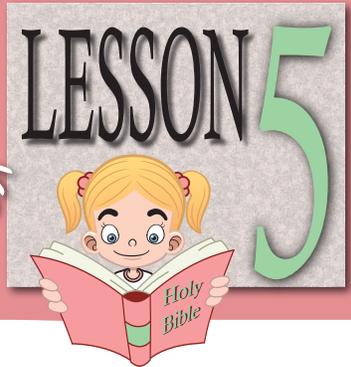


God Takes Care of the Prophet Elijah

1 KINGS 17



Old Testament 7
Part 1: The Divided Kingdom

SUNDAY MORNING

Old Testament 7 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Kings 17

MEMORY WORK:

YOUNGER CHILDREN: "Oh, give thanks to the Lord, for He is good!" (Psalm 118:29a).

OLDER CHILDREN: "Cast your burden on the Lord, and He shall sustain you; He shall never permit the righteous to be moved" (Psalm 55:22).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Took Care of Elijah"](#)
- ["He's Got the Whole World in His Hands"](#)
- ["I Know the Lord Will Find a Way for Me"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [The Divided Kingdom 1](#) Bible fact cards (provided under "O.T. 7 Bible Facts")
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures/drawings from the books listed under 3rd-4th Grader Pre-Class Activities/Learning Centers
- Betty Lukens' felt pieces
- Bible Class Workshop Visuals: ["Timeline of Elijah's Life"](#)
- Elijah A Beka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book; skip card 4.3)
- Raven puppet (can tell his part of the story in first-person—"I was sent by God to take bread to a hungry man sitting by a brook," etc.)
- Pictures of a region affected by prolonged drought [can usually be found online, in *National Geographic*, *Smithsonian* magazine, etc.]



- [“Map of the Divided Kingdom”](#) (provided in activity sheets)

PERSONAL APPLICATION:

God cares about me all the time, just as He took care of Elijah, the widow, and her son.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What kind of king was Asa? Did he always obey God? What happened to him?

Does God promise to always take care of us if we obey Him? In our Bible lesson today, we will learn about a prophet, a man of God, named Elijah. This is a wonderful story of how God cared for Elijah.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson

What did God say that He would do for the kings we have studied if they obeyed Him? (bless them, take care of them) Do you think He will do the same for us? Today, we’re going to learn about a man who trusted in God and how God took care of him, even when there was no rain and no food.

POINTS TO EMPHASIZE:

1. Elijah was a godly man (from Tishbe in **Gilead**) who lived during the time wicked Ahab was king of Israel (the Northern Kingdom). Elijah was chosen by God to be a special messenger, a prophet, to the 10 northern tribes. God sent Elijah to tell King Ahab that a **drought** would soon come upon Israel because so many had turned away from God. [Discuss what a drought is and its consequences.]



HISTORICAL NOTE: Gilead was a mountainous area east of the Jordan, which was home to the tribes of Rueben, Gad, and half of the tribe of Manasseh. It was called Perea in New Testament times.



RECOMMENDED READING FOR TEACHERS: See the article “[Elijah and the Drought](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about an alleged biblical discrepancy regarding the drought of Elijah’s day.

2. After Elijah delivered that message to Ahab, God told him to go to a brook (stream, creek) called Cherith (location is uncertain). Elijah drank water from the brook, but where would he find food? God sent **ravens** to take meat and bread to Elijah every day until the waters of the brook dried up (because of the lack of rainfall). It is important to note that God allowed the brook to dry up. This was another reminder for Elijah that he should trust God and not the things he could see and feel and taste. God did not plan for Elijah to stay at the brook and hide from Ahab and Jezebel forever; He was preparing Elijah to serve and to teach in another place.



NOTE: The raven is the first bird specifically mentioned in the Bible (Genesis 8:7).

- When the brook dried up, God told Elijah to leave Israel and go to Zarephath, a city in Phoenicia, to find food at the home of a poor **widow**. (Explain “widow” to small children.) When Elijah met the widow, she was very sad and desperate; she was getting ready to prepare the last bit of food she had for herself and her son. But Elijah promised her that “the Lord God of Israel”—not the idols worshipped by the Phoenicians—would give her and her son the food they needed until He sent rain again and the drought ended. Because she listened to Elijah, believed what he said, and did what he told her to do, she was blessed with enough food every day. She fed Elijah, herself, and her son from a miraculously endless supply of meal and oil.

***Use only the three paragraphs above with 2- and 3-year-olds, incorporating Matthew 6:25-34 about God’s care for each of us.



NOTE: In His first sermon in Nazareth, Jesus used this widow’s demonstration of faith to shame the unbelieving Jews (Luke 4:25-26).

- Some time later, this same widow’s young son died suddenly. She asked Elijah for help, believing that he could help since he was “a man of God” (1 Kings 17:18). Elijah took the boy’s body to the room on the rooftop where he was staying and prayed earnestly that God would bring him back to life. He stretched himself over the body of the boy three times. Just as suddenly as the boy died, he came back to life!



NOTE: The resurrection of the widow’s son is the first recorded resurrection from the dead recorded in Scripture.

- These three miracles (birds feeding Elijah, the endless supply of meal and oil, and the raising of the boy from the dead) all demonstrated God’s great power. They demonstrated that Elijah’s message to King Ahab and Israel about their wickedness was from God (Mark 16:20; Hebrews 2:3-4). But they also show us that God cares about us all the time, and He knows just what we need in every circumstance. God, of course, knew that Elijah needed water and at the same time, that the widow and her son were almost out of food. Because of their faith and His concern for the fatherless and widows (Exodus 22:22-24), God saw to their needs right when they needed Him. He has promised to do what is best for us as well, if we will only trust Him (believe, pray earnestly, obey).



RECOMMENDED READING FOR TEACHERS: See the article “[What’s So Important about Jesus’ Resurrection?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about the resurrections in the Bible.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“God Feeds Elijah Coloring Sheet”](#) (provided in activity sheets)
- Use a bird sack puppet or glove puppet to “deliver” small loaves of bread to the children.
- Give each child a ball of bread dough you have prepared before class. (The dough can be as simple as flour and oil.) Also give them a piece of aluminium foil or wax paper on which they can pat out a round shape. (Small toy rolling pins would be fun for them to use. They can sometimes be found in dollar stores.) Then fry the children’s “bread” in a small amount of oil in an electric skillet. (With 2- and 3-year-olds, you may have to cook the bread outside of the classroom, away from little hands!)
- Write “God takes care of the birds, and God takes care of me!” at the top of a sheet of construction paper or cardstock. Draw the outline of a bird on the paper as well. Let the children color the bird and glue sunflower seeds (food for the bird) on their papers. (Do this activity after discussing Matthew 6:25-34.) ([provided in activity sheets](#))
- Show the children pictures of farms from which we get our food, or show them objects and talk about how farm products become things we eat. For example: show them a picture of peanuts growing in a field; peanuts in shells; shells broken open; peanuts crushed to make peanut butter; put in jars that we find on our store shelves; etc. Another example: Farmers plant wheat seeds that grow into beautiful fields of wheat that are harvested, then sent to other places where flour is made, then to bakeries where bread is made, etc. (God doesn’t give us food like He did to Elijah on this occasion, but God still provides our food—just in different ways.)
- Paper-plate pockets: Have 1½ sturdy paper plates for each child. Turn the ½ plate the opposite direction of the whole plate, put the rounded edges together, and staple them together to form a pocket. Inside the pocket, let the children put pictures of food, houses, families, the Bible (or a small scroll or a purchased “Little Bible”), etc., to remind the children that God always takes care of them. Print labels with the memory verse, and let the children put them on the outside of their paper-plate pockets. You might also let the children add stickers of birds or pictures of ravens to their plates. You could also punch two holes at the top of the whole plate and add a piece of yarn so the children can hang their pockets at home.

1st-2nd Graders:

- [“God Takes Care of Elijah Word Search”](#) (provided in activity sheets)
- “Memory” Review Game: Write key words from this lesson on bird cutouts. Write the same words on cutouts of bread (these can be just shapes from brown construction paper). Mix them up and turn them word-side down on the table. Let the students take turns trying to match each bird to a loaf of bread. When a match is found, ask the student to tell the importance of that word to the Bible stories we have studied. ([“Bird and Bread Cutouts”](#) provided in activity sheets)
- Memory Verse Scramble: Write memory verses from this unit on small cards, one word per card, and put each verse in a Ziploc® bag. Give each child (or pair of children) a bag and let them unscramble the verses. Let the children/teams trade verses until everyone has unscrambled each verse. **Variation:** Put one or two scrambled verses on a magnetic board (or the floor), and let the children work to put the verses back together. ([“Memory Verse Scramble”](#) cards provided in activity sheets)

3rd-4th Graders:

- “[God Takes Care of Elijah Word Search](#)” (provided in activity sheets)
- “Memory” Review Game: Write key words from this lesson on bird cutouts. Write the same words on cutouts of bread (these can be just shapes from brown construction paper). Mix them up and turn them word-side down on the table. Let the students take turns trying to match each bird to a loaf of bread. When a match is found, ask the student to tell the importance of that word to the Bible stories we have studied. (“[Bird and Bread Cutouts](#)” provided in activity sheets)
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- Play Hang-man or Tic-Tac-Toe with clues from this and previous lessons. (“[Tic-Tac-Toe Instructions](#)” provided in activity sheets)
- Have the children read the following:
 - 1 Kings 17
 - *Discovery* magazine article: “Why Did Jesus Refer to John the Baptizer as Elijah?” [February, 2006](#)
 - *Elijah: God’s Miracle Man*, by Carine Mackenzie, Christian Focus Publications (DISCLAIMER: Skip the sentence starting with “Sin always...,” on p. 25)
 - *Elijah Helps the Widow*, Arch Books, by Nanette Thorsen-Snipes (DISCLAIMER: Skip p. 13, which starts with “In faith...”)
 - *The Story of Elijah*, by Rhonda Colburn, Hambleton-Hill Publishing (DISCLAIMER: Skip the second paragraph on p. 12, starting with “They even...”)
 - *Elijah and the Great Prophets*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing (DISCLAIMERS: p. 20—the text says a “great fish,” not a “whale”; p. 36—skip the phrase “like the one in his dream”; p. 49—skip the last two sentences; p. 61—change the first sentence of the second paragraph to “So a new law was written that protected the Jews.”)

SONGS:

“GOD TOOK CARE OF ELIJAH” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “London Bridge”)

God sent ravens flying down, flying down, flying down;
God sent ravens flying down, to feed Elijah.

Every morning they flew down, they flew down, they flew down;
Every morning they flew down to feed Elijah.

Every evening they flew down, they flew down, they flew down;
Every evening they flew down to feed Elijah.

Oh, they fed him meat and bread, meat and bread, meat and bread;
Oh, they fed him meat and bread; they fed Elijah.

“HE’S GOT THE WHOLE WORLD IN HIS HANDS” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

He’s got the whole world, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the little bitty babies, in His hands. (3X)

He’s got the whole world in His hands.

He’s got you and me, brother, in His hands.(3X)

He’s got the whole world in His hands.

He’s got you and me, sister, in His hands. (3X)

He’s got the whole world in His hands.

He’s got the mommas and the daddies, in His hands. (3X)

He’s got the whole world in His hands.

“I KNOW THE LORD WILL FIND A WAY FOR ME” ([Click to Hear](#))

Author: American Folk Melody

(Tune: See church song book)

I know the Lord will find a way for me.

I know the Lord will find a way for me.

If I walk in Heaven’s light; shun the wrong and do the right.

I know the Lord will find a way for me.

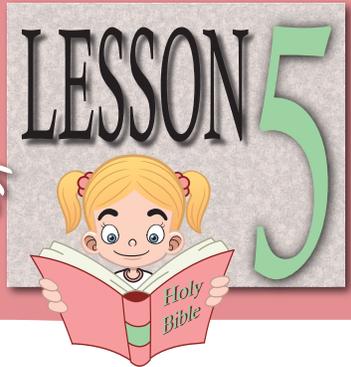
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



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Old Testament 7
Part 1: The Divided Kingdom

WEDNESDAY EVENING

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PERSONAL APPLICATION:

God cares about me all the time, just as He took care of Elijah, the widow, and her son.

INTRODUCTION:

Review [O.T. 7 Bible Fact Flash Cards](#) (provided under “O.T. 7 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 7 Review Questions](#) for example questions.)
2. With **2- and 3-year-olds**, talk to them about God bringing the widow’s son back to life and why that was important (to prove that Elijah’s message was from God; showed God’s great power).
3. With the **OLDER CHILDREN**, note the widow’s response in 1 Kings 17:24. She called Elijah a “man of God.” What does that mean? Do you know any men (or women) whom you could describe as men/women of God? Elijah was a man of God because he trusted God (he believed in Him completely) and did what God told him to do.
4. Read and discuss Matthew 6:25-33 together, especially noting the conditions given in vs. 33 for God’s blessings.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

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