

God's Power Works Through Elijah and Elisha

Lesson 10a — Elijah Works for God

Lesson 10b — Fire and Rain From Heaven

Lesson 10c — A Double Portion

Lesson 10d — Elisha Works for God

Lesson 10e — Chariots of Fire

OVERVIEW

The power of God is one of the main and underlying themes of the whole Bible, and it is a subject that merits an in-depth study, even at the primary level. It is important for the children to realize the scope of God's might, and that this power was not just something limited to Biblical history. It is a vital, moving force in the world today, and especially in the lives of true Christians.

The first of our three units focuses on the power of God working through the prophets. At this period of history, the kingdom of Israel was divided because King Solomon had turned away from the Lord and led the nation deep into idol-worship. Periodically, succeeding kings

from both the north and south continued these evil ways, disobeying God.

As a result, God chose special men and women to be prophets. Some were called to perform just one simple, yet important job. Others, like Elijah, and Elisha, were called to a lifetime of service for God. These men were not out to make friends or demonstrate their power in the kingdom. Rather, they demonstrated God's power, telling God's messages to the people even at the risk of their own lives. Their faithfulness and close communion with God is evidenced by the miracles recorded — unmistakable proof of the power of God working in them and through them.

GAMES FOR REVIEW

On flash cards write words that pertain from all the lessons. Hold up the cards one at a time and let your group tell you which story it makes them think of. For pre-schoolers, use simple line drawings.

Examples:

no rain	brook
ravens	bread and flesh
widow	meal and oil
Baal	fire
trench of water	mantle
River Jordan	double portion
chariots and horses	whirlwind
two sons	pot of oil
vessels	axe
chariots of fire	blindness

differing degrees of difficulty on flash cards, with point values ranging from 1 to 5 depending on how hard the question is. Read the first question to one team, telling them of the point value. If anyone on that team can answer it correctly they get the points. If they miss the question the other team gets a chance to answer it and receives that many points plus one. Whether the second team gets it right or wrong they get a chance at the next question.

CONTEST IDEAS

On 3"x5" cards, write questions about places, people, and events in the lives of Elijah and Elisha. Write answers on the reverse side. Choose a caller to read the questions. The first person who thinks he knows the answer stands. If the player answers correctly, he gets the card. The player with the most cards wins.

Divide the children into two teams. Write questions with

Cut a large number of "Happy Buttons" from construc-

Elijah Works for God

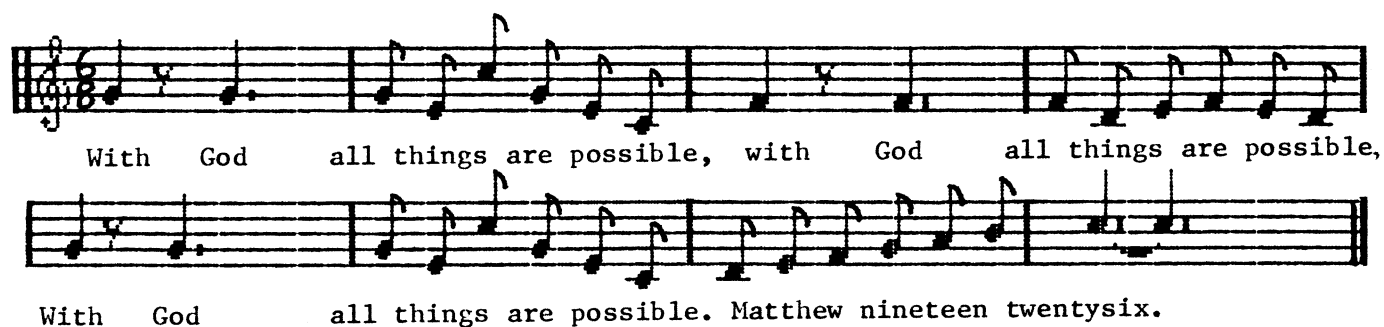
TEXT I Kings 17:1-16

SUPPLEMENTAL SCRIPTURES I Kings 17:17-24

OBJECTIVE The students will be able to tell how God demonstrated His power through the miracles of Elijah — power to control the elements (rain) and to provide food for Elijah, a widow, and her son during the drought.

MEMORY VERSE With God all things are possible. — Matthew 19:26

MEMORY VERSE SONG



MEMORY VERSE IN ACTION

WITH GOD — Point up.

ALL THINGS — Draw a circle in air with both hands.

ARE POSSIBLE — Make fist (two), palms down, drop twice (pounding motion).

MEMORY VERSE VISUALIZED

Cut apart the Bible, marker, and cloud. (See pattern at end of lesson.) Put up the sections, a portion at a time, as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a loaf of warm bread to class, and open your session by sharing it with your students. Discuss how satisfying bread is when you are hungry. Ask your students if they have ever been hungry.

1. Once there was a time in Israel when many people were very hungry. It was caused by the word of Elijah, at the command of God.
2. Elijah told King Ahab that there would not be rain or dew until he commanded it.
3. God directed Elijah to go to the brook Cherith, where ravens brought him food and he drank of the brook.

4. When the brook dried up, God sent Elijah to a widow in Zarephath.

5. Though she had only enough food for one meal, she shared with Elijah at his request.

Climax: Because she gave to the prophet, her meal and oil did not run out.

Conclusion: God demonstrated His power to control the elements and to provide food for those who trusted Him.

Response: Your students will be able to describe the miracles that took place in this lesson, and relate them to how God's power works for and through those who trust Him today.

BACKGROUND INFORMATION

Elijah is a unique and one of the most dramatic characters of Bible history. Nothing is known of his parentage, but according to text he was born at Tishbeh. However, he had been living in Gilead for some time when he enters the Biblical narrative in I Kings 17:1.

His story opens dramatically, with Elijah confronting King Ahab with a prophecy of drought to be stopped only by his word. What a bold statement! Undoubtedly that statement was based on a strong faith in the power of God.

The location of the brook where God directed Elijah to go hide is uncertain. Some suggest that it was a branch of the River Jabesh, but the interest is not in the precise spot, but rather in what happened there: the ravens brought food to Elijah morning and evening until the brook dried up. God commanded Elijah to go to Zarephath, a city outside Israel in Phœnician territory, where a widow would sustain him. In the fulfillment of this promise God's miraculous power was again evidenced. The widow's reward for sharing of her meager provisions with the prophet was that her supply of meal and oil was multiplied as long as Elijah was with her.

IN-CLASS ACTIVITIES

Circle only the words that are in today's lesson:

rain
prayer
ravens
cruse of oil
Elijah
Elisha
eagles
widow lady and son
flood
faith
barrel of meal

Have each class member pick one of the words they circled and explain how it fits into the lesson, or shows the power of God.

A little idea to help the children remember who came first, Elijah or Elisha: Remember "J" comes before "S" in the alphabet.

Make a list of things children can do for the Lord and have the class vote on a project that they would like to get together as a group and do the following week.

Bring a container full of oil and one full of flour or cornmeal. Demonstrate to the children that in the natural the more we use, the less we have. But God performed a miracle in not allowing the oil to run out. God always provides what we need.

In all of our lives as Christians God provides for our needs. It may not always happen when we choose, but when we leave it in His hands it works best. God is no different today than He was in Elijah's time. Share a testimony with your class of how God provided in your life or have someone come to your class and give his/her testimony.

Make a raindrop puzzle (see Patterns). Tell the story as you put the puzzle together.

Bring ingredients for making bread. Also have some

bread ready to share with the children. Talk about how good it tastes. God knows just what we need!

Use two identical containers for flour and two for oil putting in just enough flour and oil in each for one meal. Use one and replace it with an identical one so when the children look again they will find the container still contains enough for another meal.

QUESTIONS

Can God take care of us today, just as He took care of Elijah? Explain.

Who was Elijah? Who was Ahab? What circumstances brought these two men together?

Why was there to be a drought in the land of Israel? (What is a drought?) What would bring the drought to an end?

What reasons did Elijah have for going to the Brook Cherith?

What is a miracle? What miracles are recorded in today's lesson? Does God perform such miracles today?

What things do you know that God has done in your life or in someone's you know that demonstrates God's power?

PRE-SCHOOL SUGGESTIONS

Use a picture of a raven and cut out pieces from yellow or tan construction paper to look like little cakes or pancakes. Use either a doll, Playschool figure, or flannel-graph figure as Elijah. Show raven bringing food to Elijah.

Make a little cornmeal cake to show the children what the widow made for Elijah. Also bring some cornmeal and oil in little containers so the children will see how very little the widow and her son had to eat during the famine. Show that if you took some out there would be less and less until it would be all gone. But God made the meal stay in the widow's container so she could feed Elijah, her son, and herself during the famine.

Suggestions for "food" for Elijah: Pepperidge Farm fish crackers, peanuts, raisins, berries or cherries. Let your students share Elijah's food for snack time.

Cut out paper clouds for the children to hold up. When Elijah prayed the clouds were removed — gone for three years and six months! James 5:17

Make a paper raven (see Patterns for Lesson 6b) and let the children help to bring food to feed Elijah.

REVIEW IDEAS

Use the memory verse as a theme for your review. Make a series of illustrations on pairs (either a poster-board or prepared as an overhead) showing a seemingly impossible situation and the solution provided by God. Make the situations appropriate to the age level you are teaching. Some possibilities: a bully/a friend; a hard problem on a test/an answer; a lost book/a book found; a sick child/a well child; a sin-spotted heart/a clean heart. You may also wish to include a visual of two things directly tied to the lesson, such as: no food/food; no rain/rain.

Puppet Show — Show willingness of widow to share with Elijah.

“Thank You” song —
Thank you for the world so sweet,
Thank you for the food we eat,
Thank you for the birds that sing,
Thank you God for everything.
As you sing each line show a picture page (3'x4' or

larger sheets) to illustrate what it means (see Patterns) and then elaborate on it. At the end sing the complete song again.

Dress up as Elijah and tell the story in first person. (CAUTION! This is not for Beginners.)

COORDINATING SONGS

“Jesus Never Fails”

“God Is So Good”

“Trust and Obey”

SUPPORT MATERIAL

Friends of God — Story and Color Book, Standard Publishing

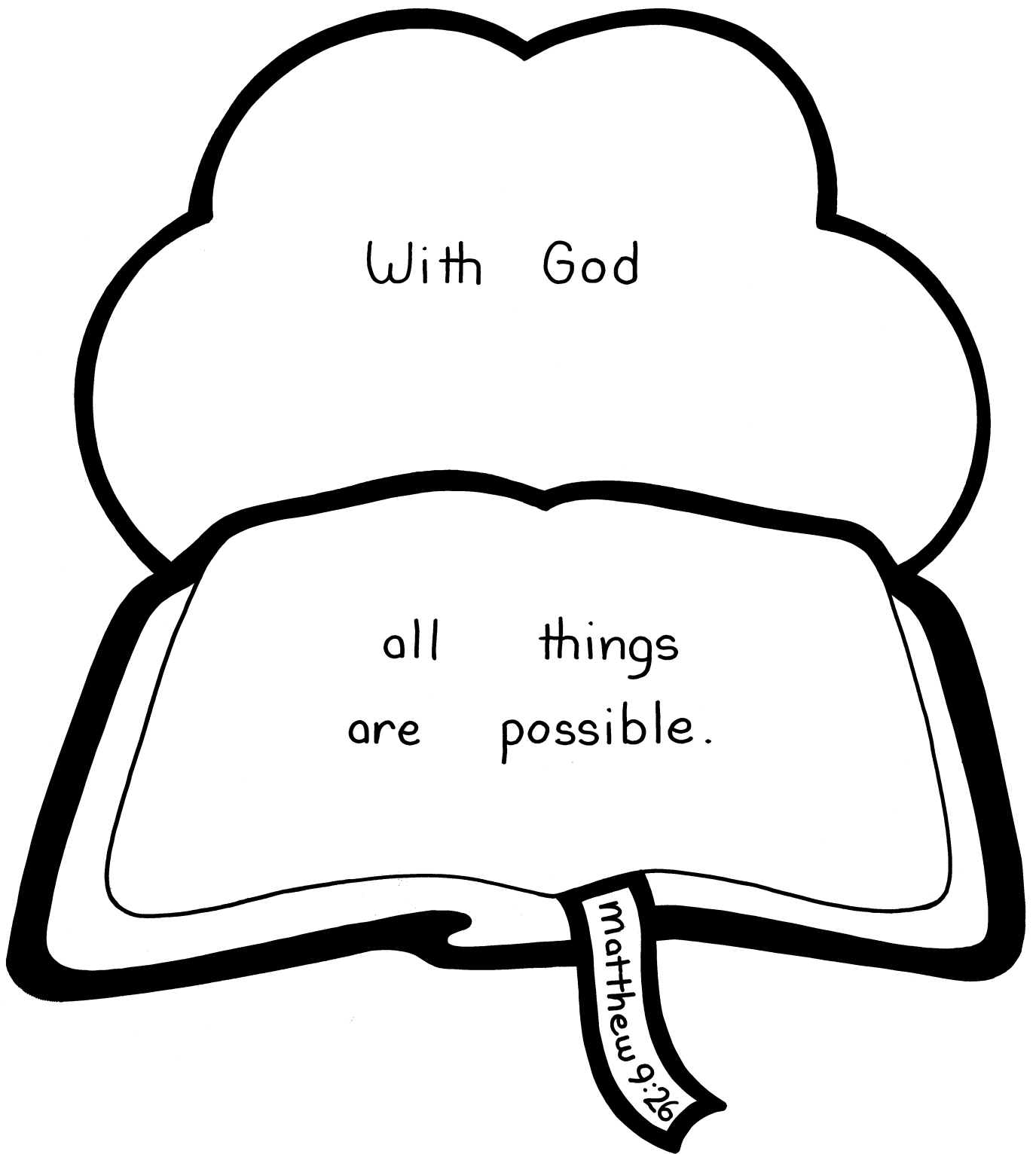
Elijah Asks for Bread — Lion Story Book, Lion Publishing

Elijah and the Oil Barrel — Family Life Institute Tape
No. 28 (no address for publisher)

The Bottle That Stayed Full — By Sandi Veranos, A Magic Picture Book, David C. Cook

NOTES

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Fire and Rain From Heaven

TEXT I Kings 18:17-46

OBJECTIVE The students will understand that God used Elijah's prayers, the resulting fire sent from Heaven, and the rain to show all the people He alone was the true and living God.

MEMORY VERSE The God that answereth by fire, let him be God.
— I Kings 18:24

MEMORY VERSE SONG



MEMORY VERSE IN ACTION

THE GOD — Point up.

THAT ANSWERETH — Point to mouth, move hand away from face.

BY FIRE — With palms up, wiggle fingers like flames.

LET HIM BE GOD — Point up with both hands.

MEMORY VERSE VISUALIZED

Cut apart the fire, the altar, and the cloud over the top. (See pattern at end of lesson.) Display the arrangement a portion at a time as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring a photograph or article from a newspaper or magazine describing a famine or drought. Relate this to how dried out everything became after three years of no rain, due to Elijah's words to King Ahab.

1. When Elijah and Ahab met, the king accused Elijah of being the one who troubled Israel. Elijah responded by telling him it was because the people had forsaken God and turned to false gods that the drought had occurred.

2. Elijah arranged a meeting on Mt. Carmel with the false prophets and challenged them to make a sacrifice and call upon their gods to send fire from Heaven.

3. The false prophets tried desperately for the entire day but no fire fell.

4. Elijah made an altar and covered it with water, and then prayed.

Climax: God sent fire from Heaven and consumed the sacrifice. Then, at the further prayer of Elijah, he ended the drought by sending rain.

Conclusion: Through the prayers of Elijah and the resulting miracles of the fire from Heaven, and the rain after the drought, God proved that He alone was the true and living God.

Response: Your students will be able to describe how Elijah used God's power to prove to the people that He was the true God.

BACKGROUND INFORMATION

Without rain the region of Palestine withers into a desert. After three years of drought, Elijah knew that it was time for the rains to come again. In a dramatic scene Elijah, the only prophet of the Lord, stood on the moun-

tain with 450 prophets of Baal and 400 prophets of the groves (sacred to the Baal worshipers) in a test designed to prove whether Baal or the Israelite God was the true God.

Elijah directed the whole proceeding: how an offering was to be made by the prophets of Baal, and later his own. It is interesting to note that, after three years of drought when water was undoubtedly a precious commodity, he ordered twelve barrels of water to be poured over the sacrifice. In striking contrast to the frantic efforts of the false prophets, Elijah prayed with simple, majestic directness — and the fire fell, burning up the sacrifice, the altar, the dust, and even licking up the water in the trench.

Immediately following, Elijah climbed to the top of Mt. Carmel to pray for rain. His power in prayer and his faith in God was evidenced as he prevailed — and after sending his servant out the seventh time, a cloud “like a man’s hand” was spotted. Elijah sent his servant to warn Ahab to hasten “that the rain stop thee not.”

IN-CLASS ACTIVITIES

Bring pictures of dry deserts or newspaper articles telling of a famine and share with the class. This should illustrate how dried out everything was when Elijah came to see Ahab again.

Build a small altar and tell the story with dolls or figures. Dress one doll as Elijah. Pour water over the altar and explain to the children that in the natural it cannot be lit, but God was able to perform the seemingly impossible.

Tell how Elijah believed in God and had faith that He would send rain again. Hold a dry sponge in your hand as you tell how even a little cloud was enough to let Elijah know his prayer was answered. Dip the sponge into a dish of water and let it rain as Elijah and his servant run to the city.

Bring a wooden or ceramic figure to represent Baal. Ask your children if this statue can hear. Can he talk? Can he answer prayer? Explain that the Baal worshippers in Elijah’s time thought a figure like this could do so.

Use divided picture of altars (see Patterns). Have children draw the people and what happened for each side, Baal and Elijah.

Use 12 rocks to build the altar as you tell the story. Explain why that number of stones was used.

Give each of your students one or two of the finger puppets representing the prophets of Baal (see Patterns). Let them act out the prophets’ efforts to call down fire from Heaven. A tape-recorded background

might encourage their participation in this scene. Then use the finger puppet representing Elijah to portray the climax to the story. A pattern for a stand-up altar and fire are also provided for use with the finger puppets.

QUESTIONS

Elijah was an example to the people that he believed in and served the living God. How can you be such an example at school?

What are some examples of idols today?

Why can’t idols made of stone and gold answer your prayers and heal you? Can you tell of times when God has answered your prayers or healed you or someone else?

How did King Ahab greet Elijah? What was his attitude or feelings toward Elijah?

What was the trouble Ahab referred to? Who was to blame for the trouble?

What did Elijah hope to prove on Mt. Carmel? Why was this important?

Do you think there are people today who do not know who is the true God? Explain.

We may not see fire come down from Heaven, but what are some of the things that prove to us that God is real and that He is always the same in His power and His goodness?

What happened when the people saw that fire came from Heaven and Elijah’s prayer was answered?

PRE-SCHOOL SUGGESTIONS

Use the pattern of praying hands provided for Lesson 1e, making a copy from felt or construction paper for each student. Talk about how God answered Elijah’s prayers, and will also answer our prayers.

Make paper cone people using a half circle of paper taped to form a cone, with a round circle attached for the head. Make the Baal worshippers of one color (green) and the people who loved God of another color (blue).

Cut out white, gray, and black paper clouds for children to hold up as Elijah prays. Have paper raindrops for children to drop on Elijah as he runs to the city.

REVIEW IDEAS

Have a skit about a family situation where God answered prayer. Having faith in God is believing that He will answer your prayers. An example would be when Mom and Dad promise you something and you believe they will do it.

Interview people who are zealous about different things: i.e., basketball, skiing, cars, cooking. Interviewing a zealous Christian would show the contrast.

Review the fact that God used supernatural means to prove to the people that He was the true God — the fire from Heaven, and rain after a long drought. Then show pictures of some of the phenomena of nature that have taken place in our day — volcanoes, earthquakes, etc. God's power is revealed in this also.

COORDINATING SONGS

“Send the Fire”

“He’s Only a Prayer Away”

“Would God That More People Would Pray”

SUPPORT MATERIAL

God's Special People — A Giraffe Book, Scripture Union

Fire From Heaven — Family Life Institute Tape No. 28
(no address)

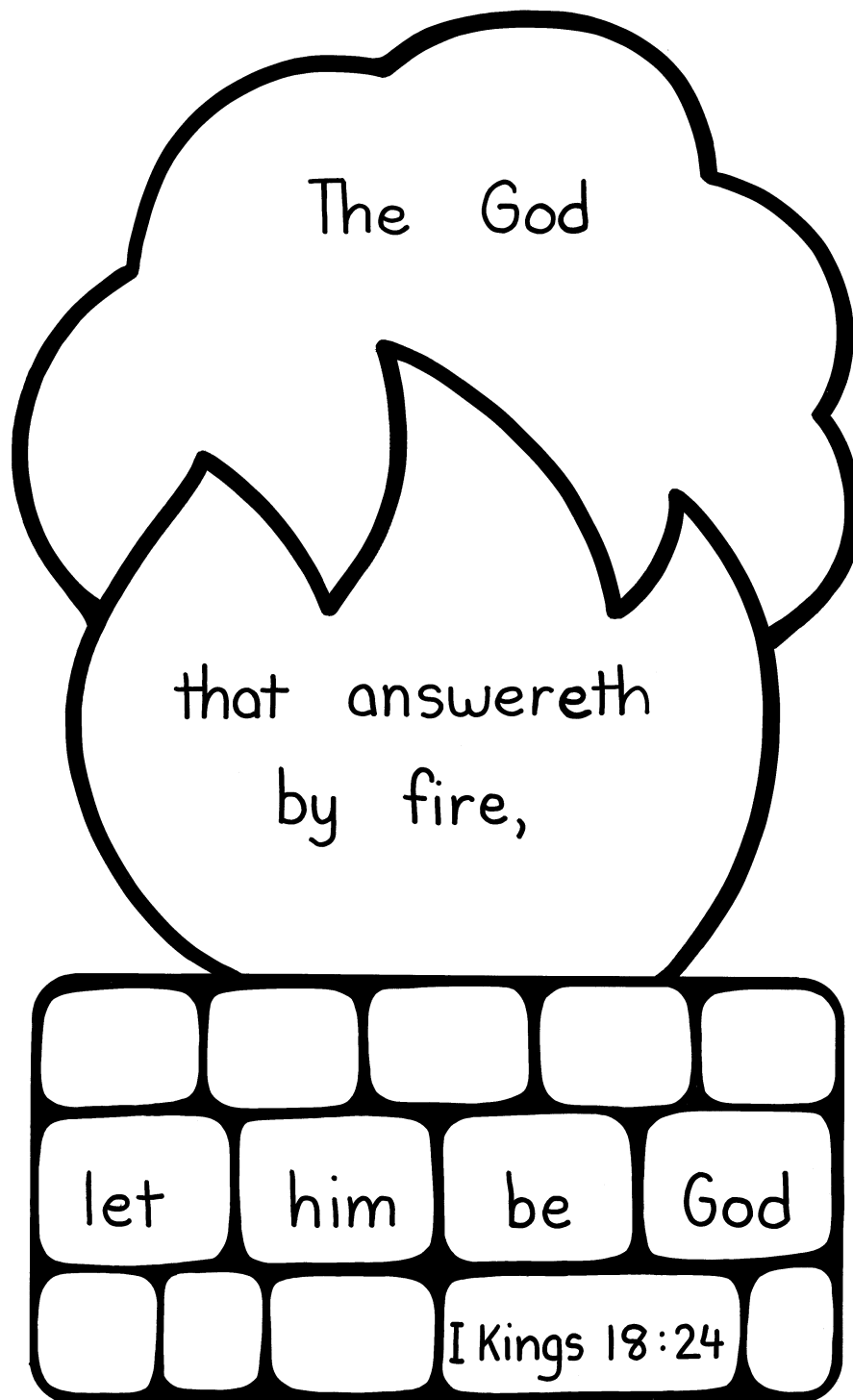
Exciting Adventures - Bible Stories for Children — By
Doris Clore Demaree, Warner Press

The Water That Caught on Fire — Arch Book, Concordia

The Day God Made It Rain — Arch Book, Concordia

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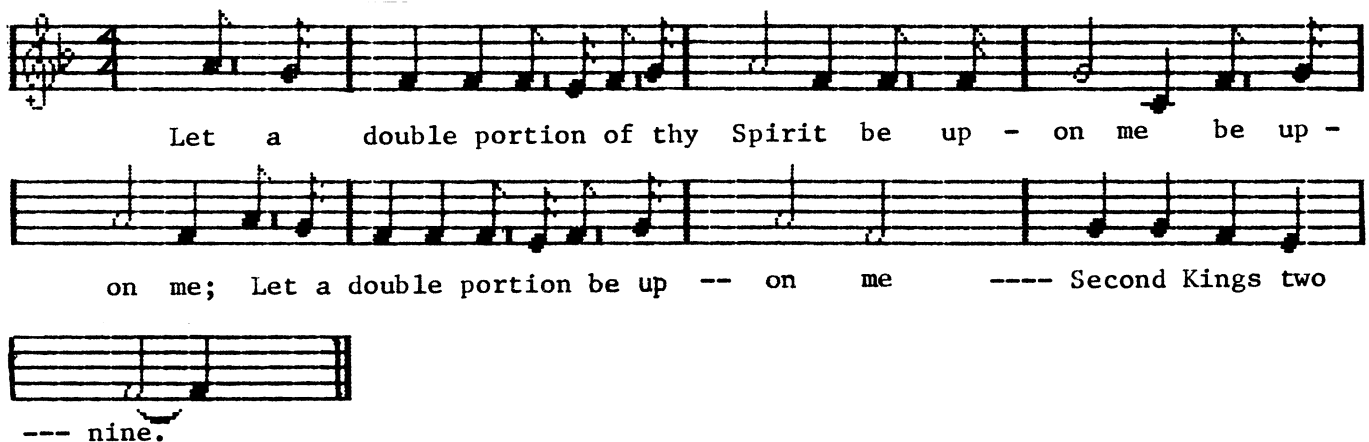
A Double Portion

TEXT I Kings 19:19-21; II Kings 2:1-15

OBJECTIVE The students will be able to describe how God's power took Elijah to Heaven and also answered Elisha's request for a double portion of Elijah's spirit.

MEMORY VERSE Let a double portion of thy spirit be upon me.
— II Kings 2:9

MEMORY VERSE SONG



MEMORY VERSE IN ACTION

LET A DOUBLE PORTION — Hold up two fingers.
OF THY SPIRIT — First put palms together, then move apart up and down with waving motion.
BE UPON ME — Place both hands on right shoulder.

MEMORY VERSE VISUALIZED

Cut apart the praying figure and the descending rays on which portions of the verse have been written. (See pattern at end of lesson.) Put each section in the appropriate order as the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Open your class session by distributing "double" treats to each of your students: two cookies, two stickers, two balloons, etc. Discuss what a double portion is.

1. By throwing his mantle over Elisha's shoulders as he plowed in the field, Elijah indicated that Elisha would be his successor as prophet in Israel. Elisha immediately followed Elijah and became his helper.
2. Elisha persisted in staying at Elijah's side, knowing that he would soon be taken from him.

3. Elijah smote the waters of Jordan with his mantle, and the waters parted.

4. Elisha asked for a double portion of Elijah's spirit, and Elijah said this would be granted if he saw him when he departed.

5. The chariot and horses of fire parted Elijah and Elisha, and a whirlwind took Elijah to Heaven. Elisha saw him go, and took up the mantle of Elijah when it fell to the ground.

Climax: Elisha smote the waters of Jordan with Elijah's mantle, and again the waters parted.

Conclusion: God granted Elisha's request for a double portion of Elijah's spirit. He performed many more miracles than Elijah according to scriptural records.

Response: Your students will be able to tell what Elisha requested of Elijah, and recount the events that took place when Elijah was taken to Heaven.

BACKGROUND INFORMATION

The fact that Elisha was plowing with 12 yoke of oxen when Elijah threw his mantle over him gives indication that he came from a wealthy family. Nevertheless, he immediately left it all to follow the man of God.

Elijah and Elisha were two of the greatest prophets Israel had ever known. But the two men were quite different in many ways. Elijah liked to live outdoors in the wilderness; Elisha lived in homes and liked the city. Elijah was rugged and forcefully impetuous in speech; Elisha tended to be more diplomatic. Elijah dressed in a cloak of camel's hair, but Elisha usually dressed like others of his day. Elijah spent his life in a struggle against the evils of his time, and went through a period of great depression. Elisha lived a more triumphant life as he mingled with his fellowmen. We have no record that he ever complained of his lot, fled from his enemies, or lost his courage.

There were, however, many parallels in the lives of the two men. Both smote the waters of the River Jordan and passed over on dry ground, both brought waters in time of drought, both increased a widow's store of food, raised boys from the dead, pronounced sentences upon kings, and called down vengeance on unbelievers.

Elisha's reception of the cloak of Elijah, both when it was first cast over his shoulders at his initial call, and again when it fell from the whirlwind, is symbolic. Throwing a cloak over another's shoulders represented a transfer of power, of position, or a call to leadership.

IN-CLASS ACTIVITIES

Use a chalkboard or paper to draw a field where Elijah found Elisha. Dolls can be dressed as the men. Then show a road and Elisha following Elijah around to the towns and then to the Jordan. Another scene would have Elijah's mantle striking the water and their crossing. After that have a flannelgraph figure of a chariot above them. Then Elisha strikes the water again with Elijah's mantle.

Provide each student with a blank sheet of paper with a piece of carbon over it. Give them a sheet of paper with the starburst shape (see Patterns) printed on it. Have them trace over the starburst pattern so the design will appear on the left side of the sheet underneath. As they trace, describe how Elisha wanted the power Elijah had. Have them write the words, "God's Power" in the center. Then tell how Elisha wanted even more, so he asked for a "double portion." Have them move the top paper over and trace the shape again, leaving the carbon in position over the sheet of paper underneath. When the carbon is lifted, the student should see two complete shapes. Write "Elisha Prayed for a Double Portion" across the top. If time permits, allow your students to color the starburst shapes.

Use a divided sheet of paper for Elijah's and Elisha's works. List some of the things that Elijah did and then list the things that Elisha did. Elisha's list will be longer.

Bring examples of how two are better than one: i.e., bicycle vs. unicycle; two feet vs. one foot; etc.

QUESTIONS

What is the meaning of the lesson title — "A Double Portion"?

Why did Elijah "cast his mantle" upon Elisha? What is a *mantle*? Do you think Elisha knew why Elijah did this? Why or why not?

How does God call people today to serve Him?

Was Elisha's call from Elijah or from God? Explain.

What are some of the characteristics or qualities in Elisha that made him a good choice as Elijah's successor? What is the meaning of *successor*?

What qualities is God looking for in the people He chooses to work for Him today?

When Elisha desired to follow Elijah (no doubt he felt that God had called him to do so) why do you suppose Elijah said several times, "Tarry here"?

What is the meaning of *consecration*? Do you suppose God tests people today regarding their consecrations? Explain.

What did Elisha desire of Elijah and did he obtain his wish? How do you know?

PRE-SCHOOL SUGGESTIONS

To show how "two are better," bring double treats for your children; two sticks of gum, two balloons, two pennies, two baggies of fish crackers.

Show pictures (or use dolls) to illustrate a child's doing good deeds (sharing, obeying, being kind, etc.), but do each thing **twice**. For example: "Teddy shared his apple with Susie; he also gave some to Jamie." Elisha wanted to be able to do **lots** of good things for God.

Color fire on picture of chariot (see Patterns).

REVIEW IDEAS

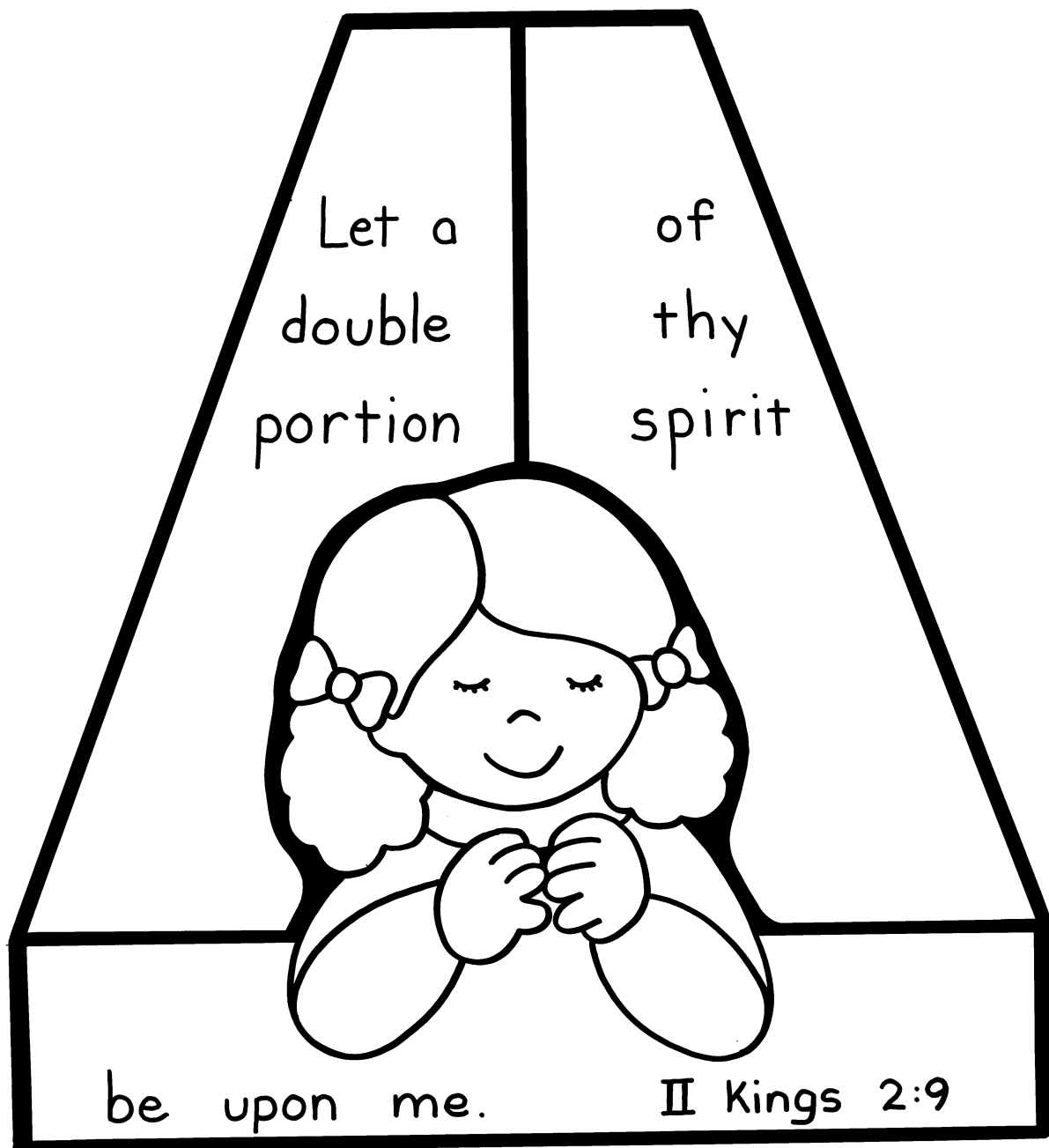
Make a list, or show simple sketches representing the miracles Elijah did. Describe how Elisha prayed for a double portion of Elijah's spirit, then make a list or show sketches illustrating the miracles of Elisha. This list will be approximately twice as long. God answered his prayer!

If you have any twins in your group or the church congregation, enlist their help in presenting your review.

wanted a “double portion” so he could do even more for God.

See Unit Support Material

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Let a
double
portion

of
thy
spirit

be upon me.

II Kings 2:9

Elisha Works for God

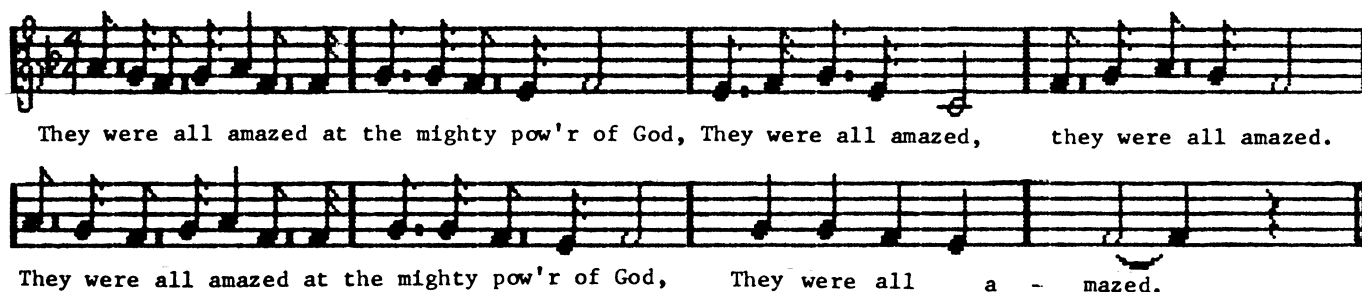
TEXT II Kings 4:1-7; 6:1-7

SUPPLEMENTAL SCRIPTURES II Kings 2:19-22; 4:32-41

OBJECTIVE The students will be able to relate how God demonstrated His power through the miracles of Elisha.

MEMORY VERSE They were all amazed at the mighty power of God.
— Luke 9:43

MEMORY VERSE SONG



MEMORY VERSE IN ACTION

THEY WERE ALL AMAZED — Hold hands out to side, surprised look on face.

AT THE MIGHTY POWER — With right hand feel muscle of left arm flexed.

OF GOD — Point up.

MEMORY VERSE VISUALIZED

Cut apart the standing figures, cloud and base as indicated by the heavy lines. (See pattern at end of lesson.) Display each section in the appropriate order as the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Take an empty pot or jar, and an ax or ax head to class. Ask your students if they can fill the pot without having anything to put in it, or if they can make the ax float. Help them conclude that only the power of God could make these things happen.

1. A widow told Elisha that a creditor was demanding the payment of a debt she owed or else her sons would be taken into servitude.

2. He instructed her to borrow vessels from her neighbors, shut the door of her house, and fill the vessels with the little oil she had.

3. The oil miraculously filled all the pots, and she was able to sell the oil and pay the debt.

4. A borrowed ax head fell into the water, and the person using it cried out to Elisha.

Climax: Elisha threw a stick into the water, and the ax head floated to the surface.

Conclusion: God used Elisha to demonstrate His miraculous power.

Response: Your students will be able to tell some of the miracles Elisha performed through the power of God upon his life.

BACKGROUND INFORMATION

Elisha's reception of a double portion of the Spirit is demonstrated by the fact that he performed a greater number of miracles than any other prophet except Moses.

The oil miraculously provided for the widow in today's text was a valuable commodity. It was an essential ingredient for cooking in every home. It also provided fuel for the wick lamps used in that day, it was used to promote healing of cuts and scrapes, women used it to condition their skin in the hot dry climate, kings were anointed with it, and offerings were made of it. The widow would have no trouble selling the oil which filled the borrowed vessels.

Elisha's story is told with vigor and vivid detail, making him stand out above many of the Old Testament char-

acters. The miracles he performed through the power of God are not all told in chronological order, but they bear the marks of historical truth in the simplicity of their narration.

IN-CLASS ACTIVITIES

Use a toy juice pitcher. When you tip it over it looks like the juice disappears but it fills up again when you hold it upright.

Use the divided picture with empty faces (see Patterns). Have the children draw in the people's "before and after" faces for each incident.

Let each child use people and objects made from construction paper to go with both incidents (see Patterns). Have the children help you tell the story using this material.

Give each child a doll that represents a person in the story. Have each child use his/her doll to play the role of the person.

Make an ax head of styrofoam or Ivory soap to illustrate the ax head that floated. Drop something heavy into some water so they can see that a real ax head could never float without God's power.

Bring as many small and different pots as you can to illustrate the story.

QUESTIONS

Do miracles still happen today? Give an example.

Could Elisha have done these miracles without the help of God? Why or why not?

What was it about Elisha that drew the poor widow to him with her problem?

How important is it to live so that others know we are in touch with God?

What was the widow's need and what did Elisha suggest to her? What did the widow do?

The woman had only one pot of oil. Where did the extra oil come from that filled all the borrowed vessels?

What did the sons of the prophets ask of Elisha? Did he agree to their wishes?

The men were doing a good work, but something distressing happened. What was that? Even though you might be doing something God led you to do, working for Him, it is possible that setbacks will come. What purpose can there be in this?

PRE-SCHOOL SUGGESTIONS

Use Fisher-Price figures in a sandbox or on the table to show the widow and her sons and Elisha. Show little play pans and jars and the sons getting them from the neighbors. Pretend to pour out the oil. Make little cardboard houses for the widow and her neighbors.

If using a flannelgraph, let the children hold the figures until you need them in the story. They really learn when they have a part in the story.

On the child's level, emphasize the thought of being a helper for Jesus. There are pre-school books available on the subject. Talk about things a child can do, such as helping to keep God's house clean, inviting a friend to Sunday school, singing and behaving nicely in church.

REVIEW IDEAS

Role-play the lesson:

Before the review give some pots to a few of the students. During the review have two boys (sons) go to the students to borrow the pots and bring them one at a time to you to fill. Have somebody hidden who will keep your "oil" supply full.

Stage a mock interview with one of the widow's sons, or with someone who observed the miracle of the ax head. Pretend you are a reporter for the "Jerusalem Gazette" and are looking for an eye-witness account. Use their answers to bring out the objective.

Use an overhead review using overlays to add action.

1. One time a widow came to Elisha for help. (Show widow.)
2. She said, "I have two sons (Overlay sons.) and lots of bills to pay. (Draw in \$ signs.) A bill collector wants to take my sons (Remove sons.) because I cannot pay him."
3. Elisha asked her what she had at her house. (Overlay pot of oil.)
4. She sent her two sons to borrow empty pots. (Remove widow and overlay houses one at a time.)
5. Boys brought the vessels. (Remove houses. Overlay vessels.) She started to pour her little bit of oil. (Overlay cut-outs of yellow transparencies to fill the pots.) Remove entire scene.
6. Elisha used God's power to help a man who had lost an ax head. (Lay in an ax head on a loose piece of acetate, below a wave line, or piece of blue transparency to represent water.)
7. The man was upset because the ax head was borrowed. (Use overlay of a sad face.)
8. Elisha tossed a stick on the water, and the ax head floated. (Move ax head above wave or water line.)

9. The man was very happy that he could return what he had borrowed. (Overlay happy face.)
Conclude by relating to the students that God's miracles are very real today.

“God Can Do Anything”

COORDINATING SONGS

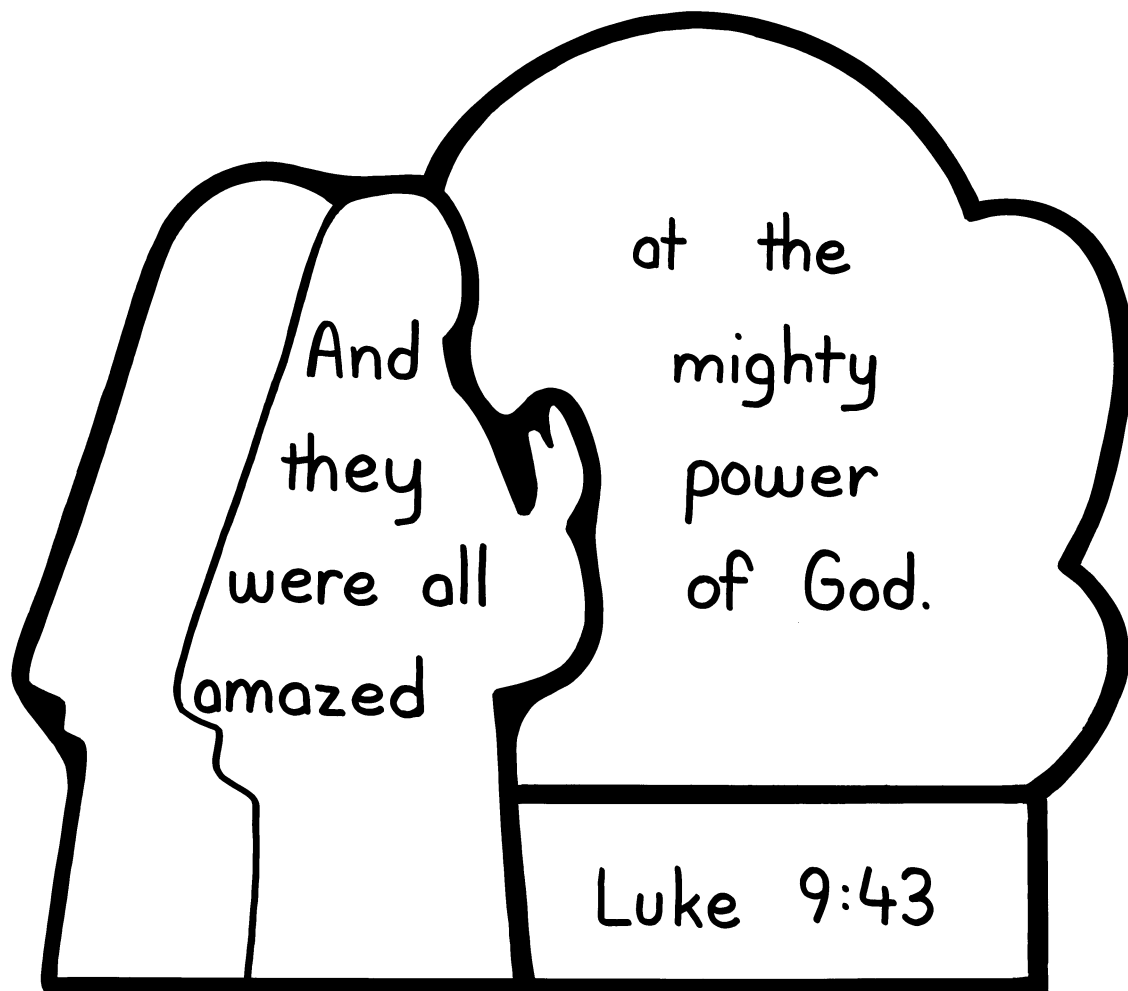
“I Believe in Miracles”

SUPPORT MATERIAL

The Life of Elisha — Coloring book, Bethany Fellowship

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



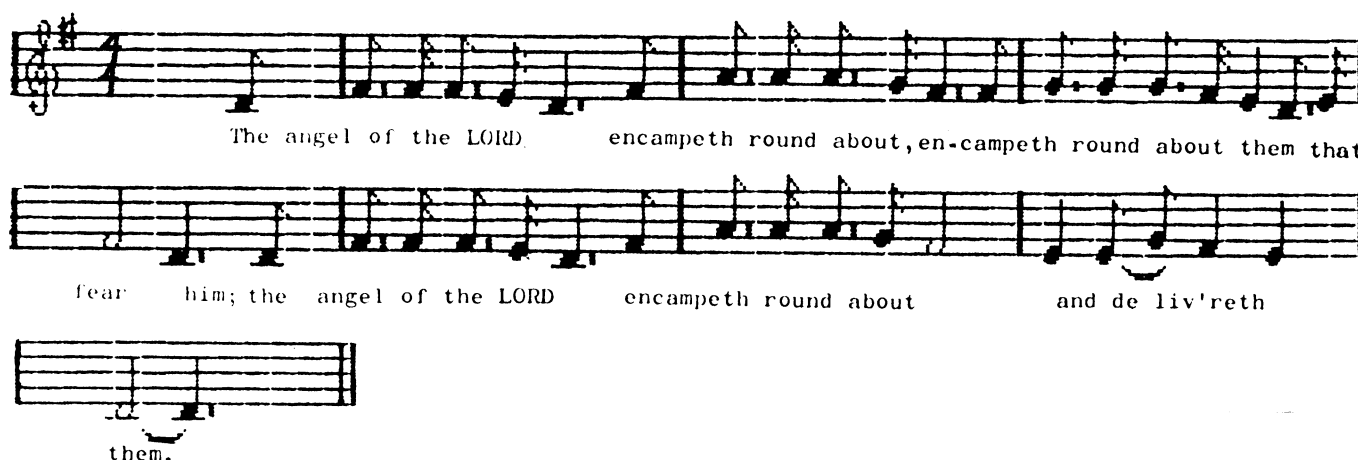
Chariots of Fire

TEXT II Kings 6:8-23

OBJECTIVE The students will be able to substantiate the truth that God will use His supernatural power to protect those who serve Him, using the story of God's protection of Elisha and his servant by the chariots of fire.

MEMORY VERSE The angel of the LORD encampeth round about them that fear him, and delivereth them. — Psalm 34:7

MEMORY VERSE SONG



MEMORY VERSE IN ACTION

THE ANGEL — With hands at shoulder height pointing out, flutter like wings.

OF THE LORD — Point up.

ENCAMPETH ROUND ABOUT THEM — Draw large circle pointing toward ground.

THAT FEAR HIM — Praying hands (*fear* does not mean "afraid of," rather it means "those that pray to, honor, etc.>").

AND DELIVERETH THEM — Brush off the back of left hand with side of right hand.

MEMORY VERSE VISUALIZED

Cut apart the angel, encircling banner and center piece on the heavy black lines. (See pattern at end of lesson.) Put up the angel and then the succeeding pieces as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Take a paper shield to class. Show your students the shield, saying how we know that shields are used for protection. Then tell them that today they

are going to hear how God provided a special kind of protection for one of His helpers.

1. The king of Syria made plans against Israel, but his plans were found out repeatedly. He was angry and demanded to know who the traitor was.

2. One servant told him that it was Elisha who was revealing the secret plans.

3. The king learned that Elisha was in Dothan, and sent out his chariots and horses to surround the city and capture the prophet.

4. Elisha's servant was frightened when he saw the host surrounding them.

Climax: When Elisha prayed that the servant's eyes would be opened, he saw horses and chariots of fire sent by God to protect them. The enemy was smitten with blindness and delivered into Israel's hand. They were treated kindly and returned to Syria.

Conclusion: God will never fail to take care of the person whose trust is in Him.

Response: The students will be able to tell how God protected Elisha, and will be able to describe how His power will protect the believer today.

BACKGROUND INFORMATION

During the time of Elisha's ministry in Israel, the Syrians went to war against the Israelites. (The Syrians lived to the north of Israel and should not be confused with the Assyrians, another powerful nation.) God often revealed to Elisha the whereabouts of the Syrian army, and this angered the king of Syria, who purposed to capture the prophet by surrounding the city of Dothan where he was staying.

Artists often depict angels as gentle and docile creatures, wearing long white robes and playing sweet music on their golden harps. But many times the Lord calls His angels to be agents of His protection. While Scripture does not say angels accompanied the chariots and horses of fire, it is possible that heavenly beings guided those instruments of God's protection.

This story suggests that all around us, supernatural events are happening which are invisible to the human eye. At times, God "opens" the eyes of certain people and lets them witness these remarkable incidents.

IN-CLASS ACTIVITIES

Have each child put his hands over his eyes to experience what it would feel like if he were blind. If you have room, lead them around the class or room showing how Elisha led the Syrian army to the Israelite army.

Give each child a copy of the picture of Dothan with the stapled-on portion of the city covering the chariots of fire (see Patterns). Have them fold up the top at the appropriate time in the telling of the story.

Make a paper chain of angels (see Patterns) for each student. Let them use this to encircle a doll or cut-out figure, to show how the angels encamp around those that serve the Lord.

QUESTIONS

What two countries were at war? Are those countries on our maps today?

How did Elisha help the king of Israel? Where did he obtain his knowledge?

Do you know who in the Bible said, "There is a God in heaven that revealeth secrets"? Daniel 2:28

When things went against the king of Syria, who did he think was to blame?

What did his servants tell him? How do you suppose they knew more than their king?

The king of Syria sent an army to capture one man — Elisha. Were they successful? Why or why not?

What did Elisha mean when he told his servant, "They that be with us are more than they that be with them"?

What happened to the men who came to capture Elisha? What did the king of Israel want to do to these men once they were in his power?

What did Elisha tell him to do? Compare the attitude of the king of Israel to that of Elisha? What does this tell you about a get-even spirit?

PRE-SCHOOL SUGGESTIONS

Use cone angels made from a half circle of paper, with a circle face and wings attached, for guardian angels.

Show pictures of a mommy or daddy with a child. They want to protect their child. In the same way, Jesus wants to protect us too.

Show the children the well-known picture of a guardian angel watching two children as they cross a broken bridge. There are also a number of pre-school books about how Jesus cares for us.

REVIEW IDEAS

This lesson would adapt well to an overhead story. Use overlays and darkness as you review the story with the children.

Use examples of things that help to protect us, i.e., crash helmet, seat belts, gloves, steel-toed boots, umbrella, etc.

Visualize some instances when God protected you or someone of your acquaintance for your review. In the center of a large flannel board, put a figure to represent yourself or the person you have selected. As you tell of times you were protected, write a brief statement on a paper angel-shape and mount these in a circle around the center figure.

COORDINATING SONGS

"Why Worry When You Can Pray?" — Happy Time, vol. 2, page 2

"My Lord Knows the Way" — Beginners Sing, page 10

SUPPORT MATERIAL

Use Unit 10 Support material

