

COURAGE TO FOLLOW

LESSON TEXT

1 Kings 18:16-46

LESSON OBJECTIVES

- The students will identify Elijah, the prophet who confronted the 450 prophets of Baal.
- The students will identify three areas in their lives that require standing up for God.
- The students will decide one action to perform this week that requires courage.

MATERIALS NEEDED

For each student:

- 3 index cards
 - pen or pencil
- For the teacher:*
- 2 or 3 dictionaries
 - 2 or 3 concordances
 - extra Bibles
 - 1 copy of "Good News from the Kingdom"
 - globe or map of the world

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for each student
- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

- Faithful Instruction
 - Teacher Focus
 - Teacher Tips
- Preclass Activity: "Courage" Word Search
- Starting Up
 - Welcome and Singing
 - Opening Prayer
 - Victories
 - Good News from the Kingdom

Getting into God's Word

- Story: Making a Difference
- Scripture Study
- Activity 1: Elijah Play
- Activity 2: Courageous Acts

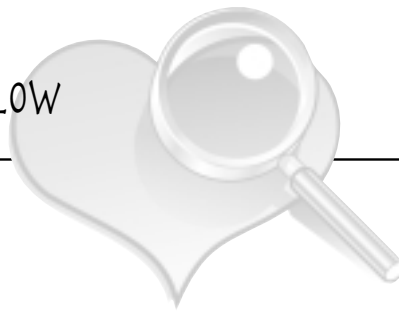
Getting It to Others

- Scripture Memory: 1 Kings 18:21
- Weekly Challenge and Snack Time
- Conclusion

SCRIPTURE MEMORY VERSE

Elijah went before the people and said, "How long will you waver between two opinions? If the Lord is God, follow him; but if Baal is God, follow him."

1 Kings 18:21



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray before preparing this lesson. Read and meditate on 1 Kings 18:16-46 until you understand the basic story and the lessons it holds. Think of one specific way or a specific time that you have had to show courage in your life. Write down that incident and what your specific emotions and thoughts were at the time.

TEACHER TIPS

You may want to make extra copies of Reproducible Page C (the play) for the teacher's use in the next class time. Provide these along with a list of the parts you assigned to the students.

PRECLASS ACTIVITY

"COURAGE" WORD SEARCH

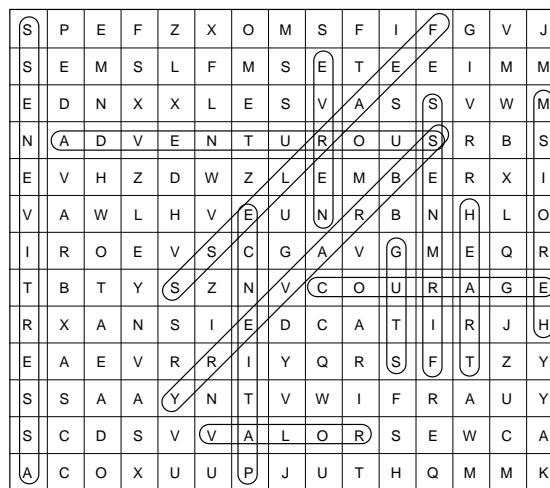
MATERIALS USED

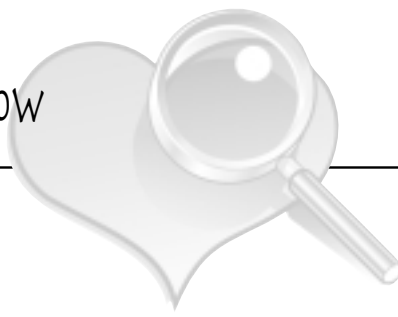
For each student:

- pen or pencil
- Reproducible Pages:
 - Page A, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page A, and have them find the words in the puzzle. Each of these words is similar to the word "courage."
2. Have the students use the dictionaries that are available to look up the word "courage." Have them write the definition on the bottom of their copy of Reproducible Page A.
3. Have the students use the concordance that is available and look up the word "courage." They should then find a passage that talks about courage and write the scripture reference on the bottom of their paper.
4. Have the students write down the main idea of the passage they have found.





STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share.





STORY

MAKING A DIFFERENCE

This is a story of courage. These men were willing to help in a situation that required tremendous sacrifice on their part. They could have been on their way to some kind of event or pre-arranged activity, but they overcame the obstacles and gave to someone in need. You need to look at your own life today and believe that what you do can make a difference as well.

MATERIALS USED

Reproducible Pages:

- Page B, 1 copy for each student

PREPARATION

Read the story ahead of time.

INSTRUCTIONS

1. Distribute a copy of Reproducible Page B to the students.
2. Ask the students to listen as you read the story.
3. Ask them to listen to how the different people reacted to the accident.
4. Read the story to the students.
5. Have a discussion about the story.
 - *Why did these people stop to help Mrs. Herring?*
 - *Why would someone not stop to help an accident victim?*
 - *Why did Mr. McAllister use his own shirt to help the woman?*
 - *What was Mr. Corcoran afraid of as he helped Mrs. Herring?*
6. Have all of the students take out their preclass activity sheets (Reproducible Page A). Ask: *"What do you think it means to have courage?"*
7. Take a few minutes for the students to share their thoughts.

SCRIPTURE STUDY

Courage is a very important part of our lives. Today's message, and the focus of all of Unit 2, will be on the topic of courage. Today we will be discussing the life of Elijah, a man who showed tremendous courage to stand up for God.

Have the students take out their Bibles and turn to I Kings 18:16-46. Select five volunteers to read the passage. Divide the reading as follows:

I Kings 18:16-21

I Kings 18:22-26

I Kings 18:27-33

I Kings 18:34-39

I Kings 18:40-46

- *Who are the main characters in this story?*
 - Ahab
 - Elijah
 - God
 - 450 prophets of Baal
 - the Israelites
- Discuss v. 21. *What problem with the Israelite people was Elijah concerned about?*
 - The people were cowards because they would not take a stand for God. Elijah told them to choose to stand for God.
- *What did Elijah do that required courage?*
 - confronted the Israelites about their sin
 - challenged the prophets of Baal
 - taunted the prophets of Baal because he knew their god would not answer
 - prayed confidently that God would answer his request
 - did not doubt and was not afraid that God would fail to come through
- *What did God do in response to Elijah's courage?*
 - God answered Elijah's prayer in a powerful way by burning up the sacrifice, the altar, the wood, the stones and the water! It was a complete demonstration of God's power.
- *What did the Israelites do? How did they respond?*
 - They chose to follow God instead of following Baal. (v. 39)



ACTIVITY 1

ELIJAH PLAY

MATERIALS USED

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. At the beginning of this section, pass out copies of Reproducible Page C (Elijah Play) to each student.
2. Assign the roles to the students as appropriate. You will need to utilize every student in the play. Pick the most outgoing and energetic student to play the part of Elijah, and assign the others as desired. See the script for the various roles.
3. Instruct the students to read over the play during the week and practice their roles. They do not need to memorize their parts, just be familiar with them so they can read them easily. The class will rehearse and perform the play during the next class.

NOTE: Remember to provide the teacher of the next class with the list of parts you have assigned to each child.



ACTIVITY 2

COURAGEOUS ACTS

MATERIALS USED

For each student:

- 3 index cards
- pen or pencil

INSTRUCTIONS

1. Before the students begin writing down their answers, relate an incident in your own life that required courage. Talk about the incident you thought about during the Teacher Focus section of your preparation.
2. Give each student three index cards, and be sure everyone has a pen or pencil.
3. Have the students each write down three things in their lives that would require a lot of courage. They can write about whatever they want, but it must be something that could be done this week. Encourage the students to be serious and righteous about their ideas. The students should write one act of courage on each card.
4. Give the students time to complete these cards. Go around the room to each student and give input on their ideas. The students should not put their names on the cards.
5. When everyone is finished, have the students stand up and share with the class the three things they have written on the cards. As a group, the class should then pick out from each group of three, the one that requires the most courage. **BE SURE THAT THE ONE PICKED HAS SOMETHING THAT CAN BE DONE THIS WEEK!** Take the card that is picked, and allow the student to keep the other two cards.



SCRIPTURE MEMORY

1 Kings 18:21

Elijah went before the people and said, 'How long will you waver between two opinions? If the Lord is God, follow him; but if Baal is God, follow him.'

MATERIALS USED

Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (Scripture Memory Verse).
2. Have the students say the memory verse together out loud several times.
3. Talk about what the verse means. What does it mean to waver between two opinions?
4. Challenge the students to remember this verse all week long when they are making decisions at home, at school, at church or in the neighborhood.

WEEKLY CHALLENGE AND SNACK TIME

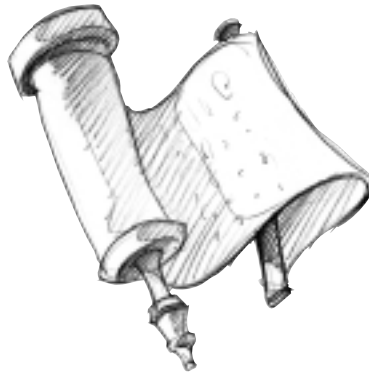
If your students bring a snack, allow them to eat it while you explain to them the challenge for the week.

While the students are eating, place the index cards that you have received (one for each student in the class) into some sort of container. Let the students know that this week we all want to be men and women of courage (including you). Explain that each student is going to draw one index card from the container. The challenge for the week for that student will be to demonstrate in his own life that aspect of courage. Have each of the students read his card out loud to the rest of the class. Keep a list of each student's name and their challenge. In addition, take on a courageous challenge of your own, and relate this to the students. The students should be encouraged to check up with each other (and with you) during the week, to see how each has done in completing their challenge.

Discuss with the students any fears or concerns they might have about completing their challenge. Have the students help each other with ideas on how to be victorious. Some of the students may even wish to get together to complete their challenges.

CONCLUSION

End the class with a prayer.



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LESSON TEXT

1 Kings 18:16-46

LESSON OBJECTIVES

- The students will identify Elijah, the prophet who confronted the 450 prophets of Baal.
- The students will identify three areas in their lives that require standing up for God.
- The students will decide one action to perform this week that requires courage.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- extra copies of Reproducible Page C (Elijah Play) for students who were not in the last class
- extra Bibles
- props for the play, as needed

Reproducible Pages:

- Page E, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction

Teacher Focus

Teacher Tips

Preclass Activity: Crossword Puzzle

Starting Up

Welcome and Singing

Opening Prayer

Great News Sharing

Getting into God's Word

Scripture Study

Activity: Elijah Play

Getting It to Others

Scripture Memory: 1 Kings 18:21

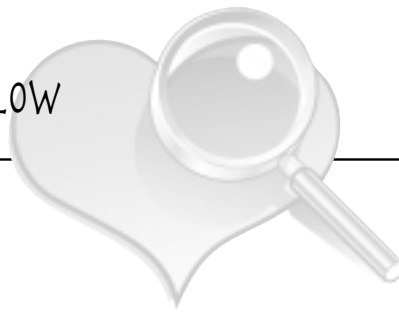
Weekly Challenge and Snack Time

Conclusion

SCRIPTURE MEMORY VERSE

Elijah went before the people and said, 'How long will you waver between two opinions? If the Lord is God, follow him; but if Baal is God, follow him.'

1 Kings 18:21



FAITHFUL INSTRUCTION

TEACHER FOCUS

In this class you will build on the story of Elijah at Mt. Carmel confronting the Prophets of Baal. Elijah was a man of courage who was not afraid to stand up for God. You will also focus on the courage it takes not to waver between two opinions, to decide to follow God and not the world.

Pray before preparing this lesson. Read and meditate on I Kings 18:16-46 until you understand the basic story and the lessons it holds. Think of one specific way or a specific time that you have had to show courage in your life. Write down that incident and what your specific emotions and thoughts were at the time.

TEACHER TIPS

Select great props for the play you will present in this class. This will make the play seem more professional, and will help the students feel that they are really experiencing the story.

PRECLASS ACTIVITY

CROSSWORD PUZZLE

MATERIALS USED

For each student:

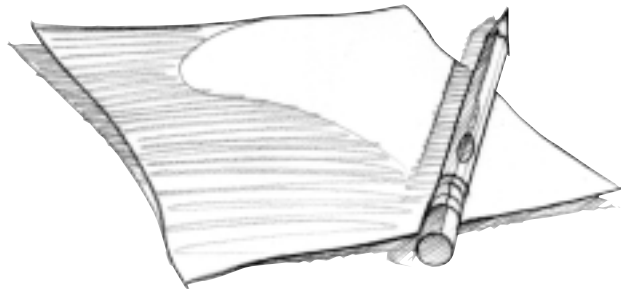
- pen or pencil

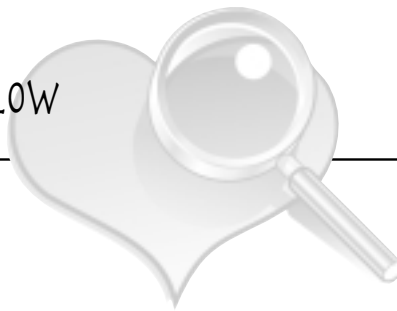
Reproducible Pages:

- Page E, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page E.
2. Have the students read the passage from I Kings 18 and then fill in the blanks with the appropriate answers in the puzzle.





STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them, and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses, and to be especially thankful for the chance to be together.

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief, so that as many as possible can share.





SCRIPTURE STUDY

At the beginning of this section have each student take out their crossword puzzle sheet (Reproducible Page E). Go over the answers so that everyone has all the correct responses.

Have the students take out their Bibles and turn to I Kings 18:16-46. Select five volunteers to read the passage. Divide the reading as follows:

- I Kings 18:16-21
- I Kings 18:22-26
- I Kings 18:27-33
- I Kings 18:34-39
- I Kings 18:40-46

What have you learned about each of the main characters in this story during the course of this week? Discuss each character or group of individuals separately.

- Elijah
- Ahab
- The Israelites
- The prophets of Baal

Elijah wanted the people of God to make a choice (1 Kings 18:21). They were to choose between following God and following the false god, Baal. What sort of choices are facing you today? Have a discussion on this point.

- choose God and decide to follow his Word and be a disciple
- choose to be involved at church / to initiate in class
- choose to be a positive role model for those around you
- choose to be involved in sports and activities at school, without having to be "just like everyone else"
- choose to gather around you a group of friends who love God and who have also chosen to "make the right choices"

OR

- choose to follow the world and all of the people around you
- choose lying / cheating on tests / stealing
- choose to take drugs and alcohol
- choose to make wrong decisions about sex
- choose disobedience to your parents / disrespect for your brothers and sisters

What is it that made the Israelites finally decide to follow God? (They witnessed God's awesome power displayed in answering Elijah's prayer.)

What will convince us today to not waver between two opinions? (reading God's word and being affected by the witness of what he has already done / listening to spiritual leaders around us who are guiding us in spiritual matters / listening to those who have already made the right choices and have decided to follow God)





ACTIVITY

ELIJAH PLAY

MATERIALS USED

For each student:

- extra copies of Reproducible Page C (Elijah Play) passed out by the teacher from the previous class

For the teacher:

- props for the play, as needed

PREPARATION

1. Check with the teacher of the previous class to determine which parts the students have been assigned for the play and to get the extra copies of the play.
2. Gather any props which you will need to enhance the play.

INSTRUCTIONS

1. During this Activity time, the class will present a play based on the story of Elijah. Pass out the script for the play to any students who did not bring their copy or attend the last class. Make sure that every student has a role, including those who may be visiting.
2. Walk through the play slowly at first, directing each person as to where to stand and how to move. Don't allow the students to leave the classroom, but merely move out of the center area when they are not in the scene. Be sure that everyone is animated and really out of themselves. **WARNING:** Don't let the students get too out of control when they are portraying the Prophets of Baal!
3. There is no need to memorize the lines. After practicing a couple of times, enjoy!
4. If you do not use props, the students should simply pretend to be building an altar and pretend to be pouring water on the altar, etc.



SCRIPTURE MEMORY

1 Kings 18:21

Elijah went before the people and said, 'How long will you waver between two opinions? If the Lord is God, follow him; but if Baal is God, follow him.'

MATERIALS USED

Reproducible Pages:

- Page D, several extra copies (for visiting students)

INSTRUCTIONS

1. Ask the students if anyone can recite the memory scripture for this week.
2. After several have quoted the verse, recite it together as a class two or three times.
3. Hand out copies of Reproducible Page D to those students who don't already have it.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat it while you remind them of the challenge for the week.

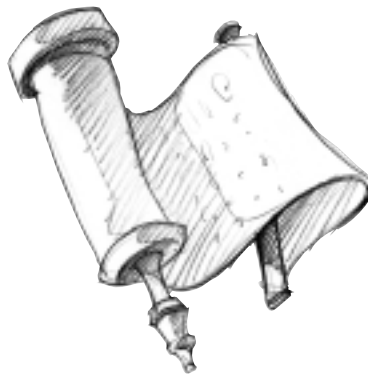
(The students were challenged to complete a courageous act. Each student drew a card with a courageous deed written on it, and the students and teacher agreed to carry it out during the week.)

Discuss any fears or obstacles the students encountered in carrying out the challenge this week. Give ideas on how to overcome the fears, being sure to remind them that prayer is their best weapon against fear! It was suggested in the previous class that the students may want to meet in pairs, if possible, to work on their challenges.

Encourage the students with experiences from your own life, and remind them that you are praying for their success. Remind them also to be keeping up with their daily quiet times.

CONCLUSION

End the class with a prayer.



WORD SEARCH

S	P	E	F	Z	X	O	M	S	F	I	F	G	V	J
S	E	M	S	L	F	M	S	E	T	E	E	I	M	M
E	D	N	X	X	L	E	S	V	A	S	S	V	W	M
N	A	D	V	E	N	T	U	R	O	U	S	R	B	S
E	V	H	Z	D	W	Z	L	E	M	B	E	R	X	I
V	A	W	L	H	V	E	U	N	R	B	N	H	L	O
I	R	O	E	V	S	C	G	A	V	G	M	E	Q	R
T	B	T	Y	S	Z	N	V	C	O	U	R	A	G	E
R	X	A	N	S	I	E	D	C	A	T	I	R	J	H
E	A	E	V	R	R	I	Y	Q	R	S	F	T	Z	Y
S	S	A	A	Y	N	T	V	W	I	F	R	A	U	Y
S	C	D	S	V	V	A	L	O	R	S	E	W	C	A
A	C	O	X	U	U	P	J	U	T	H	Q	M	M	K

ADVENTUROUS
VALOR
HEART

ASSERTIVENESS
BRAVERY
NERVE

PATIENCE
FIRMNESS
HEROISM

BOLDNESS
GUTS

COURAGE
FEARLESSNESS

In this space, write out the dictionary definition of "COURAGE": _____

Using a concordance, look up the word "COURAGE." Look up some of the passages that talk about courage. List one of the passages here: _____

What does this passage mean? _____

MAKING A DIFFERENCE

Cruising at close to 45 miles per hour on a straight stretch of road, Margaret Herring took little notice of a dump truck approaching from the opposite direction. Suddenly a cantaloupe-sized rock tumbled from the truck's load. It bounced high off the pavement, directly into the path of her blue 1991 Honda Accord. At an impact speed of nearly 100 m.p.h., the stone exploded through the Honda's windshield, slamming into the left side of Margaret's head. The left side of her skull was caved in from her ear to her eye socket. Blood flowed from the gaping wound.

Driving by with his friend, Guajardo, Marlon McAllister witnessed the accident and stopped his car to help. McAllister gasped when he saw the blood-spattered interior. He pulled off his T-shirt, folded it into a compress and held it against the injury on Margaret Herring's head.

Joe Corcoran, a registered nurse, was flagged down as he passed by. As he entered the car and lifted the bloody T-shirt from her skull, he thought, "Oh my goodness, I can see her brain!"

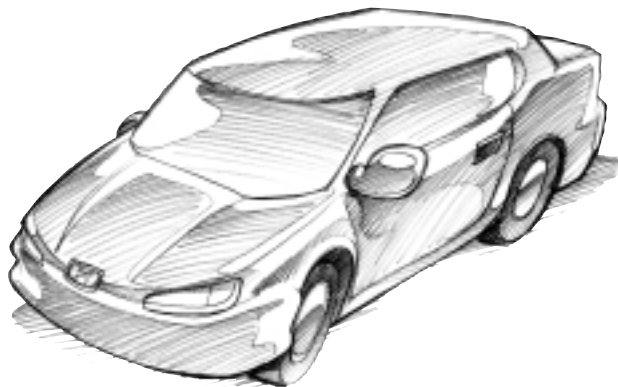
Climbing into the passenger seat, Corcoran cut Herring's seat belt with a pocket knife and slowly reclined her seat. They were doing all they could to keep her alive, yet Corcoran knew this wasn't enough. Years earlier he'd rushed to the aid of a young, critically injured man at another highway accident. Corcoran did all he could, but medical help didn't arrive in time. He had held the young man in his arms and watched as his life slipped away.

He didn't want this to happen again. "We've got to get her to a hospital fast," he thought. Someone had called an ambulance, and moments later, it arrived.

When the doctors began to work on Margaret Herring's fractured skull, they found that the left side of her head looked like a potato chip crushed by a hammer. Bone fragments, gravel and dirt were scattered through the injury. At its center was a hole more than three inches in diameter that opened to her brain. After grueling surgery, the doctor said, "Only time will tell."

Four months later, Margaret Herring returned to work fully recovered. "Something terrible happened to you that day," the doctor told Mrs. Herring. Then he thought of the trained people who, by extraordinary coincidence, were driving that road and stopped to help. "But something miraculous happened too."

(Condensed from: John Pekkanen, "Saved by Strangers," *Reader's Digest*, October 1996: 80-86.)



ELIJAH - CONFRONTING THE PROPHETS OF BAAL

Characters: Narrator Group of Prophets of Baal
 Elijah Group of Israelites
 Ahab Four Israelites who will throw water on the altar

(Ahab is in the room and Elijah enters.)

AHAB: "Is that you, you troubler of Israel?"

ELIJAH: "I have not made trouble for Israel, but you have. You have abandoned God's commands, and are now following other gods. Even the people of Israel are following you!"

NARRATOR: "Elijah challenges the prophets of Baal to meet him on Mt. Carmel. Elijah then confronts the people of Israel for their lack of faith in God."

(The group of Israelites now come into the room to talk to Elijah; Ahab exits)

ELIJAH: "How long will you waver between two opinions? If the Lord is God, follow him. But if Baal is God, follow him."

NARRATOR: "Elijah, the Israelites, the prophets of Baal and Ahab go up to Mt. Carmel."

(The prophets of Baal enter and the whole group moves to Mt. Carmel)

ELIJAH: *(to the prophets of Baal)* "Make an altar to your god and we will see if he is able to answer you. If your god consumes your sacrifice by fire, then he is God."

(The prophets of Baal pretend to build an altar and begin to dance around it and appeal to their god.)

PROPHETS OF BAAL: *(many voices saying the same thing)* "Oh Baal, answer us!"

(The Israelites and Elijah watch as the prophets of Baal dance around their altar wildly, trying to get their god to answer.)

ELIJAH: "Shout louder, surely he is a god. Perhaps he is in deep thought or busy or traveling. Maybe he is sleeping and must be awakened."

(Prophets of Baal shout even louder and cut themselves with stones and throw themselves down.)

NARRATOR: "Though the prophets of Baal shouted and cried loudly, there was no response, no one answered, no one paid attention."

(Elijah quiets down the crowd and speaks to the prophets of Baal and to the Israelites.)

ELIJAH: "Come here to me."

(The prophets of Baal sit down, and the Israelites stand next to Elijah.)

(Elijah begins to build the altar to God.)

NARRATOR: "Elijah builds the altar, but covers it with water."

(Four Israelites pour buckets of water over the altar that Elijah is building.)

ELIJAH: "Do it again."

(The four Israelites again pour buckets of water over the altar.)

ELIJAH: "Do it a third time."

(Again the four Israelites pour water over the altar.)

ELIJAH: *(Elijah lifts up his hands to God.)* "Oh Lord, let it be known today that you are God in Israel. Answer me, Oh Lord, so that these people will know that you, Oh Lord, are God and that you are turning their hearts back again."

NARRATOR: "Then the fire of the Lord fell and burned up the sacrifice, the wood, the stones and the soil, and also licked up the water in the trench."

(The Israelites fall down to the ground and worship.)

ISRAELITES: *(all together)* "The Lord, he is God! The Lord, he is God!"



SCRIPTURE MEMORY VERSE

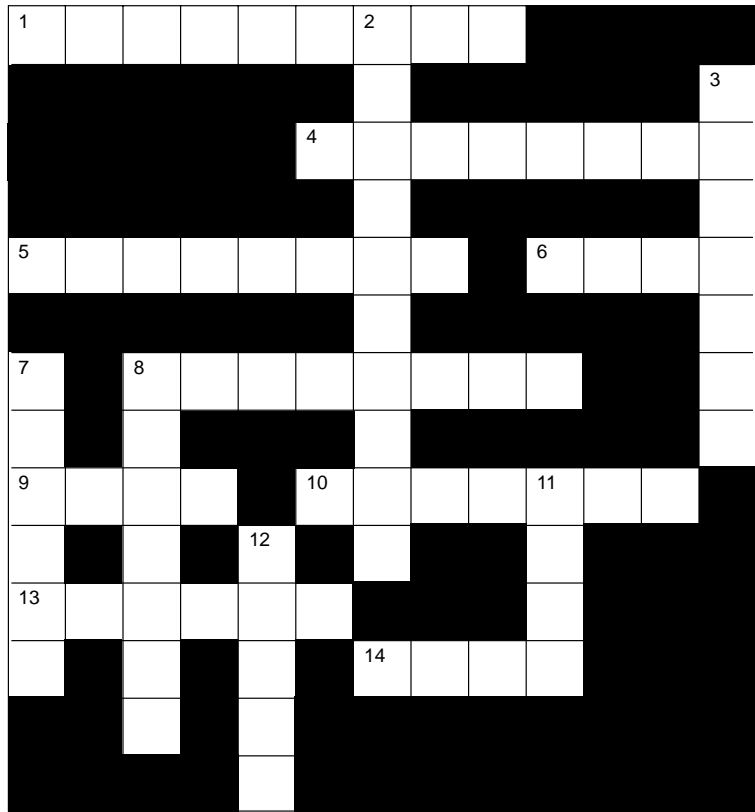
Elijah went before the people and said,
"How long will you waver between two
opinions? If the Lord is God, follow Him;
but if Baal is God, follow him."

I KINGS 18:21

WEEKLY CHALLENGE

You are to demonstrate in your life the aspect of courage written on the index card that you chose. Be in touch with someone in your class to encourage them with their challenge this week and to share how you are doing with yours.

DIRECTIONS:
For each clue, look up the verse that is given in the clue and read the passage. Find the word and fill in the spaces in the Crossword Puzzle.



ACROSS

1. At what "time" did Elijah step forward and pray to God? At the time of _____. (see 1 Kings 18:36)
4. Elijah challenged the _____ of Baal and Asherah to see whose god was really God. (see 1 Kings 18:19)
5. Where was the place that Elijah picked for the sacrifices? (first two letters are Mt) (see 1 Kings 18:19)
6. What did God send from heaven to lick up the sacrifice that Elijah had made? (see 1 Kings 18:38)
8. Elijah told the Israelites to not waver between two _____. (see 1 Kings 18:21)
9. The name of the King of Israel who abandoned worshipping God. (see 1 Kings 18:16)
10. The name of King Ahab's evil wife. The prophets of Baal ate at her table. (see 1 Kings 18:19)
13. The name of the prophet who opposed the prophets of Baal. (see 1 Kings 18:22)
14. What was sacrificed by Elijah on the altar? (see 1 Kings 18:33)

DOWN

2. What was the name of the people of God? They were called the _____. (see 1 Kings 18:31)
3. Elijah said there were four hundred prophets of _____ who ate at Jezebel's table. (see 1 Kings 18:19)
7. After preparing the altar and the sacrifice, Elijah _____ to God. (see 1 Kings 18:36)
8. The name of the prophet who went to King Ahab and arranged a meeting between Ahab and Elijah. (see 1 Kings 18:16)
11. Elijah said there were four hundred and fifty prophets of _____ who ate at Jezebel's table. (see 1 Kings 18:19)
12. What did Elijah have poured onto the altar three times before he prayed to God? (see 1 Kings 18:33-35)