



A Workshop Rotation Model Lesson Plan from rfour.org

The Still, Small Voice | 1 Kings 19:1-3; 9-16

Season 2.Session 2: Storytelling, Science, Movement & Games

OVERVIEW SECTION

How to Read This Lesson Plan

The **Overview Section** is the foundation of this lesson plan. The questions and activities for the class that you will be teaching on Sunday morning have been based (sometimes loosely) upon what you read in this section. The **Overview Section** is composed of five components (each component is underlined in the lesson plan):

How to Read This Lesson Plan (defines all components of the lesson plan)

Purpose of Sunday Morning Spiritual Formation (a reminder of why we do this)

Scripture(s) for the Session (a reminder that the scripture is to be read in every class)

Key Verses & Theology (background for teachers to ponder)

Themes to Focus on from the Scripture (the ideas that the session's lessons are based on)

The actual lesson is found in the second section, **The Sunday Morning Experience Section**. Think of this section as the step-by-step instruction guide to your Sunday morning teaching experience. There are four components to this section (again, each component is underlined in the actual lesson plan):

Preparation (including supplies needed)

Classroom Statement (a brief explanation of what will be taught/happening in the classroom)

Step-by-step process of the lesson (including the scripture to be read)

Suggested variations for age groups (Self-explanatory but not always applicable)

We encourage you to read the rest of this **Overview Section** before reading the **Sunday Morning Experience Section**.

Purpose of Sunday Morning Spiritual Formation:

The purpose of Sunday Morning Spiritual Formation is, with God's help and in community, to hear and interact with the stories of our faith tradition, to pray, worship and play together, and to equip and support the building of relationships with God and with each other.

Scripture(s) for the Session: 1 Kings 19:1-3; 9-16

Please READ this aloud in every class you teach. The actual words to the scripture can be found in **The Sunday Morning Experience Section: Step-by-Step process of the lesson**. When

reading to the class, please read it from the lesson plan (not an actual Bible) as the wording of the scripture has been modified to help clarify some language issues.

Key Verses & Theology: These are provided to help the teachers think about and build a framework for understanding the story to help in answering some of the questions that the students might raise in class.

11 The Lord said, "Go out and stand on the mountain before the Lord, for the Lord is about to pass by."

Elijah has done some impressive things. His latest impressive thing happened just previous to this story. He had had a showdown with King Ahab and the Baal prophets. Elijah won that showdown which humiliated the King. Queen Jezebel who wasn't there, once she hears what happened, demands that Elijah be killed. Elijah, who was brave and full of vigor during the showdown, is now afraid and depressed, running for his life. God has a lesson for him, though. In order for Elijah to learn this particular lesson, though, God tells Elijah to stand outside the cave that Elijah is hiding in.

13 Then in the silence came a still small voice to Elijah. Before the silence there are big things happening. Fire and earthquakes and a powerful wind. But in these big, chaotic things, Elijah does not hear God. But once it is still, then Elijah can hear God. The point of the lesson that Elijah is learning is that God is not in the big, chaotic things. If Elijah just pays attention to the loud stuff, then he's not paying attention to God. God is teaching Elijah that when he's in the chaos, Elijah is to seek God. And to help Elijah better hear God's direction, it is good to find some quiet.

15 Then the Lord said to him, "Go, return on your way to the wilderness of Damascus; when you arrive, you shall anoint Hazael as king over Aram. 16 Also you shall anoint Jehu as king over Israel; and you shall anoint Elisha as prophet in your place. Now that God has Elijah's attention, what does God direct Elijah to do? First, there is preparation for the future (the anointing of the next kings) and second, God provides Elijah with a student and companion, Elisha (in order for Elisha to take Elijah's place, he will have to train with Elijah in an apprentice-like way). When we pay attention to the chaos, we can be confused, lost and frozen in place. Our response might be like Elijah's, to hide due to our fear. But when we pay attention to God, by being quiet, by being still, then instead of feeling confused or lost or frozen, we will be better able to hear God's direction toward the next step(s) we are to take.

Themes to Focus on from the Scripture: Themes are provided to help teachers understand the teaching of the *session* (not necessarily the class). Sometimes an activity in one class may not match up with any of the themes.

Storms – In life we experience many sorts of storms. In many different sorts of ways. We experience weather-related storms, like thunderstorms and snowstorms. We experience family storms: Confluences of personalities that try to out-do or out-think or out-drink or overwhelm or intimidate or cut-down or tear away from. There are storms at work: emergencies and missed deadlines and forgotten meetings. In politics, in the news, on freeways, between countries there are storms of selfishness, conflict, mayhem, poverty, and scarcity. And if we focus our attention on these storms, like Elijah focused on the storm of Queen Jezebel, we will lose our way, we will forget about God's power and we will despair, we will flee, we will hide.

Listening – We internalize what we most pay attention to. In the classroom, we tell our students, “If I’m talking, I need you to be listening to me. If you’re talking while I’m talking, then I know you’re not listening. So if you are talking, stop now.” We say that because we know that even when there’s a tangible, loud person right in front of the student, there are many things that can distract that student, including their own minds and mouths. We also say these things because we have instructions for the students to follow and so they need to hear our words, not their own words. Listening takes considerable work. What we choose to intentionally listen to, also takes considerable work. To pry our attention away from the car wreck and keep driving so that we don’t become car wreck #2 can be a challenge, but we can do it because we want to internalize order, not internalize another chaotic car accident and that’s the same principle that God calls us to do: To keep our eyes, our ears, our attention on God, not on the accidents and chaos.

Power – Storms have power. The power to destroy. And if we watch the storms, then we give the storms even greater power, by giving them our attention and our energy. But God is greater and more powerful than the storms and the chaos they represent. The faith stories/scripture tells us this over and over again. The creation story, Moses parting the Red Sea, the walls of Jericho tumbling down, Daniel in the Lion’s Den, Jesus calming the storm, Jesus walking on water, Jesus transforming water into wine, the resurrection of Jesus. God calls us to move through the storms. To create God’s Kingdom in the midst of the storm. To bring God’s order to the chaos. The sound and the fury of a storm might at first overwhelm us and even cause us to forget that a greater power exists. But the more we practice listening, the easier it is for us to remember the still, small voice that is within us, and available to us no matter how big and immediate the storm is outside of us.

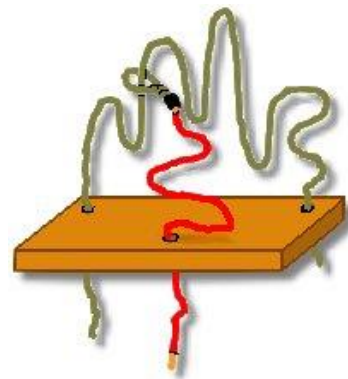
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Season 2. Session 2: Storytelling, Science, Movement & Games

THE SUNDAY MORNING EXPERIENCE SECTION

Preparation

- Print out this lesson plan and bring it with you on the Sunday Mornings you are teaching
- Arrive at pre-arranged time to join other teachers, shepherds and staff for an opening prayer.
- **Supplies Needed for wire mazes:**
 - 1-4 kids, 1 wire maze. 5-8 kids, 2 wire mazes. 9-12 kids, 3 wire mazes and so on.
 - You'll need 1 buzzer per wire maze. I bought my buzzers from [xump.com](http://www.xump.com) (<http://www.xump.com/Science/Buzzer-Leads15V.cfm>)
 - For every buzzer you need 3 alligator cords/clips. Again, I bought these from [xump.com](http://www.xump.com) (<http://www.xump.com/science/AlligatorCord2ftRed.cfm>)
 - 6 feet of bare wire for each wire maze. I used 16 gauge copper wire that you can buy at a hardware store. I understand, now, that florist wire keeps its shape better. You might want to try that instead. You'll also need about 1 to 2 feet of extra wire for every maze you build.
 - For each maze, you need a base to stand up the wire in. I used two small glass bowls (4 bowls for \$1 at Dollar store) filled with non-drying modeling clay (one bowl per end of the wire). I recently found a site that suggests using a shoebox instead. Directions for that are here: <http://www.worsleyschool.net/science/files/steady/hand.html>
 - You need one battery per maze. I used D-sized batteries. You have to tape one of the gator cords to the negative end of the battery. 9 volt batteries work better (no need to tape gator clips), but are more expensive.
 - You need electrical tape
 - A "wire maze" looks something like the picture to the right (esp. if you're using the shoebox method) ----->
- **Other Supplies Needed:** Charts to write results in (at the end of the lesson plan); stopwatch; pencils; easel with paper and marker for younger kids; eye patches (you can usually buy pirate eye patches at Target in the "party gifts" section/aisle); index cards
- **Set-up of wire maze:**
 - Take two bowls and fill them up with the modeling clay.



- Take one wire (4 to 6 feet long – make it whatever length you want. The longer the wire is, though, the harder it can be to keep it balanced and standing) and stick one end into a clay-filled bowl.
- Shape the clay around the wire to strengthen the support of the wire.
- Bend the wire into a rollercoaster-like shape.
- Take a 1 to 2 foot piece of wire and make it into a loop with a handle, like the letter ‘P.’
- Put the open end of the maze wire through the loop part of the ‘P.’
- Now put that open end of the maze wire into the other/second clay-filled bowl.
- Your maze is complete. Repeat as needed

WIRING YOUR MAZE

- Take your first gator wire and clip one end of it to the maze wire (near one of the glass bowls). Attach the other end of that gator clip to the bare-lead of the buzzer.
- Take your second gator wire and clip one end to the 2nd bare-lead of the buzzer. Then take the end of that second gator wire and attach it to one end of the D-sized battery (you’ll probably have to use electrical tape to hold it there)
- Take your third gator clip and attach one end to the end of the ‘P’-shaped wire. Attach the other end of that gator clip to the other end of the D-sized battery (you’ll have to use electrical tape again)
- Your electrical circuit is now complete. When the ‘P’ shaped wire touches the maze wire the buzzer should buzz.

Classroom Statement

This Science lesson consists of reading the Elijah and the still small voice story out loud and then doing an experiment about focus.

Step-by-Step Process of Lesson

Shepherd comes in with students

SHEPHERD ASKS “Question of the Day.”

INTRODUCE yourself

Hi, my name is ____ and I want you call me (tell the students how they may address you).

PRAY Short and simple is perfect. For example:

God, thank you for this day and for each other. We need your help. Help us to learn about you this day. Amen.

TELL

- In the story we’re going to read, we’re going to hear about the prophet Elijah.
- Elijah lived about 800 years before Jesus did.
- Before the story we’re going to read happened, Elijah had had a competition with prophets of another religion.

- With God's help, Elijah won that competition very easily.
- But then, when Queen Jezebel heard about Elijah winning the competition, she became very upset. That's where our story starts today.
- We'll be talking about focus and listening today, so in the story, listen for how Elijah listens to God.

READ 1 Kings 19:1-3;9-16

1 King Ahab told his wife, Queen Jezebel, all that Elijah had done. 2 Then Jezebel sent a messenger to Elijah, saying, "So may the gods do to me, and more also, if I do not kill you by this time tomorrow." 3 Then Elijah was afraid; he got up and fled for his life, and came to the town of Beer-sheba, which was in the country of Judah.

9 At that place he came to a cave, and spent the night there. Then the word of the Lord came to him, saying, "What are you doing here, Elijah?" 10 Elijah answered, "I have been very zealous for the Lord, the God of hosts; for the Israelites have forsaken your covenant, thrown down your altars, and killed your prophets with the sword. I alone am left, and they are seeking my life, also, to take away." 11 The Lord said, "Go out and stand on the mountain before the Lord, and I will speak to you there." When Elijah heard this, he wrapped his face in his mantle and went out and stood at the entrance of the cave. Now there was a great wind, so strong that it was splitting mountains and breaking rocks in pieces before the Lord, but the Lord was not heard in the wind; and after the wind an earthquake, but the Lord was not heard in the earthquake; 12 and after the earthquake a fire, but the Lord was not heard in the fire; and after the fire a sound of sheer silence. 13 Then in the silence came a still small voice to Elijah that said, "What are you doing here, Elijah?" 14 He answered, "I have been very zealous for the Lord, the God of hosts; for the Israelites have forsaken your covenant, thrown down your altars, and killed your prophets with the sword. I alone am left, and they are seeking my life, also, to take away." 15 Then the Lord said to him, "Go, return home. When you arrive, you shall anoint Hazael as king over Aram. 16 Also you shall anoint Jehu as king over Israel; and you shall anoint Elisha as your student to become a prophet and take your place later on."

ASK (answers in parentheses)

- Did Elijah hear God before the storms? (Yes)
- What did he hear? (Heard a question "Why are you here" and heard a command "Go stand outside")
- Did Elijah hear God in the wind? (No)
- Did Elijah hear God in the earthquake? (No)
- Did Elijah hear God in the fire? (No)
- Did Elijah hear God in the silence? (Yes)
- What did Elijah hear in the silence? (To return home; anoint people as kings; anoint Elisha as his student and future prophet)

TELL

- Even though Elijah could hear God before the storms, he couldn't hear God clearly enough about what he was to do because Elijah was too worried about being killed by Queen Jezebel.
- So God reminds Elijah about focus.

- How God reminds Elijah of focus is by telling Elijah to stand outside and wait for God to speak with him there.
- Elijah can't hear God during the storms, and that's the whole point.
- When Elijah focuses on things that are scary, like Queen Jezebel wanting to kill him or really strong wind storms, then Elijah can't hear God very well.
- So God reminds Elijah to be still and listen in that stillness.
- The same is true for us.
- When we pay attention to scary things, or things that worry us then we will have a harder time hearing and understanding God.

EXPLAIN

- We're going to do an experiment to see how good our focus is in the silence, when loud things are going on around us and when we keep only one eye on what we're supposed to be doing.
- We will keep track of our results using this handout sheet (NOTE: See last page of lesson plan for handout).
- There will be three of these wire mazes. I will split you into even teams so that an even amount of you are at each wire maze.
- Each wire maze is attached to a buzzer which is attached to a battery. If you touch this loop to the wire maze [at this point demonstrate what that sounds like] the circuit is completed and the buzzer will go off.
- You are to successfully complete the maze from start to finish without setting off the buzzer.
- Every time the buzzer buzzes, you must wait until the buzzer stops before continuing your navigating of the maze.
- Someone who is with you will help you count how many times the buzzer buzzes. You will then record the total amount of buzzes in your chart.
- We will do this in rounds so that everyone gets a turn.
- So pick your first person in the group who will go.

DO SCIENCE ACTIVITY

- **For Round One**, on "Go" that first person will go. We will all be very quiet. We will not talk.
- When the first person finishes, that group needs to raise their hand.
- I will be timing everyone. I'll let you know what the time is after the other two teams are done too. Once I tell you, then you can write it down.
- Then, it'll be time for the next person in your team to go.
- We'll do that until everyone has had a turn.
- Once everyone has had one turn, we'll now start round two.
- **For Round Two**, pick the first person to go.
- Then when its time to start (at go) those of us who are NOT doing the wire maze will yell and jump around and try with all our might to distract the people doing the wire maze. However, you may not TOUCH the people or the table or the wire maze. But you can jump up and down, clap your hands, whistle – all within reasonable taste.
- [NOTE: You'll want to have a way to get everyone's attention in case they get too loud. I'd suggest telling them that if you raise your hand, and they see it, then they are to raise their

hand too, and stop talking until everyone has their hand raised and there is no talking – you might even want to practice this once or twice]

- One person in each group will have to listen for the buzzer (because it might be too loud to hear it just regularly). If the buzzer goes off, remember, the person has to wait for the buzzing to stop before continuing his/her navigation.
- Again, let me know when you're finished so that I can tell you the time and then you can write it down.
- **For Round Three**, we'll do the same thing with the wire maze, but this time, you'll have to keep one eye or use the one-eyed pirate patch.
- Again, you are trying to not have the buzzer go off.
- Let me know when you're done so that everyone can record their times.

ASK

- Looking at the times we wrote down, overall, when did we finish the wire maze the fastest? (hopefully when it was quiet and with both eyes open)

TELL

- We focus better on what we're doing when we're completely focused with our eyes and ears on what we're doing. (The one-eyed experiment was meant to simulate looking at other things, like storms, when we're just supposed to be looking at one thing, like God)
- The same goes with listening to others and listening to God.
- When there's silence and we sit still and don't look at other things then we'll be able to better hear what is being said to us.
- The Good News for Today is the reminder that when we practice listening to God, it is good for us to be in a quiet place with few to no distractions so that we can focus on what God might be saying to us.

If you have extra time...

Hand out 3 x 5 index cards. Have them place a card flat on top of their head.

Tell them to draw a circle. Now draw a square around the circle. Now draw a triangle inside the circle, all while keeping the card flat on their head. The same idea holds true: If you aren't focusing (this time with your sight) on what you're doing, then its not going to turn out very well.

CLEAN UP

Suggested Variations for age groups

For the K-1 kids, write their names and times on the flip chart since most of them won't be able to write or write clearly, yet.

Timing Chart		
	How Long did it take?	How many times did the buzzer buzz?
Quiet		
With Noise		
With one eye		
Timing Chart		
	How Long did it take?	How many times did the buzzer buzz?
Quiet		
With Noise		
With one eye		
Timing Chart		
	How Long did it take?	How many times did the buzzer buzz?
Quiet		
With Noise		
With one eye		
Timing Chart		
	How Long did it take?	How many times did the buzzer buzz?
Quiet		
With Noise		
With one eye		