



# HEROES OF THE FAITH

INTERMEDIATE  
Small Group

## LESSON 6: INTERMEDIATE SMALL GROUP

### Elijah

#### MAIN IDEA:

God is all-powerful and always by our side. He gives us the strength to go against the crowd.

#### BIBLE PASSAGES:

- 1 Kings 18:1–40
- Matthew 6:19–24
- Hebrews 5:5–6

#### MEMORY VERSE:

“The LORD is my light and my salvation— so why should I be afraid?”

The LORD is my fortress, protecting me from danger, so why should I tremble?”

Psalm 27:1, NLT



Prepare your heart to teach.  
Plan for the lesson.



Connect with the kids and make them feel heard and cared for. (15 minutes)



Facilitate activity and study to help kids know and love Jesus. (20-25 minutes)



Lead kids to live out the mission of the Gospel. (5-10 minutes)

## Prepare



Prepare your heart to teach.  
Plan for the lesson.

### QUESTIONS:

- How can you be praying for the students this week?
- Are there any specific students or requests you can pray for?
- Are there any adaptations that you can make to the lesson this week to better serve the kids in your small group or make your small group more effective?
- How can you connect with the students outside of the club over the next few weeks?
- Is there a sporting event or performance you can go to? Can you plan a casual park or fast-food meet-up with them and their families (as a group or individually)?

### MATERIALS NEEDED:

- Bible
- Name tags
- Snacks, 1 per child
- (Optional) Playdough, 1 small (party-favor-sized) can per child
- (Optional) Slips of paper "house" or "horse" written on them (taped onto the playdough jars at a ratio of three "horses" to one "house")
- Clear plastic cups, 2 for each small group
- Smooth stones, 9 for each small group with these words on them (1 word on each: boyfriend/girlfriend, money, video games, sports, image, popularity, music, TV, friends)
- Paper, 1 sheet per child
- Washable markers, 1 box per small group
- Printout 2, 1 per child
- Pens or pencils, 1 per child
- Memory Verse Cards, 1 per child

## Connect



Connect with the kids and make them feel heard and cared for.  
(15 minutes)

## Small Group Session 1

### ICE BREAKER:

Distribute name tags and snacks. Choose one of the following icebreaker activities to do together while children eat their snack:

- Option 1: Ask the children to share their highs and lows (the best and worst things that happened to them either today or from the past week).
- Option 2: Ask the children to take turns sharing how they're feeling today using the "How Are You Feeling?" chart (from the CKC Games Bag).

### PRAY TOGETHER:

Collect prayer requests from the students. The leader or a student can pray for the entire group or a leader can pair up students and invite them to pray for one another.

### ACTIVITY OPTION 1: PLAYDOUGH SCULPTURE

Say: **You will be doing an activity with a mini jar of playdough. You will have two minutes to sculpt the best looking object that you can. You will all be making the same object, and the object you are to make is written on the side of the jars.**

Hand out the jars of playdough with the word "horse" or "house" on them. The students will (hopefully) begin to argue among themselves about whether they are supposed to make a house or a horse. Enhance their frustration by telling them, **You need to get busy because you only have two minutes, and you all have to do the same thing.**

At the end of the two minutes, ask the students to show you the houses that they sculpted. Explain that they were supposed to make houses and that it was an error of simply one letter that led to some of them making horses.

Debrief the activity.

Ask:

- **What did the majority of you make? Why?**
- **What can you learn from this?** (Sometimes the majority is wrong, and we have to stand alone against the crowd.)

## ACTIVITY OPTION 2: STAND UP, SIT DOWN

Say: **I will say a series of statements, and you need to decide whether you agree or disagree with each statement. If you agree, you should stand up. If you disagree, you should stay seated.**

Begin with easy, non-controversial statements to get the kids comfortable:

- “Ice cream is the best dessert.”
- “Everyone should brush their teeth every day.”
- “Playing outside is fun.”

As you continue, introduce statements where children might feel pressured by others’ actions:

- “It’s okay to skip doing your homework if your friends want to play.”
- “If everyone in class is talking during a test, it’s okay to talk too.”
- “A friend breaks a school rule, and when a teacher asks about it, your other friends start lying about it to avoid getting in trouble.”
- “You are with friends, and they start taking candy from a store without paying or borrowing a toy from someone’s backpack without asking. They tell you to join in, saying it’s not a big deal.”

After saying these statements, observe how many children stand up or stay seated. You can encourage a few children (quietly and beforehand) to stand up or sit down to create scenarios where peer pressure is visible.

Ask:

- **Why did you make the choice to skip your homework?**
- **Why do you think it’s okay to talk when others are talking in class or during tests?**

## HELPFUL HINT

Consider sharing a personal story of a time when you had to make a choice to go along with a group or do what you believed was right. Include how difficult that decision was to make when you felt alone in choosing what was right.

Say: **There are times when others are doing something that is wrong, and you can't follow the group just because others are doing it.**

**What are some situations where you might feel pressured to go along with others?**

This could include examples like skipping chores, excluding someone from a game, or breaking rules because others are doing it.

**How can you make the right choice?**

**It's important to make decisions based on what we know is right even when everyone else is doing something wrong.**

**Our hero for today knew something about what it was like to stand alone. Back in his day, the majority of the people were worshiping idols (a false god) named Baal. But our hero, Elijah, stood against the crowd. In fact, he even challenged the crowd and set out to prove that our God is the true God and that he is all-powerful.**

Pray and dismiss to Large Group.

## Heart



Facilitate activity and study to help kids know and love Jesus.  
(20-25 minutes)

## Small Group Session 2

Review the main idea of the lesson with the students:

Say: **Our powerful God is always with us and cares for us and wants us to worship him and only him, and he gives us the strength to stand against the crowd.**

Pass out Printout 2, and take about five minutes to write or draw. Then discuss what everyone wrote.

Ask:

- **Why can it be hard to stand up for what you believe?**
- **Is it harder to stand up for what is right when you feel like you are alone?**
- **How do you feel similar to Elijah?**
- **How can you grow in your trust that God is always with you?**

Read Hebrews 13:5-6. Consider allowing a student to read for the group.

Ask:

- **Is money important?** (Yes. We need money to buy food and clothes.)
- **Why does this verse say that you shouldn't love money?**
- **Who should we love?** (The Bible says that we are to love the Lord with our heart, mind, and strength.)
- **Why do you think there is this promise from God to never fail us or abandon us after talking about money?**

Say: **We all need money, but when we love money, it becomes an idol in our lives. We are to love God with everything! If we allow ourselves to love money then we aren't trusting God or loving him. God promises to never fail us or abandon us. Just like Elijah who was alone trusted God, even when he could die if God didn't light the fire on the altar, Elijah put his full trust in and God did not fail him.**

Read Hebrews 13:6 again.

Ask:

- **What does it call God in this verse?** (God is our helper.)
- **How can we not be afraid of people?** (Because He is our helper, he will never fail or abandon us.)

Say: **In our story we see that Elijah trusted God and believed that God would show up when Elijah needed him most. Elijah was surrounded by people who didn't believe in God and didn't trust him. Elijah may have looked alone, but God was with him. This is how Elijah could have confidence and say, "The LORD is my helper, so I will have no fear. What can mere people do to me?"**

**ACTIVITY: IDOLS IN OUR LIVES**

Show the students a cup of water with nine stones inside it. The stones will each have a word written on them. Show the students that you have a second cup that has only water in it.

Words to write on stones: boyfriend/girlfriend, money, video games, sports, image, popularity, music, TV, friends

Say: **I want to get the first cup (the one with the stones) to hold more water.**

**How can we make the cup with the stones hold more water?** (We can remove the stones and then add more water.) Remove the stones one by one and read the word on each. Then fill the cup up with more water.

**We want to allow God to fill us up and control our lives. The trouble is that we often crowd him out with idols of our own. The people in Elijah's day worshiped carved images, but people in our day worship things like the words listed on these stones.**

**What ways do people worship each of the things listed on these stones?**

Go through each stone one by one and talk about the word listed there and how it can be an idol for us. If the students are willing to share, ask if any of these things is an idol for them.

Read Matthew 6:19–24 out loud.

Say: **Everything that you own right now will eventually be worn out or broken. Those who trust in Jesus are now part of God's family. Their treasure is in heaven, where no one can steal it and it will never get old or break. If we love money or other idols, this verse tells us that we cannot love God.**

## Hands



Lead kids to live out the mission of the Gospel.  
(5-10 minutes)

## Small Group Session 2

### WRAP IT UP:

Give each student a piece of paper, and ask them to draw the things that are idols in their lives. Spend time asking God to take away these idols so that we may be more full of him.

Ask each student to go to the trash can and tear up their idols. Explain that this symbolizes that we need to take radical action to remove the idols from our lives and to love and serve God above all.

### RESPONSE & REFLECTION:

Print out the memory verse.

Practice the memory verse for this unit (Psalm 27:1).

Pray with the students and dismiss them.



Bible Memory Verse  
Games