



Junior Church

LESSON PLANS: 27-09-20

VISIT [HARVESTCITY.ORG/JC](https://harvestcity.org/jc) FOR VIDEOS, LINKS AND RESOURCES

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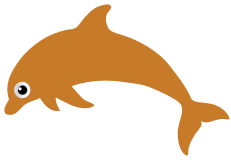
Praise movements

Activity time: 5–10 minutes

Aim: to praise God for being powerful

You will need: n/a

1. Ask the children to make some powerful movements. Admire everyone's ideas.
2. Say that this series (Sessions 17–20) on Elijah has been about God being powerful. Ask the children to think of some other words that mean the same thing as powerful, such as 'strong' or 'mighty'.



Dolphins

(Age 3, F1 & F2)

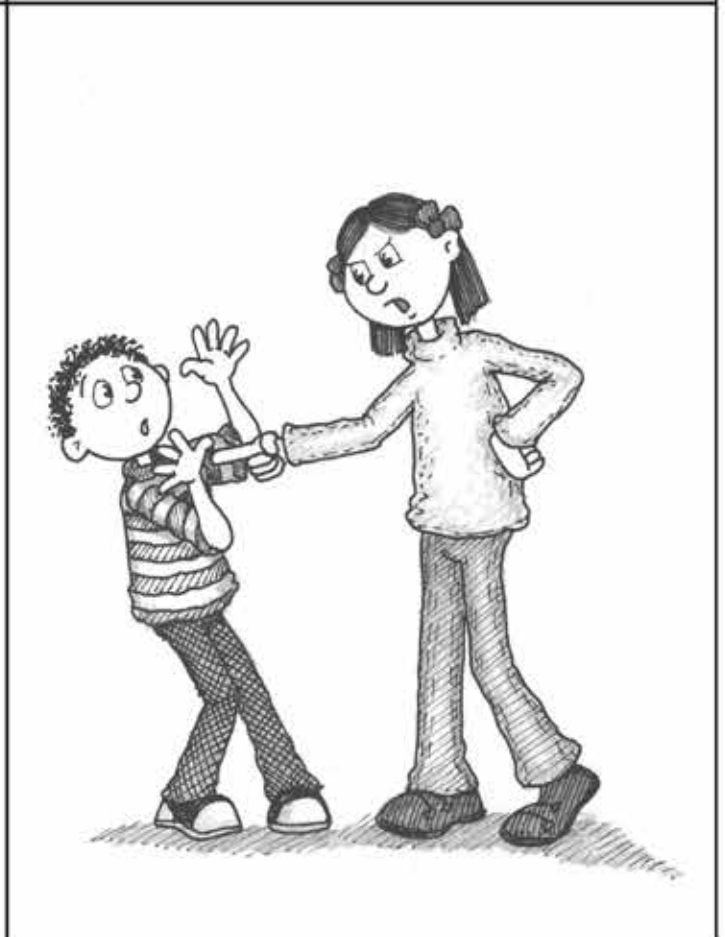
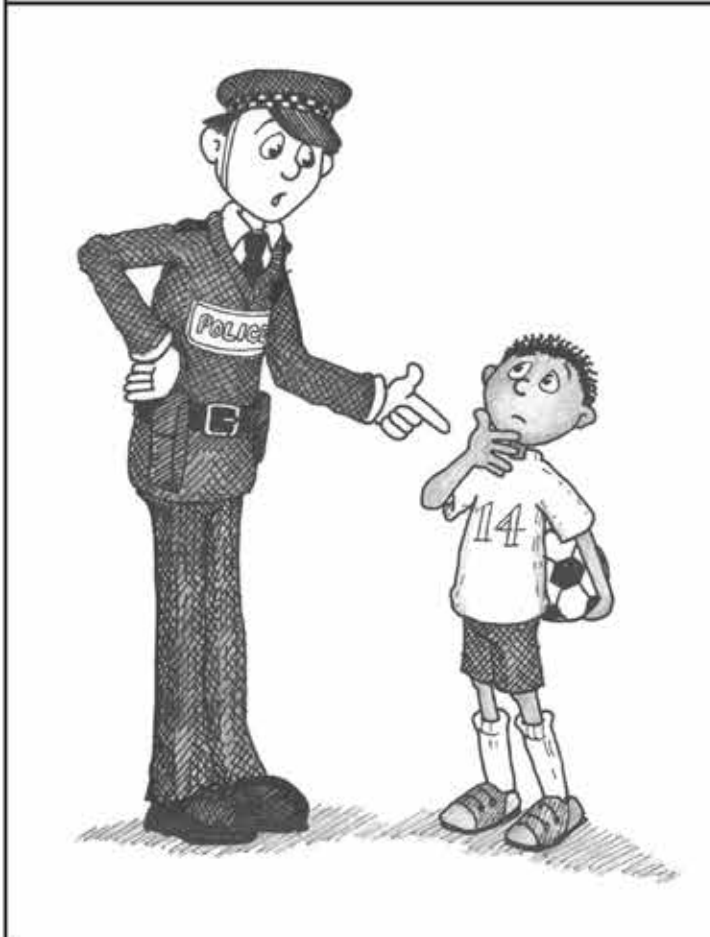
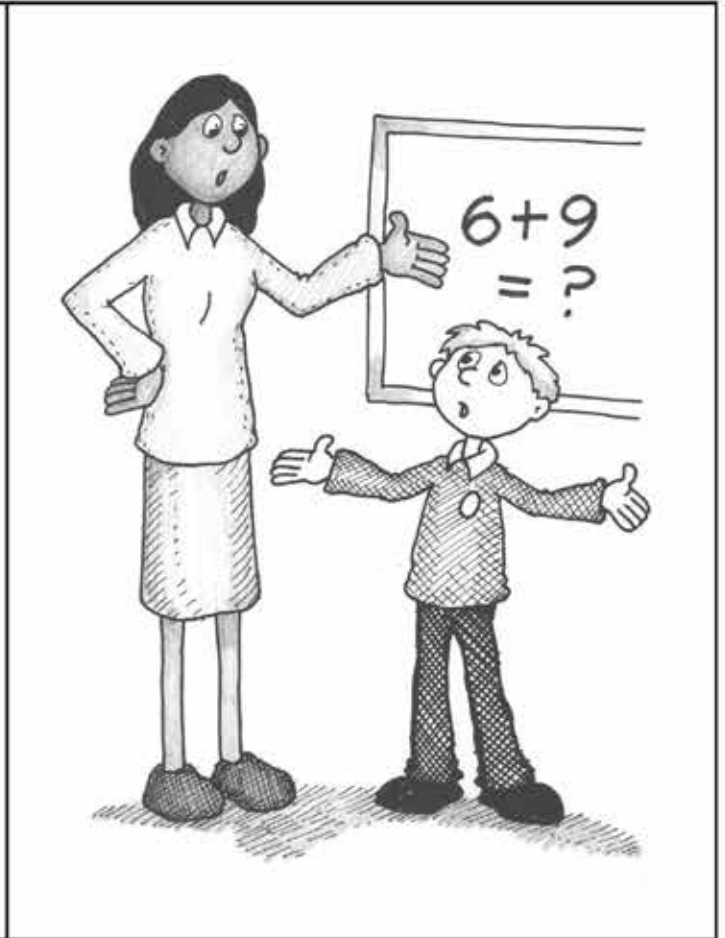
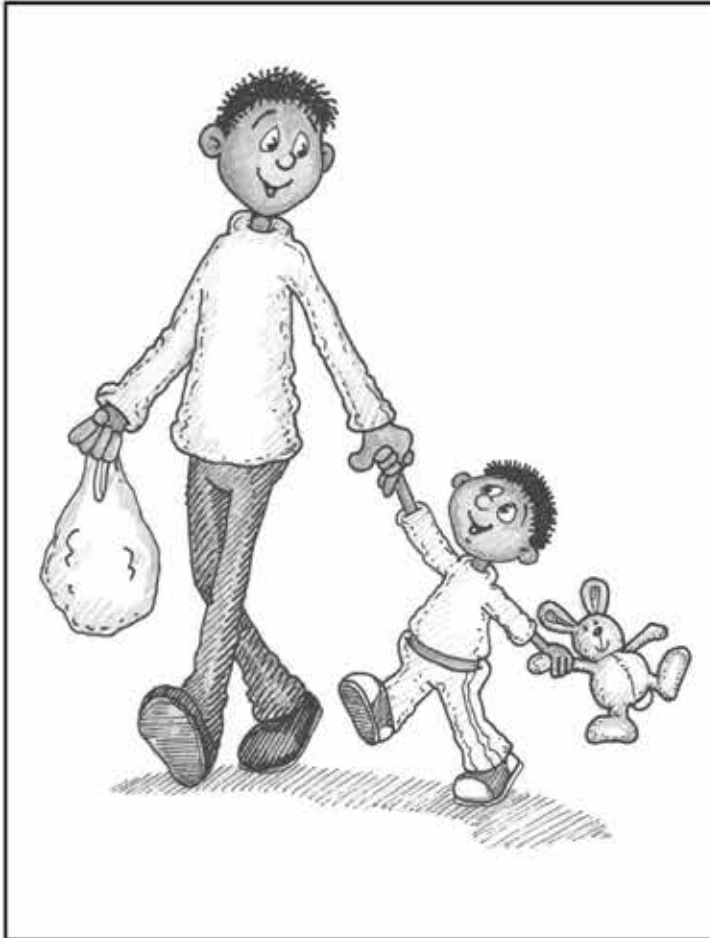
Sort and chat

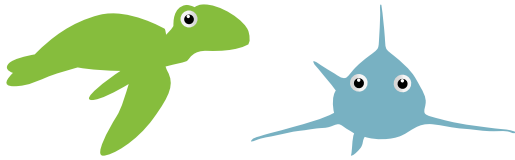
Activity time: 10–15 minutes

Aim: to think about powerful struggles

You will need: pictures from page 142 (attached)

1. Ask the children what it means to be powerful. Explain that it doesn't only mean physical power.
2. Show the children each of the pictures from page 142 in turn and ask them to consider how both people in the pictures have at least some power – in different ways. Then ask them to decide who they think is more powerful, and why. If you have a large group, you could do this as a team activity, with each team having a full set of pictures.
3. Explain that in today's story they will hear about how God is more powerful than even all these powerful people!





Turtles Sharks

(Year 1 & 2)

(Year 3 & 4)

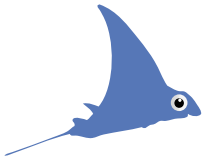
Map prayer

Activity time: 10–15 minutes

Aim: to pray for powerless people

You will need: a large map of the world or your country, heart-shaped sticky notes (optional)

1. Remind the children that in today's story Naboth was powerless. Explain that today, too, many people are helpless in the face of powerful people or events. Ask the children whether they can think of any such international, national or local powerful events or people – earthquakes, war, famine, train crashes, oppressive governments and so on. If you have a map, ask several children to draw a heart on a sticky note (or use heart-shaped sticky notes, if you have them) and place it on an appropriate place.
2. Say that, just as he cared about what happened to Naboth, God cares about all the people they have mentioned. Encourage each child to choose one situation, stand by the appropriate place on the map and pray for the people involved.



Bible story with emojis

Activity time: 20 minutes

Aim: to see that even powerful people aren't as powerful as God

You will need: Xstream sheet 140 and 146 (attached)

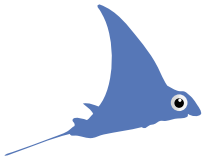
1. Remember

Give out a set of the pictures from page 145 for each group of three to four children, and challenge them to pair up the places and events. They could look up 1 Kings 17–19 in their Bibles to help them. Check that everyone has got the pictures and places paired correctly, then challenge them to put them in order. When this is completed, ask what they have discovered about God and his power in the story so far. They could use the pictures of events to do this.

2. Listen

Give out copies of the Xstream sheet from page 146. Read the story from a child-friendly Bible in the sections shown. Pause between each reading to give the children time to draw an emoji in the grid to show how each character (Jezebel, Ahab, Elijah and God) is feeling at each point of the story. (Note: An 'emoji' is an image created with keyboard characters to show emotion. For example, :) makes a smiley face which denotes happiness, and :(makes a sad face which shows unhappiness. The Xstream sheet also shows variations of simple faces, for the children to copy if they need to.)

- 1 Kings 21:1–7 – Jezebel is going to arrange for Ahab to take Naboth's vineyard.
- 1 Kings 21:16 – Ahab plants some vegetables in Naboth's vineyard.
- 1 Kings 21:17–24 – Elijah tells Ahab what God thinks.
- 1 Kings 22:29,30 – Ahab goes into battle in disguise.
- 1 Kings 22:31–35 – Ahab lies dying.
- 1 Kings 22:35–40 – End of Ahab.



Stingrays

(Year 5 & 6)

3. Rewind

Repeat the Bible readings (or remind the children of the gist of each) and, this time, encourage them to draw an emoji for themselves in the 'you' column to show how they feel about the story at each stage.

4. React

Ask the children to show their emojis to each other and explain why they chose the ones they did, especially the ones they chose for themselves. Reflect on who seems to have the power at each stage of the story, and who has it at the end. How does each character use their power? Discover that, as today's aim says, even powerful people aren't as powerful as God. Ask the children to choose an emoticon that shows how they feel about this. Suggest they draw it on a sticky note and keep it somewhere they will find it easily, to keep reminding them that God is more powerful than anyone and anything.

What happened where? How did God show his power?



Cherith Brook
(1 Kings 17:1-7)

Zarephath
(1 Kings 17:8-24)

Mount Carmel
(1 Kings 18:20-40)

Jezreel
(1 Kings 17:1;
18:1,2,41-46)

Mount Sinai
(1 Kings 19:8-16)

Howzit feel?

Here are some ideas...



As the story is read, draw emojis in the boxes to show how each person is feeling.

Jezebel **Ahab** **Elijah** **God** **You**

Jezebel is going to arrange for Ahab to take Naboth's vineyard. (1 Kings 21:1-7)

Ahab plants some vegetables in Naboth's vineyard. (1 Kings 21:16)

Elijah tells Ahab what God thinks. (1 Kings 21:17-24)

Ahab goes into battle in disguise. (1 Kings 22:29,30)

Ahab lies dying. (1 Kings 22:31-34)

End of Ahab: (1 Kings 22:35-40)

