



HEROES OF THE FAITH

Large Group

LESSON 6: LARGE 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.



Introduce the story of the Gospel.
(10-15 minutes)



Play large group games.
(25 minutes)

Prepare



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Plan for the lesson.

QUESTIONS

- How can you be praying for the student this week? Are there any specific students or requests you can pray for?
- Are there any changes and additions needed for the Large Group Lesson?
- Is there anything specific you need to communicate to the small group leaders?

MATERIALS NEEDED:

- Bible
- Printout 1
- (Optional) Large stones and red or orange cloth to show items needed for an altar

Large Group



Introduce the story of the Gospel.
(10-15 minutes)



"Who is Jesus"
Call and Response

INTRODUCTION

Welcome the students to Crossroads and tell them you are glad they came this week.

(Optional) Go through the "Who is Jesus" call and response.

(Optional) As a group, say the memory verse for this week.

Open with prayer for the students.

Say, **There is something that is so exciting about an underdog story.**

- **Does anyone know what an underdog is?**
- **What is an example of an underdog?**

The made-up story of Cinderella, the Tortoise and the Hare, and Aladdin are examples of underdogs. We get excited when someone, against all odds, is able to succeed or win. Cinderella was able to go from scrubbing floors to living in the castle. The tortoise was able to go slowly and steadily to the finish line to win the race against the much faster Hare. Aladdin went from scraping by for food to being the prince and hero of the story.

Did you know that the Bible is filled with true stories of underdogs? People were outnumbered or outpowered, but God showed up and helped them win.

Show image of Elijah and the altar (Printout 1)

Say, Imagine you're standing on a high mountain, the wind is blowing, and there are crowds of people gathered. There are two altars, one for Elijah and one for the prophets of Baal. Today, a mighty showdown is about to happen between the one true God and the false gods. Who will answer by sending fire to start the altar?

DEFINITIONS

PROPHET:

A person who speaks on behalf of God or who reveals God's will to others.

ALTAR:

Structure or place on which sacrifices are offered or incense is burned in worship. Altars are typically made out of stones with wood placed on them.

SKIT: 1 KINGS 18:1-40

This is a tableau skit where students act out what the narrator reads. This skit is based on 1 Kings 18:1-40.

Characters:

- Elijah (the prophet of God)
- Prophets of Baal (a group of 4-5 people)
- People of Israel (a group of 3-4 people)

Narrator: **“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.’”**

Action: Elijah stands before the people of Israel, who look uncertain and conflicted.

Narrator: **“The prophets of Baal prepared their altar and called on the name of Baal from morning till noon. ‘Baal, answer us!’ they shouted. But there was no response; no one answered.”**

Action: Prophets of Baal surround their altar, shouting with hands raised; Elijah stands off to the side, watching.

Narrator: **“They danced around the altar they had made. At noon, Elijah began to taunt them, ‘Shout louder! Surely he is a god!’ So they shouted louder and slashed themselves with swords and spears, as was their custom.”**

Action: Prophets of Baal are shouting louder, some acting out cutting themselves, showing desperation.

Narrator: **“Elijah said to all the people, ‘Come here to me.’ They came to him, and he repaired the altar of the Lord, which had been torn down. He arranged the wood, then he said, ‘Fill four large jars with water and pour it on the offering and on the wood.’”**

Action: Elijah builds the altar; people of Israel pour water over it.

Narrator: **“Elijah stepped forward and prayed, ‘Lord, the God of Abraham, Isaac, and Israel, let it be known today that You are God in Israel.’ Then the fire of the Lord fell and burned up the sacrifice, the wood, the stones, and the soil, and also the water in the trench.”**

Action: Elijah prays with arms raised; fire (represented by red and orange cloth) consumes the altar.

Narrator: **“When all the people saw this, they fell down and cried, ‘The Lord—he is God! The Lord—he is God!’”**

Action: People of Israel fall to the ground, bowing in awe.

Narrator: **“Then Elijah commanded them, ‘Seize the prophets of Baal! Don’t let anyone get away!’ They seized them.”**

Action: Elijah points; people of Israel capture the prophets of Baal, showing their submission.

Have volunteers sit down.

WRAP IT UP

Ask:

- **Why do you think the prophets of Baal couldn't get their god to answer?**
- **What do you think Elijah was feeling when he prayed to God?**

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 an idol (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.

There were 850 prophets of these false gods. Elijah was only one person. All the false prophets agreed to Elijah's challenge, which was that the God who sent fire to light their sacrifice was the true God.

Did you hear what the people said after the Lord sent fire from heaven?

Read 1 Kings 18:39b: **"The LORD—he is God! Yes, the LORD is God!"**

Consider turning the verse into a chant or song. Have the kids repeat it in different voices (whisper, loud, fast, slow) to make memorization fun and engaging.

When Elijah prays, God answers with fire. Elijah trusted God to show up and prove that he is the one true God. Even though Elijah was against over 800 prophets of Baal, he was bold and showed the people of Israel who the real God was. "The LORD—he is God! Yes, the LORD is God!"

End the lesson with a prayer, asking God to show His power and love in students' lives. Encourage the kids to pray boldly and confidently, just like Elijah did.

Games



Play large group games.
(25 minutes)

MATERIALS NEEDED:

- Dodgeball
- Beanbag or soft, squishy ball
- Chairs
- 2 rolls (one yellow and one black) of crepe paper streamers per small group
- 1 roll of transparent tape per small group

LARGE GROUP GAME: SPUD

Materials: Dodgeball

Object of game: Avoid collecting all the letters to spell "SPUD"

How to play: First, give all the players a number. Then have them gather in a circle with one student in the middle. Give the middle student the ball, and instruct them to throw the ball straight up and yell any number that goes with the students in play. The student whose number was called must run to the ball, and all the other students must run away from the ball in any direction. When the player whose number was called has the ball, they yell "SPUD!," signaling all the other players to freeze. The player with the ball can then take three steps in any direction and throw the ball at one of the other players.

All the other players must keep their feet still, but can move any part of their body to try to avoid the ball. If the throwing player misses, he/she receives a letter to spell the word "spud"; if the throwing player hits another player, that hit player receives a letter. Play then repeats with the player that received a letter standing in the middle of the circle and throwing the ball up.

LARGE GROUP GAME: DROP THE BEANBAG

Materials: Beanbag (or soft, squishy ball), chairs

Object of game: Don't be left without a chair

How to play: Choose one person to be the beanbag holder. Form a circle of chairs around this person, with all the other players occupying a chair. There should be one chair for each person except for the beanbag holder. The beanbag holder will walk around the middle of the circle and will grab the wrist of someone of the opposite sex who is seated. This person will link hands/wrists with the beanbag holder and will then select the next person from the circle to join their line in the middle. A chain (line) of players will eventually be snaking around in the middle of the circle until the beanbag holder drops the beanbag. As soon as the beanbag is dropped, all the players in the middle must compete for any open seat. Whoever is left without a seat becomes the beanbag holder for the next round.

LARGE GROUP GAME: WRAP THE BUMBLE BEE

Materials: Two rolls (one yellow and one black) of crepe paper streamers and one roll of transparent tape per small group

Object of game: Make the best-looking bumble bee

How to play: Each team will select one player to be the “bumble bee”. On the “go” signal, the other teammates will use the streamers and tape to decorate their “bee”.

At the end of the time specified by the game leader (less than 5 minutes is probably best), the leaders will choose the best-looking bumble bee and award points to that team.



HEROES OF THE FAITH

PRIMARY
Small Group

LESSON 6: PRIMARY 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

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- Matthew 6:19–24
- Hebrews 5:5-6

MEMORY VERSE

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

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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.**

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



HEROES OF THE FAITH

INTERMEDIATE
Small Group

LESSON 6: INTERMEDIATE SMALL GROUP

Elijah

MAIN IDEA

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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?"**

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Hands



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(5-10 minutes)

Small Group Session 2

WRAP IT UP

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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

Memory Verse Cards

MEMORY VERSE

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

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Psalm 27:1, NLT

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Printout 1



Printout 2

Elijah had to stand alone for what he believed. Why would this be hard?

How are you similar to Elijah? Elijah and I ...

1.

2.

3.

Elijah was the only prophet to stand up and trust God. Find the "Elijah" in the picture that is not like all the other prophets!

