began to explain what Moses and all the prophets had said about him. But still, the disciples didn't recognize him. They arrived in Emmaus, and it looked as if Jesus was going to keep walking. But the disciples said,

**Cleopas and Other Disciple:** Stay with us!



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## Resources for Session 1 (continued)

**Cleopas:** You must be tired from your journey. We have a place where you can sleep. You can set out tomorrow.

**Other Disciple:** We have plenty to eat as well! You must be hungry. Please, stay with us.

**Narrator:** So Jesus agreed. Jesus and the two sat down to eat dinner. Jesus took the bread, gave thanks, broke it and began to give it to them. Suddenly, they recognized him!

**Cleopas:** Jesus? Is that you????

**Narrator:** And then Jesus disappeared! **(Encourage children to cover their eyes for a moment.)**

**Other Disciple:** Where did he go? Did you feel something when he was talking to us on the road? I felt excited and a bit scared, the way I always felt when Jesus was teaching. I can't believe we didn't recognize him! How is he alive? How is it possible?

**Narrator:** They got up and started running to Jerusalem. **(Encourage children to run in place.)** When they returned, they found the eleven disciples and others with them. And they shouted:

**Cleopas and Other Disciple:** It's true!

**Cleopas:** The Lord has risen! We have seen him!

**Narrator:** And then the two told the others what had happened on the road and how they recognized Jesus when he broke the bread.



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## Template of Jesus

Create one similar to this:

<http://eastertemplate.com/jesus-of-nazareth-cartoon-coloring-page/>



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## Session 2: Because Presence Matters

A note about this session: We hope that this session will be a starting point for intergenerational friendships between the children in your class and youth or adults in your church. You will be starting something called “Prayer Pals,” where youth, adults or senior adults “adopt” a child and commit to praying for that child, as well as checking in with them/sending encouraging notes occasionally. You can do this for a month, six months or even a year. The point of this program is to have someone who is present in each of the children’s lives, someone who can be a good influence, who can encourage them, and be additional support for them. It is a way for kids to see how long-term presence matters in their own lives.

In this session, children will fill out an “All About Me” worksheet. You can use this to pair them with a Prayer Pal, or you can pair them ahead of time and give their Prayer Pal the worksheet after it is completed. If you choose to match children with Prayer Pals ahead of time, invite their Prayer Pals to come to this session and meet their child.

**Welcome:** Greet children as they arrive.



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## Opening Activity: Pass the Ball (5-10 minutes)

**Items needed:** balls (1 per pair of children)

Note: This activity will help children see why presence matters. Each time you get ready to say “go!” for the activity, call one of the children in a pair away to help with something. Then say “go.” The other child in that pair will not be able to do the activity. Do this each time until every pair has experienced what this is like.

1. Say: As we are waiting for our friends to arrive, we’re going to play a simple game. We are going to divide into pairs and each pair will get a ball. You will pass the ball back and forth. Sometimes I’ll ask you to roll it, sometimes throw it, and sometimes even toss it with your eyes closed!
2. Encourage children to find a partner. Line children up in two lines, with partners across from each other, a few feet apart. Give one line of children the balls. Say: I’m going to count to three, and when I say “go,” you are going to roll the ball to your partner.
3. Say: One, two, three...oh wait! I need someone to help me get things ready for our next activity. (Call the name of a child and ask them to help you.) While they are helping me, you guys are going to roll your ball. Ready? One, two, three--go!
4. The child who doesn’t have a partner will be unable to roll their ball. Once everyone has finished rolling the ball to their partner, allow the child who helped you to go back to his or her partner.



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## Opening Activity: Pass the Ball (continued)

5. Say: This time we're going to toss the balls very carefully to our partners. Are you ready? When I say, "Go!" you'll toss the balls. But you know what? I need a bit more help. (Call the name of a child and ask them to help you.) While they are helping me, you guys are going to toss your ball. Ready? One, two, three-- Go!
6. Again, the child without a partner won't be able to toss the ball. Once everyone has finished tossing the ball to their partner, allow the child who helped you return to their partner.
7. Do the same thing again, this time having the children toss the ball with their eyes closed. Again, take one partner away to "help." Continue until every pair of children has experienced what it is like to not have a partner.
8. Encourage children to sit down. Ask: How did you feel when I took away your partner? Could you still participate in our game?
9. Say: I bet it was frustrating when I took your partner away! We can't do everything by ourselves. Sometimes we need others to help us. Sometimes we need encouragement from others. And sometimes we need others to have fun! We are learning that presence matters. Being there for someone, being their friend, it matters. Today we're going to see why it matters.



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## Story and Response (15-20 minutes)

**Items needed:** TV/laptop/iPad to watch videos, access to the Internet

1. Say: Being there for others can change their lives and our own. Sometimes all it takes to change someone's life is for someone else to believe in them. CBF field personnel work hard to be there for the people in their communities. They become friends with people in their communities and work to get them what they need. And in the process, they help change their lives. Let's hear about some of these people around the world.
2. Watch Rosalie's story. After you have shown the video, ask: What stands out to you in Rosalie's story? What surprised you? What made you sad? What made you glad?
3. Say: Rosalie is a refugee. She had to leave her home because it was no longer safe. She and her family lived in a camp in a tent. Ask: What do you think it would be like to live in a tent? What would you miss about your home? Say: Life was very hard living in the camp. And then Rosalie and her family came to the United States. They didn't have anything and they couldn't speak the language here. But there were people who helped them. And those people helped change Rosalie's life! Now, she has graduated from college and is working with other refugees to help them.
4. Ask: How do you think Rosalie can help other refugees? What do you think she can teach them?



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## Story and Response (continued)

5. Say: The people in Rosalie's life helped her. They spent time with her, taught her how to speak English, and helped her get the things she needed. They were present in her life. Let's hear about another person in the United States whose life changed because people were there for him, because they chose to be his friend.
6. Watch Bruce's story. After you have shown the video, ask: What stands out to you in Bruce's story? What surprised you? What made you sad? What made you glad?
7. Say: Bruce needed someone to be his friend. He needed to know that he was accepted for who he was. And it changed his life.
8. Ask: How is Bruce helping others now? Say: Bruce works with Grace and Main to help feed and shelter people. He is a friend when people need it, and he helps others change their lives too.
9. Ask: Have you had a friend who has helped you when you needed help? (Give time for children to share if they wish.) Share a time when a friend has helped you.
10. Say: Sometimes, all it takes is one person being there for someone else to change their lives. And sometimes one person can change the lives of a whole community. Let's hear about Lucien, who is in charge of a church in Haiti and how CBF field personnel Jenny Jenkins is working with him to change the lives of people in his community.



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## Story and Response (continued)

11. Watch Lucien's story. After you have shown the video, ask: What stands out to you in Lucien's story? What surprised you? What made you sad? What made you glad?
12. Say: Lucien brought the mobile health clinic to his church because the hospital was a long way from his community. And now his friends and family and their whole community can live better lives knowing that they can get their medicines and be seen by a nurse once a month. He is even working to build a health clinic in his community. The presence of a nurse is changing the lives of the people in his community.
13. Pray for Rosalie, Bruce and Lucien. Pray that God will help them find ways to help others, that God will provide people they need in their lives, and that God will continue to use them to help the people they meet.



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## Activity: Being Present for Others (10-15 minutes)

**Items needed:** notecards, crayons and markers, pens (or pencils), stickers, construction paper and scissors

1. Say: Being present, being in someone's life matters. Being someone's friend matters. It can sometimes seem like we can't make a difference. You may feel like you are too young, or you can't go far away to change someone's life. But the truth is that you aren't too young to make a difference and you can change someone's life simply by being their friend! And we're going to start right now. Think about someone in your life who could use some encouragement. Maybe you know someone who is sad. Or maybe you know someone who just moved to town and is lonely. Or maybe you have a friend who is having trouble in school or is having a bad day. Whatever it is, we can help!
2. Say: Today we are going to make notes of encouragement for them. You can write a note, you can draw a picture, whatever you would like to do that you think will encourage them. We have notecards, crayons and markers, pens (or pencils), stickers, construction paper and scissors. Use these supplies to create your encouraging notes.
3. Help children choose their supplies. Help with their notes as needed.
4. Once children have finished their notes, encourage them to deliver or mail their notes that week. Say a prayer for the people who will receive their notes.



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## Snack: Sharing Food Together (5-10 minutes)

**Items needed:** favorite snacks

1. Before the session, choose your class's favorite snack. Make sure you have enough for everyone. Put up an allergy alert for parents to see.
2. Say: One way we can be present with others is by sharing a meal or snack together. We can learn new things about one another while we sit and talk together.
3. Give each child a snack and say a prayer of blessing.
4. As children eat, ask get-to-know you questions such as:  
Whose favorite color is blue? Purple? Pink? Green?  
What is your favorite food?  
What is your favorite snack?  
Do you have any brothers/sisters?  
What do you like to do for fun?
5. Say: When we know more about someone, we become better friends. We can learn what will make someone smile and how we can encourage them. And together, we learn that others care about us.



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## Activity: Experiencing Presence (5-10 minutes)

**Items needed:** “All About Me” worksheet; pens/pencils

1. Say: It’s important for us to present for others, to be their friend. But it’s also important for us to have people who are our friends, who are there for us when we need it.
2. Say: I want to make sure that you each have someone in your life who encourages you and prays for you. So, we are going to be “Prayer Pals.” I am going to match you with someone- one of our youth, an adult, or even a senior adult, who will be praying for you and will send you notes from time to time. You’ll know who this person is so you can also be praying for them and send them encouraging notes when they need it too!
3. Say: Before I tell you who your Prayer Pals will be though, I want your Prayer Pals to be able to get to know you better. We are going to fill in our “All About Me” worksheet so that your Prayer Pal can learn about you. (If the Prayer Pals are in the room, say: Once you finish filling this in, I’ll introduce you to your Prayer Pal!)
4. Give each child an “All About Me” worksheet and a pen/pencil. Help them as needed.



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## Activity: Experiencing Presence (continued)

5. Once children have finished, introduce them to their Prayer Pals if they are there. If not, say: I'll let you know next week who your Prayer Pals are.
6. Say: Being present matters. Having someone who cares about you and wants to be your friend matters. This week, remember how much your friendship to others matters. Make time for your friends. Pray for them. Look for ways that you can be there for them.
7. As parents arrive, thank children for participating in the session.



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## Resources for Session 2

Videos for “Story and Response Time”

Rosalie- <https://vimeo.com/343265435>

Bruce- <https://vimeo.com/222856624>

Lucien- <https://vimeo.com/407333421>



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## “All About Me” Worksheet

My name is: \_\_\_\_\_.

I am \_\_\_\_\_ years old.

My favorite color is \_\_\_\_\_.

I love to eat \_\_\_\_\_.

My favorite thing to do is \_\_\_\_\_.

I love to play \_\_\_\_\_.

In my family, I have \_\_\_\_\_.

My favorite subject in school is \_\_\_\_\_.

My least favorite subject in school is \_\_\_\_\_.

My favorite movie is \_\_\_\_\_.

Directions: Make a copy for each child. Distribute to children in the final Activity.



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