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ELEMENTARY
LEADER GUIDE—UNIT 6

Flexible curriculum that nurtures
lifelong disciples of Jesus

Enduring Faith Bible Curriculum can be used during Sunday School, Midweek programs, small groups, and homeschool—*any time, any day* your congregation meets weekly. With several age levels, the curriculum supports your church’s members at whatever stage of life they are to sustain faith that endures for a lifetime.

LESSON	LESSON TITLE / TEXT
1	Provided-For Prophet—God Provides for Elijah <i>1 Kings 17</i>
2	Consuming Fire—Elijah and the Prophets of Baal <i>1 Kings 18:17–40</i>
3	A Whirlwind Ascent—Elijah Is Taken to Heaven <i>2 Kings 2:1–15</i>
4	Healing Waters—Naaman and Elisha <i>2 Kings 5:1–16</i>
5	Unwilling Prophet—Jonah <i>Jonah 1–3</i>
6	Promising Prophet—God Calls Isaiah SEASONAL (Easter) <i>Isaiah 6:1–8; 52:7–53:12</i>
7	Enduring Exile—Israel Goes into Exile <i>2 Kings 17:6–20, 24–29</i>
8	The Praying King—Hezekiah <i>2 Kings 18:1–13, 28–35; 19:14–20, 32–37</i>
9	The Restoring King—King Josiah <i>2 Kings 22</i>
10	A Fiery Marvel—Three Men in the Fiery Furnace <i>Daniel 3</i>
11	Abomination Nation—The Lord Leaves the Temple <i>Ezekiel 8; 10:1–19; 36:22–28</i>
12	The Rescuing Queen—Esther <i>Esther 2:15–23; 3:12–13; 4:12–17; 7</i>
13	Return to Rebuild—Rebuilding the Temple <i>Ezra 3; Nehemiah 8:1–12; 12:44–47</i>
14	Promised Messengers—Waiting for God’s Messenger <i>Haggai 2:1–9; Malachi 3:1–7; 4</i>

ELEMENTARY LEADER GUIDE

Unit 6: God Restores His People



Enduring Faith™
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Email us at sundayschool@cph.org.

Manufactured in the United States of America



ISBN 978-0-7586-6800-4



9 780758 668004

RELIGION / Christian Education /
Children & Youth

436110

First Greek city-states established
900 BC

Iron Age societies develop
in Germany and Austria

800 BC
First recorded Olympic games
in Greece
776 BC

Celts begin to settle in Ireland
500 BC

Work begins on
Great Wall of China
220 BC

Han Dynasty restored in China
AD 23

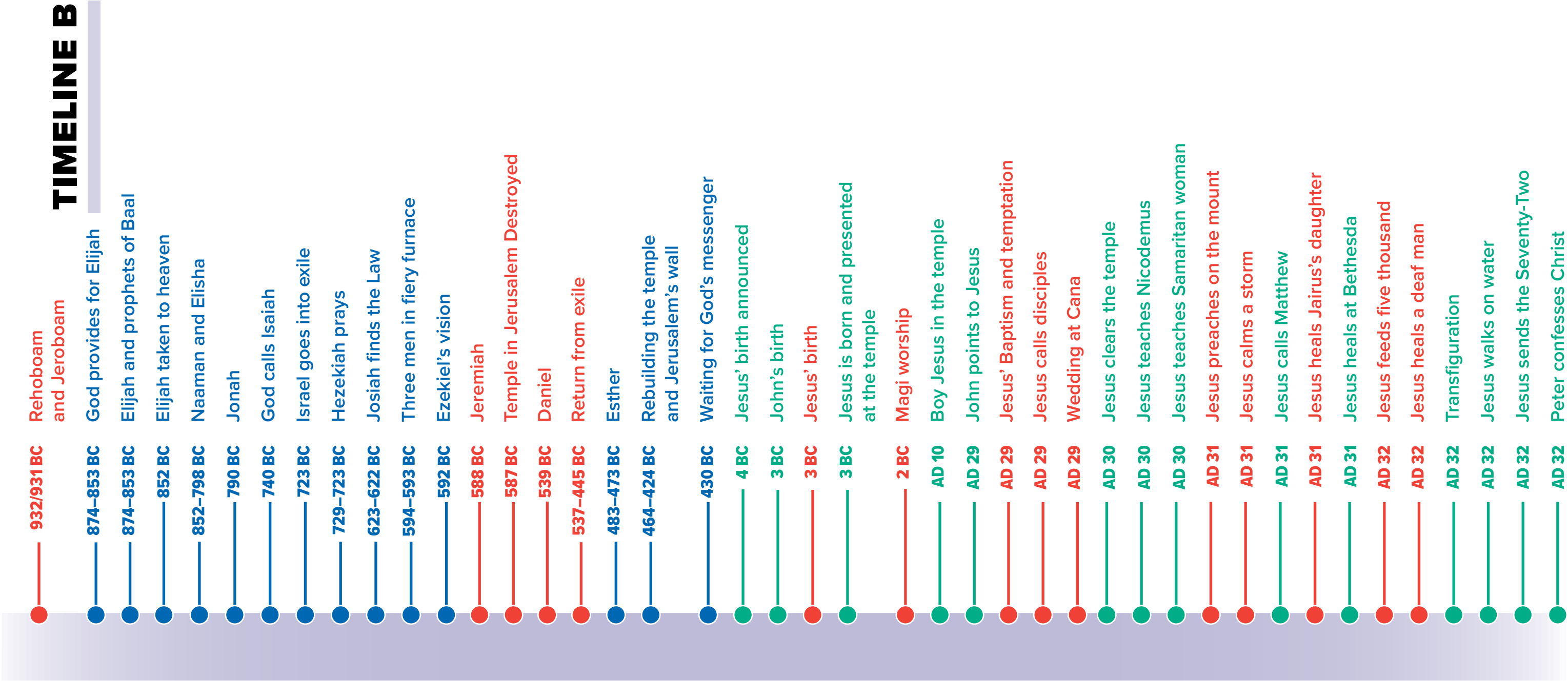
KEY

Bible Survey

Old Testament
Exploration

New Testament
Exploration

World History



ADDITIONAL LEADER HELPS

MAKE YOUR OWN LIBRARY OF CPH RESOURCES

Throughout the teacher-preparation sections, we have pointed to some key resources that would benefit you to have on hand as you prepare your lessons.

The Lutheran Study Bible (CPH, 2009), also referred to as TLSB

Lutheran Service Book (CPH, 2006), also referred to as LSB

Luther’s Small Catechism with Explanation (CPH, 2017)

Know the Bible Now (CPH, 2016)

Concordia’s Complete Bible Handbook, second edition (CPH, 2013)

ONLINE RESOURCES

Additional resources are available in the online digital resource center at **cph.org/digitalcontent**, including the Planning Guide, Pastor Guide, Unit Planner, Leader Devotions, Lesson Openings, and music resources. Ask your coordinator for access to the materials in the online digital resource center.

ENDURING FAITH PAGES

When you lead a group of such a wide range of ages and abilities as this level is intended for, it’s always a good idea to have something extra for students to do. Depending on your setting, you may have students who arrive at different times. You may have students who finish activities faster than others. Find the Enduring Faith Pages in the online digital resource center and download them for copying. Each page has an illustrated version of the day’s Bible Verse. Have extras of these ready for students to color or decorate in those extra minutes of class time.

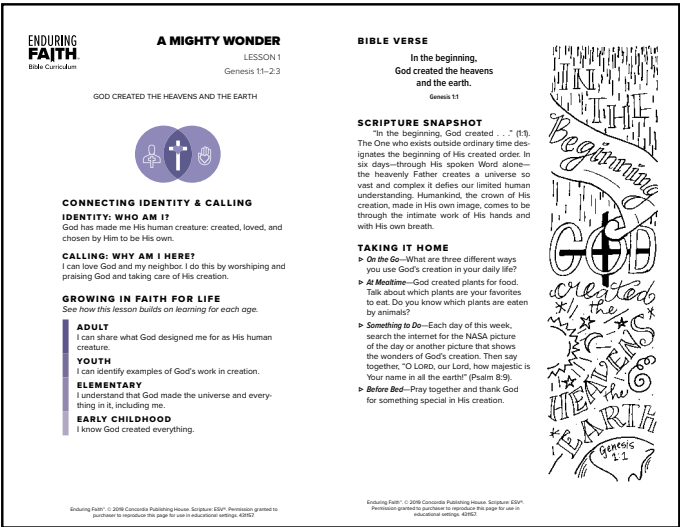
MUSIC

Download music from the online digital resource center. Songs and hymns have been chosen and used over the course of several lessons so students have an opportunity to learn and practice them so they understand and remember them. If you aren’t comfortable teaching children to sing a song, play the music in the background as students enter your classroom or work on projects during the lesson or at the end of class. Together with students, sing along and enjoy God’s Word in song.

MAKE THIS YOUR OWN

We recognize that no two classrooms are the same. Each group of students is unique. Different teachers and students have differing backgrounds and abilities. You may have a large group of students of similar ages. You may have a small group of students with a wide age difference. You may have some mix of both. You may have students who are just learning to read and some who are advanced readers. You may have students who know these Bible narratives well and some students who have never heard them before. All this may change from week to week.

We hope we have provided you a framework of options to share the unchanging Word of God in creative and flexible ways. Choose from the options in the road map of this Leader Guide to make the lessons work best for your students in your setting. Know that we at Concordia Publishing House are praying for you as you do the important work of sharing the precious love of Jesus with His children.



ENDURING FAITH BIBLE CURRICULUM

OVERVIEW

The Enduring Faith Bible Curriculum features a Christ-centered, three-year chronological survey of Bible history with uniform outlines across all levels. The materials have been designed to help you teach the Christian faith in age-appropriate ways, with the goal of helping your students grow deeper in their understanding of God’s Word.

- Year 1 is an overview of the Bible and its major themes, tracing God’s plan of salvation from Genesis to Revelation.
- Year 2 looks at the Old Testament in depth.
- Year 3 looks at the New Testament in depth.
- There are three units per year, with fourteen lessons per unit; this allows for a seasonal lesson in each unit. Teachers can choose to teach the seasonal lesson when Thanksgiving, Christmas, or Easter occurs, or disregard it if they wish to stick with the chronology.
- There are four overlapping levels plus materials for a one-room classroom. Here is a handy chart that shows the focus of the levels and how all the levels connect:

Level	Age Range	Objective	Summary Word
Early Childhood	Preschool through grade 1, nonreaders	Discover the account	Know
Elementary	Grades 1 through 6	Explore the context	Grow
Youth	Grades 6 through 12	Defend the faith	Go
Adult	Grade 11 through adult	Equipped to teach	Show
One-Room Classroom	Preschool through grade 6		

FEATURES OF THE EXPLORE BIBLE GUIDEBOOK FOR STUDENTS

You will need one guidebook per student.

- Page 1
- Bible narratives are written in age-appropriate ways.
- Colorful Bible art illustrates lesson narratives.
- Additional interesting facts about key figures are provided in the narratives.

- Page 2
- Colorful and engaging visuals and text help students of different ages learn more in-depth information about each Bible narrative.
- For visual learners, there are many and varied pictures. For strong readers, there is additional text to share interesting Bible facts. There’s something for everyone!
- Additional Scripture connections are provided for students who are adept at using their Bibles.

Keep the *Explore Bible Guidebook* in your classroom or with your materials to use every week. At the end of the unit, send the guidebooks home with students for use as personal devotions or for family Bible story reading.

HOW TO USE THE ELEMENTARY LEADER GUIDE

OVERVIEW

The Overview lets you see the biblical foundation of each lesson at a glance. All levels share the same Bible Truth, Bible Verse, Law & Gospel, and Scripture Snapshot, allowing families to learn together. The Learner Goal is unique to each level.

PAGE 1 LEADER GUIDE

ENDURING FAITH
Sunday School - Midwest
Bible Curriculum

ELEMENTARY
Unit 1
LEADER GUIDE
Lesson 1

A MIGHTY WONDER

Creation
Genesis 1:1-2:3
Beginning of time

OVERVIEW

BIBLE TRUTH
God created the heavens and the earth.

BIBLE VERSE
In the beginning, God created the heavens and the earth.
Genesis 1:1

LEARNER GOAL
I understand that God made the universe and everything in it, including me.

LAW & GOSPEL
We forget or even refuse to believe that God is our Creator and the giver of all good things.
God gives us faith to believe that He created the heavens and the earth and that He continues to provide us with all good things, especially life and salvation through His Son, Jesus Christ.

SCRIPTURE SNAPSHOT
“In the beginning, God created . . .” (1:1). The One who exists outside ordinary time designates the beginning of His created order. In six days—through His spoken Word alone—the heavenly Father creates a universe so vast and complex it defies our limited human understanding. Humankind, the crown of His creation, made in His own image, comes to be through the intimate work of His hands and with His own breath.

LESSON PREP

BASIC Read Genesis 1:1–2:3 and notes in *The Lutheran Study Bible*.

MORE TIME Read through the “Challenges for Readers” section in the introduction to Genesis in *The Lutheran Study Bible*, page 9.

IN DEPTH Read *In the Beginning, God: Creation from God’s Perspective* by Joel Heck, especially part 1.

SUPPLY LIST

FOR THIS LESSON

- ☐ Blocks, Lego building blocks, or play dough
- ☐ Drawing supplies
- ☐ Poster paper or paper plates

FOR EVERY LESSON

- ☐ Device with downloaded music
- ☐ Pens or pencils
- ☐ Student copies of *Explore Bible Guidebook*
- ☐ Bible
- ☐ Copies of downloadable activity page
- ☐ Supplies for bonus activities

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DOWNLOADABLE PAGE HELPS

To reinforce learning, each lesson has an extra paper-and-pencil activity page that can be downloaded from the online digital resource center.

Look here for a thumbnail of the page and suggestions for use as well as answers you may need.

BONUS ACTIVITIES

Look here to find a variety of creative ways to complement, add to, or extend the lesson.

PAGE 4 LEADER GUIDE

DOWNLOADABLE PAGE HELPS

Make copies of the downloadable activity page by accessing the digital resource center. Use the helps below as a guide.

Guide students as they draw simple figures in each box to help them remember what happened on each day of creation. Remind them that the drawings are to help them remember God’s amazing work, not for judging their artwork.

Younger students can create simpler drawings, while older students may make more complex drawings. You can draw simple figures in each box along with your students to encourage them to make the artwork in their own style and to the best of their ability.

CONNECTING IDENTITY & CALLING

IDENTITY: WHO AM I?
God has made me His human creature: created, loved, and chosen by Him to be His own.

CALLING: WHY AM I HERE?
I can love God and my neighbor. I do this by worshipping and praising God and taking care of His creation.

GROWING IN FAITH FOR LIFE
See how this lesson builds on learning for each age.

ADULT
I can share what God designed me for as His human creature.

YOUTH
I can identify examples of God’s work in creation.

ELEMENTARY
I understand that God made the universe and everything in it, including me.

EARLY CHILDHOOD
I know God created everything.

BONUS ACTIVITIES

PICTURE IT
10 minutes
Use the picture book *God Made It for You!* by Charles Lehmann to tell the story. If you have more younger students, they might respond better to this method of presentation.

MAKE A MURAL
20–30 minutes
As a class, make a giant wall mural of the days of creation, or make seven posters. If you have a larger class, you could divide into groups and let each group make a poster for one day.

TAKE A TRIP
25–35 minutes
Take a nature walk. Point out all the things you see that God created. Students could try to name which day of creation the sights were created on.

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LESSON PREP

Use these suggestions for your own Bible study as you prepare to lead this lesson.

BASIC Begin here—read the full Bible text.

MORE TIME Go past the basics.

IN DEPTH Gain a deeper understanding of the narrative and its context.

SUPPLY LIST

FOR THIS LESSON Check this list for items you will need specifically for this lesson.

FOR EVERY LESSON Use this checklist as a reminder of items that you need on hand for every lesson.

CONNECTING IDENTITY & CALLING

This section speaks to the universal questions of “Who am I?” and “What is my purpose in life?” from a biblical, Christ-centered viewpoint.

GROWING IN FAITH FOR LIFE

See how the level-specific Learner Goals articulate each lesson’s Bible Truth in a developmentally appropriate way.

PAGE 2 LEADER GUIDE

LAUNCH

PRAY Dear Lord, bless us as we gather to study Your Word today. Help us to learn how You created all things. Amen.

SING “Builder of Everything”
“God, Who Built This Wondrous Planet”
Music can be found in the digital resource center.

SAY What kind of things do you like to build or make? Even when we make things from scratch, we start with some ingredients. Let’s see what God used to create the universe.

LEARN

READ “A MIGHTY WONDER”
Read the Bible narrative aloud to your students, or ask volunteers to take turns reading sections. Fill in a chart in front of the class that records what was created each day.

DO SOMETHING

FOR A LARGER GROUP Review the Bible narrative by having students work in pairs or trios to develop an action to represent each day. Have an older student say the day number and what was created that day, and then have the other students do the actions.

FOR A SMALLER GROUP Use paper plates as your base and have students work in pairs to draw what was created on each day (one plate for each day). Have them hold up the corresponding plate as you reread or retell the creation story.

KEY DISCUSSION POINTS

- Through your group activity, help students identify what God created on each day.
- Help students see the orderly and amazing way that God made the universe and continues to keep it going.
- God spoke creation into being. It was not an accident.
- Note how God declared the work of each day “good.” God’s creation was made to work together in wonderful concert.
- The high point of this narrative is the creation of both male and female.

LEADER NOTE
If you have confident readers, have them read this account directly from their Bibles.

BONUS ACTIVITY
Check “Make a Mural” on the back page for a fun way to reflect on the days of creation.

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LAUNCH

Start your lesson here by opening with prayer.

If your students haven’t had an opportunity to sing with the larger group, music suggestions are provided here to connect with the day’s lesson. Find downloadable music in the online digital resource center.

Use the “Say” section to engage students and introduce the day’s narrative.

LEARN

Here’s the heart of your lesson, the Bible narrative. Use the *Explore Bible Guidebook* to share the Bible story with your students.

Look in the “Do Something” section for teaching and review activity options.

Use the “Key Discussion Points” to guide you, but make the lesson your own.

All of these are options. You know your group better than anyone. Choose from all the options to make a lesson that fits your students best.

SIDEBARS

Notes in the sidebars provide options to help you individualize each lesson to fit your group.

Leader Notes give options and helps.

Explore Bible Guidebook reminds you to hand out the student books.

Christ Connection points to Christ in the narrative.

Bonus Activity suggests options for adding to or extending the lesson.

Downloadable Page points to the digital resources to be used at this point in the lesson.

LIVE

Now that you and your students know the Bible narrative, you can dig a little deeper into the context of the story. Use the second page of the *Explore Bible Guidebook* to learn new and interesting facts about the Bible narrative.

Then use the “Talk about It” section to discuss how this narrative matters in the daily lives of your students.

Use the “Check for Understanding” suggestions to wrap up your lesson.

LEAVE

Send your students out into the world by reminding them of the day’s Bible Truth. Collect the student books for use in the next lesson.

Close each lesson by singing the Doxology or the Lord’s Prayer. Close with prayer.

PAGE 3 LEADER GUIDE

LIVE

EXPLORE THE CONTEXT
Before you start the discussion questions, use the *Explore Bible Guidebook* for further details about God’s amazing work of creation.

TALK ABOUT IT
Choose from the following questions. For a few helps, encourage students to look in the *Explore Bible Guidebook*.

- What is your favorite thing that God made?
- How do you think God could make all this?
- God didn’t stop giving us gifts when He finished creation on the sixth day. What other gifts does God continue to give us?
- What evidence do you see in our world or in your life of how God continues to keep His creation going?
- What are some ways we can care for God’s creation?

SAY THE BIBLE VERSE TOGETHER
In the beginning, God created the heavens and the earth. Genesis 1:1

KEY DISCUSSION POINTS

- Read John 1:1 to consider creation and the Trinity.
- Help students to see that Jesus was with God in the beginning. The Word was Jesus (the Word made flesh!).
- Reread Genesis 1:2.
- Look who else was there at creation—the Holy Spirit! This is something that may really click for older students in your group. Younger students may not get it just yet.

CHECK FOR UNDERSTANDING
As you close for the day, check for understanding by asking students to review the creation events. Listen for the Bible Truth in their retelling.

LEAVE

SAY Praise God for He created the heavens and the earth. Our verse for today reminds us of that: “In the beginning, God created the heavens and the earth” (Genesis 1:1).

SING “Praise God, from Whom All Blessings Flow”
“The Lord’s Prayer”
Music can be found in the digital resource center.

PRAY Thank You, heavenly Father, for creating such a wonderful world for us. Help us to care for Your creation and share the love of Jesus with everyone. In Your name we pray. Amen.

DOWNLOADABLE PAGE
Extend learning by printing the downloadable activity page, found in the digital resource center. See the back page of this guide for details.

CHRIST CONNECTION
God built everything, but sometimes we forget that He still takes care of it! Even though we messed it up with our sin, God didn’t leave us on our own. He sent His Son to be our Savior.

LEADER NOTE
Remember to collect student copies of the *Explore Bible Guidebook* for use in class again next week.

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DOWNLOADABLE PAGE HELPS

Make copies of the downloadable activity page by accessing the digital resource center. Use the helps below as a guide.

Help students identify ways that God has provided for them by giving them protection, food, shelter, and forgiveness as He did for Elijah. First, talk about these things. Then, have students draw pictures of them, and if time and space allow, students can also finish the sentence at the top of the box. Some students may prefer to write rather than draw, and others may prefer to draw rather than write. For students who struggle with fine-motor skills, have them dictate their response to you, and you can be their scribe, then they can illustrate the sentence.

PROVIDED-FOR PROPHET—GOD PROVIDES FOR ELIJAH
Unit 6, Lesson 1

God Provides for Me
In this true Bible account, God provided protection, food, and shelter for Elijah.

Directions: In the boxes below, draw a picture and write about how God provides these same things for you.

 God provides me with protection by ...	 God provides me with food by ...
 God provides me with shelter by ...	 God provides me with forgiveness by ...



CONNECTING IDENTITY & CALLING

IDENTITY: WHO AM I?

God makes me His own through His Word and Sacraments.

CALLING: WHY AM I HERE?

I can trust God to give me everything I need to fulfill my vocations in life.

GROWING IN FAITH FOR LIFE

See how this lesson builds on previous learning for each age.

ADULT

I can compare God’s provision during the time of Elijah to how He provides for my needs today.

YOUTH

I can give examples of how God provides for all of my physical and spiritual needs.

ELEMENTARY

I understand that God gives me all that I need.

EARLY CHILDHOOD

I know God provides what I need.

ENDURING FAITH
Sunday School • Midweek Bible Curriculum

ELEMENTARY
Unit 6
LEADER GUIDE
Lesson 1

PROVIDED-FOR PROPHET

God Provides for Elijah
1 Kings 17
874–853 BC

OVERVIEW

BIBLE TRUTH

God provides all we need.

BIBLE VERSE

He provides food for those who fear Him; He remembers His covenant forever. Psalm 111:5

LEARNER GOAL

I understand that God gives me all that I need.

LAW & GOSPEL

In sin, I complain that God does not give me what I need or deserve.

Through His Son, God daily supplies me with all good gifts to sustain me in body and soul.

SCRIPTURE SNAPSHOT

The prophet Elijah warns King Ahab of the severe drought coming. God first sends Elijah to the brook Cherith, where He provides ravens to feed him. When the brook dries up, Elijah lodges with a widow in Zarephath. Despite her limited supply of flour and oil, it never runs out. God supplies just what they need each day. When the widow’s son dies, Elijah raises him back to life through God’s power.

LESSON PREP

BASIC Read 1 Kings 17 and study notes in *The Lutheran Study Bible*.

MORE TIME Read the article “Elijah throughout the Bible” on pages 130–31 in *Concordia’s Complete Bible Handbook* (CPH, 2013).

IN DEPTH Read 1 Kings 16 and study notes in *The Lutheran Study Bible* for context in regard to the bleak religious landscape of Israel leading up to Ahab.

SUPPLY LIST

FOR THIS LESSON

- ☐ Three brown paper bags labeled 1, 2, and 3
- ☐ A dried-up plant
- ☐ A jar of flour or bread
- ☐ A package of facial tissue

FOR EVERY LESSON

- ☐ Device with downloaded music
- ☐ Pens or pencils
- ☐ Student copies of *Explore Bible Guidebook*
- ☐ Bible
- ☐ Copies of downloadable activity page
- ☐ Supplies for bonus activities

BONUS ACTIVITIES

HANDS OF BLESSINGS

10 minutes

Have students trace around their hands on colored paper and cut out the drawing. In each finger space, have students write or dictate to you things that God provides. Tape the cutout around the top of a pipe cleaner and make a flower. Gather the flowers into a bouquet for your classroom.

FOOD BANK COLLECTION

Times will vary

God provided food for Elijah and the widow. This is an opportunity to provide food for people in your community. Even if you have done this in previous units, food banks always need food. Make posters to enlist your congregation to participate. Write today’s Bible verse on strips of paper to be taped onto the canned goods and boxed food.

BREAD SNACKS

Times will vary

Bring in some kind of bread for snacks. If you are feeling ambitious and have the facilities, bring in some premade bread dough and give each student some to knead, then bake in your church’s kitchen (this may require an extra helper). When the bread is done, let students eat theirs and talk about ravens as delivery carriers.



LEADER NOTE

Even if you have students who seem too old for this “I Spy” game, play it anyway. You may be surprised by how much they like playing one of their favorites. If you have only a few older ones, let them be leaders.



GUIDEBOOKS

Hand out student copies of the *Explore Bible Guidebook* and turn to Lesson 1.



BONUS ACTIVITY

If you have students who like craft projects, check the back page for the “Hands of Blessings” activity to extend the learning into their daily lives.

LAUNCH

PRAY Dear gracious heavenly Father, You are the giver of all good gifts. Thank You for the gift of Your Word. In Your name we pray. Amen.

SING “God, Our Father, Hear Your Children”
“God Himself Is Present”

Music can be found in the digital resource center.

SAY Play a game with your group called “I Spy God’s Goodness.” After you show them how, have students take turns giving clues that describe a blessing that you can see in your space. (Give them an example like “I spy something brown. It provides a good place to rest.” Then the students guess chair.) Another option is to take a walk outside or through your building and play the “I Spy” game as you walk along. (You can also repeat this activity before you leave at the end of class.) **God provides for us in more ways than we can count and sometimes in ways we don’t even realize. In our Bible narrative today, we’re going to learn about a prophet named Elijah and how God provided for him.**

LEARN

READ “PROVIDED-FOR PROPHET”

Use the *Explore Bible Guidebook* to read the Bible narrative aloud to your students.

DO SOMETHING

FOR YOUNGER LEARNERS This narrative has three parts. Prepare three bags, numbered 1, 2, and 3, and set them in three different places in your teaching space. Move to each space to tell that part of the narrative. In bag 1, put something to represent the drought, maybe a dried-up plant. In bag 2, put some bread or a jar of flour. In bag 3, put a package of tissue to represent the widow crying. As you tell the story, let students first reach into the bag and try to guess what the item is without seeing it, only touching it. Then,

when you bring the item out, let students hold the item and ask them to predict why you might have that item in the bag. Then tell that part of the narrative.

FOR OLDER LEARNERS Have the older students use the same paper bags, but don’t put the numbers on them. Have students reach in and try to identify the object only by touch. Then have the students tell how the item is related to the narrative. Encourage the students to retell the narrative themselves in their own words.

KEY DISCUSSION POINTS

- This narrative takes place in the Northern Kingdom, where there have been decades of terrible, wicked kings since Jeroboam. All of them worship other gods. Into all this depravity, God calls Elijah to be a prophet and speak His Word to King Ahab.
- There are three parts to this narrative. All show God’s provision for Elijah, often in unexpected ways. (Ravens don’t usually feed people. The widow is not an Israelite.)
- God’s Word accomplishes what it says it will, even when we don’t see it immediately.
- Elijah is a pivotal prophet in the Old Testament, often called the “John the Baptist” of the Old Testament because he called Israel to repentance. This is the first of three lessons that focus on Elijah and his life as a prophet.

LIVE

EXPLORE THE CONTEXT

Before you start the discussion questions, use the *Explore Bible Guidebook* for further details about Elijah from this lesson found on the first page of Lesson 1.

TALK ABOUT IT

Choose from the following questions. For a few helps, encourage students to look in their *Explore Bible Guidebook*.

- **In this Bible narrative, we see how God provides protection, food, drink, and a place to live for Elijah. God even provides life for the widow’s son. How does God provide those things for us?** (Remind students that God provides for our daily life but also gives us eternal life through Jesus.)
- **God used Elijah to bring the widow’s son back to life. How does God use people today to provide for what we need? How does God use you to provide for others?**
- **God shows His power over death here and elsewhere in Scripture.** If time allows, read or review the account of Jesus raising Jairus’s daughter in **Luke 8:52–56**. Talk about how these accounts are similar. **What was the widow’s response to the miracle of her son being brought back to life? What was the response of Jairus and his daughter? What is our response to being brought back to eternal life through Baptism? Do we even realize that we’re dead in our sin?** (That’s why we need Elijah or John the Baptist to preach the message of repentance.)

SAY THE BIBLE VERSE TOGETHER

He provides food for those who fear Him; He remembers His covenant forever. Psalm 111:5

KEY DISCUSSION POINTS

- Sometimes, God responds “no” or “not now” to our prayers and it seems like God is not answering, especially when people are sick and dying. Remind your students that God always answers our prayers. Sometimes we have to wait until we get to heaven for God’s healing of our sin-infected bodies, but God always answers.
- In **John 11:25**, Jesus tells us that He is the resurrection and the life. Like the widow, we know that these words are true. God provides for our daily lives, but Jesus came to die and rise again so that we may have eternal life with Him in heaven.

CHECK FOR UNDERSTANDING

Ask students to tell you one thing they already knew about this narrative and one thing that was new for them.

LEAVE

SAY God gave Elijah all that he needed, and God gives us all that we need.

SING The Doxology, “Praise God from Whom All Blessings Flow”
“The Lord’s Prayer”
Music can be found in the digital resource center.

PRAY Dear Lord, thank You for giving us all that we need for our body and soul. We thank You for giving us Jesus so that we can have life with You forever. Help us to share this good news. In Your name we pray, Jesus. Amen.



DOWNLOADABLE PAGE

Extend learning by printing the downloadable activity page found in the digital resource center. See the back page of this guide for details.



CHRIST CONNECTION

God provides for all our daily needs, but even better, He provides for all our eternal needs, including forgiveness, life, and salvation through Jesus.



LEADER NOTE

Remember to collect student copies of the *Explore Bible Guidebook* for use in class again next week.

DOWNLOADABLE PAGE HELPS

Make copies of the downloadable activity page by accessing the digital resource center. Use the helps below as a guide.

At the altar Elijah built, the students should draw or write about the fire that God sent to consume the soaked altar and its sacrifice.

On the first Easter Sunday, students should draw or write about the risen Jesus in front of the empty tomb.

Guide students to remember an incident in their life (e.g., curing of an illness, safety in an auto accident or natural disaster, or their own Baptism) and illustrate it or write about it.

CONSUMING FIRE—ELIJAH AND THE PROPHETS OF BAAL
Unit 6, Lesson 2

God's Power

Directions: Draw a picture or write a few words to describe how God showed His power in each situation below.

SITUATION	HOW GOD SHOWED HIS POWER
At the altar Elijah built in the contest with the prophets of Baal	
On the first Easter Sunday	
At a specific time in your life	



CONNECTING IDENTITY & CALLING

IDENTITY: WHO AM I?

God reveals Himself to me through His Word.

CALLING: WHY AM I HERE?

I can trust God to demonstrate His power over sin and evil through the death and resurrection of Jesus.

GROWING IN FAITH FOR LIFE

See how this lesson builds on previous learning for each age.

ADULT

I can express how God shows His power in the narrative and what that means for His people today.

YOUTH

I can express how God saved me with His power.

ELEMENTARY

I understand that God is all powerful.

EARLY CHILDHOOD

I know God is the true God, and I praise Him.

ENDURING FAITH

Sunday School • Midweek Bible Curriculum

CONSUMING FIRE

Elijah and the Prophets of Baal
1 Kings 18:17–40
874–853 BC

OVERVIEW

BIBLE TRUTH

God shows us His power.

BIBLE VERSE

And this is eternal life, that they know You, the only true God. John 17:3

LEARNER GOAL

I understand that God is all powerful.

LAW & GOSPEL

God demands that I fear, love, and trust in Him alone, yet I sinfully place my trust elsewhere.

Jesus proves that He is the true Lord—offering Himself as the sacrifice for sin.

SCRIPTURE SNAPSHOT

Elijah challenges the people to stop “limping” between Baal and the true God. Gathering the 450 prophets of Baal, Elijah proposes a test to determine the truth: each side will butcher a bull for sacrifice and call on their god to send down fire. The prophets of Baal call upon their god, even cutting themselves to appease it, but nothing happens. Elijah drenches his offering with water, completely filling the trench around it. Then Elijah offers a simple prayer to the true God, who sends down fire from heaven to consume the offering, the wood, and even the water in the trench.

LESSON PREP

BASIC Read 1 Kings 18:17–40 and study notes in *The Lutheran Study Bible*.

MORE TIME For more background and context, read 1 Kings 16:21–34 in *The Lutheran Study Bible*.

IN DEPTH Read the article “Making a Prophet” in *The Lutheran Study Bible*, page 555.

SUPPLY LIST

FOR THIS LESSON

- ☐ A metal or glass pan
- ☐ A cloth soaked in water
- ☐ Crumpled newspaper
- ☐ Long-necked lighter
- ☐ Four paper plates or pieces of cardstock

FOR EVERY LESSON

- ☐ Device with downloaded music
- ☐ Pens or pencils
- ☐ Student copies of *Explore Bible Guidebook*
- ☐ Bible
- ☐ Copies of downloadable activity page
- ☐ Supplies for bonus activities

BONUS ACTIVITIES

TISSUE PAPER FIRE CRAFT

10 minutes

Have students tape strips or squares of red, orange, and yellow tissue paper to the end of a craft stick or cardboard tube. Use the tissue paper “fire sticks” to help act out the story. If students are able, let them cut or tear the tissue paper. If they are younger, have the paper prepared prior to class.

PAINTED STONES

Times may vary

Bring in twelve smooth stones to use in telling this account (if you have more students, then bring enough for everyone). When you are finished, let students decorate them with permanent markers or paint, using phrases like “God is Lord.” Send the stones home with students or put them by your church’s outside entry for others to see.

MY GOD IS SO GREAT

5 minutes

Sing the children’s song “My God Is So Great” and really emphasize the actions. For older students who may feel like they are too old for this time-honored favorite, have them lead the younger ones or have them make up their own stanzas to reflect the events of this narrative.



LEADER NOTE

Use your best judgment about utilizing a lighter in your opening. Do not light the paper on fire, but you can flick the lighter on to show a flame.



GUIDEBOOKS

Hand out student copies of the *Explore Bible Guidebook* and turn to Lesson 2.



BONUS ACTIVITY

Check the back page for the “Tissue Paper Fire Craft” for a quick activity to use while telling and retelling this narrative.

LAUNCH

PRAY Dear Lord God, creator of the universe, You are our all-powerful God. Thank You for giving us security, identity, and all that we need for our body and soul. You are worthy of all our praise! We love You, Lord! Amen.

SING “God Himself Is Present”
“God, Our Father, Hear Your Children”
Music can be found in the digital resource center.

SAY Bring in a metal or glass pan. Inside it, put a cloth soaked in water next to a crumpled piece of newspaper. Then, hold up your lighter and ask, **Which one of these would burn? What are things that burn? What are things that don’t burn?** (Rocks, water, etc.) **Fire is a pretty powerful force. But our God is even more powerful. Elijah knew that, but in his day, he was about the only one left who knew God and believed in Him. Let’s read our Bible account to find out how God showed His power in the Old Testament.**

LEARN

READ “CONSUMING FIRE”
Use the *Explore Bible Guidebook* to read the Bible narrative aloud to your students.

DO SOMETHING

FOR YOUNGER LEARNERS Write the sound effect words *whoa*, *thud*, *whoosh*, or *zap* on paper plates or large pieces of cardstock. Before you begin the narrative, have students practice making the sounds. As you read the narrative and come to a sentence in bold print, ask students which sound effect they should make, or you could just hold up the one you think is appropriate.

FOR OLDER LEARNERS After you have read the narrative, ask students to imagine how they would make this account into a movie using video special effects. Have them describe each part and how it would look using those special effects. Go through the sequence of events and ask for specific ideas to match each event. Remind them that in this true narrative, no special effects were used, only God’s awesome power.

- KEY DISCUSSION POINTS**
- Idolatry is a sin. The First Commandment tells us that we shall have no other gods before our Lord. The Israelites were breaking the First Commandment in a big way.
 - Baal doesn’t answer, because he is not there. He is not real. He has no power.
 - The odds might seem like 450 to 1 because there were 450 prophets of Baal and one Elijah, but the power was not in the number of prophets. The power is in our all-powerful, true God that Elijah served. In reality, the odds were completely in Elijah’s favor.
 - God wants His people to worship Him and rebuild Israel. He wants to bring His people back to Himself. The twelve stones represent the twelve tribes of Israel.
 - God’s Word is powerful. It fans the fire of our faith to overcome the lies of the devil.

LIVE

EXPLORE THE CONTEXT
Before you start the discussion questions, use the *Explore Bible Guidebook* for further details about this narrative found on the second page of Lesson 2.

- TALK ABOUT IT**
Choose from the following questions to help your students reflect on how today’s narrative applies to their lives.
- **Elijah was the lone person speaking on behalf of the one true God. It’s not easy to be the only one. Has that ever happened to you? Have you ever been the only one speaking out about something?**
 - **It may happen in your lifetime that you are in a situation where you are the only one speaking about God. How can we handle these situations today?** (Hint: It’s not by praying for fire to consume an altar. Remind students that they have the Holy Spirit to help them.)
 - **Many of the people at this time thought they could go back and forth, worshipping God and Baal, sort of “covering all the bases.” Why doesn’t this work?** (There is only one true God, and to give any worship to other gods breaks the First Commandment.) **Do we ever do this still today?** (This question might be a little abstract for your younger learners. Think about what your audience can handle before you decide how and where to lead the conversation.)

SAY THE BIBLE VERSE TOGETHER
And this is eternal life, that they know You, the only true God. John 17:3

- KEY DISCUSSION POINTS**
- God showed His ultimate power in conquering death and the devil through Jesus’ death and resurrection. That makes this show against the prophets of Baal seem small by comparison.
 - God is all powerful, yet He also wants to have a relationship with us because He loves us. False gods may seem appealing, but they can’t love us back and they can’t give us forgiveness and eternal life.

CHECK FOR UNDERSTANDING
Have your students look at the Bible art for this narrative in their *Explore Bible Guidebook* and tell you something that they remember from this narrative.

LEAVE

SAY God showed the Israelites His power in a pretty big way. God is still powerful. He always has been, and He always will be.

SING The Doxology, “Praise God from Whom All Blessings Flow”
“The Lord’s Prayer”
Music can be found in the digital resource center.

PRAY Dear Lord God, our all-powerful and all-loving God, thank You for sending the prophet Elijah to share Your Word. Help us to tell others how much You love us. In Your name we pray, Jesus. Amen.



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CHRIST CONNECTION
God’s love for you is just as strong as it was for the people of Israel. He sent the great prophet Elijah to call them back, and He sent an even greater Prophet—His Son, Jesus—to save us from our sins and bring us back to Him.