

**Lesson Plans that Work**  
**Year C – Proper 6**  
**Lesson Plans for Older Children**  
*Revised Common Lectionary Old Testament Readings – Track One*

**Scripture:** 1 Kings 21:1-21a, 25-29\*

\*Note: for this week’s lesson we have added verses 25-29 to the lectionary text, as explained below.

**Background**

As we continue to walk through “Ordinary Time” it is hard to imagine the lessons from our Old Testament scriptures as “ordinary” days. We hear fantastical accounts of kings, prophets, and courts and they sound so far away. But we are called to remember these stories of times past and to consider how ordinary days of ancestors relate to the ordinary days we face here and now

**A Notation for This Week’s Scripture**

This week’s lesson tackles some very difficult themes: greed, power, envy, and murder to name a few. These themes are intimidating when it comes to teaching children. However, the theme which redeems the lesson is the one which brings us all to God – forgiveness and grace. In order to round out our lesson this week, we will add to the lectionary text verses 25-29 in which Ahab sees the error of his ways and seeks God’s forgiveness – which is granted him. Even the worst among us are worthy of Grace in the sight of the Lord.

**Theme: Be Grateful for What We Have**

**Before Class:** As always, please make sure you have bibles and a note of the scripture for the week. You will also need to gather supplies to set up 6 character stations around your classroom. The names of the stations, supplies, and questions for each station are listed in the chart below. Write the question for each station on an index card or piece of paper and place it with the items. Make a label for the wall naming the character associated with each station, but do not hang up the names until after the story reading for the day.

<b>Name</b>	<b>Items</b>	<b>Questions</b>
<b>King Ahab</b>	A crown and stack of coins	When was a time when you wanted something badly but you weren’t allowed to have it?
<b>Raboth</b>	A basket of grapes	What is something that belongs to you or your family that is more special than money or power?
<b>Queen Jezebel</b>	A crown and a fancy pen and paper.	When have you wanted to give something to someone (or for yourself) but you had to do something unkind to get the gift?
<b>Two Scoundrels</b>	A pile of stones and some sharpie markers	Have you ever hurt someone to impress others? Maybe you have called someone

		names or hurt a sibling? Maybe someone else has hurt you in this way? Using the sharpies, write a word on one of the stones that you have used to hurt someone (or someone has used to hurt you.)
<b>Elijah</b>	A bible and a walking stick	Write about a time when you knew God was telling you that something you or another person was doing was not okay.
<b>God:</b>	Pictures of people in the world (a few different images – people in poverty, joyful people, etc...) and comfy cushions to sit on	What is a problem in the world that you would want to fix if you were God?

**Beginning:** When the children arrive today invite them to check in about how their week has gone. Allow each of them to take a piece of paper and a pencil for themselves and to settle into the circle. Once all have arrived, say the opening prayer together.

**Opening Prayer:** Holy God, we thank you for giving us minds that think and hearts that feel. Help us to listen for your word even in stories that challenge us. In Jesus’ name we pray. Amen.

**The Story:** This week’s story is very long and has several characters and plot twists. Because of this it will be helpful for the class members to each have a pencil and paper to write down some key aspects of the story as you read it. Give each of the children and paper and pencil and have them write down the words “WHO” “WHAT” and “WHY” across the top of the page before you begin reading.

After they have written the three words, invite them to draw lines from the top of the page to the bottom, between the words, creating columns. Tell them you want them to listen to the story and as they hear about a new character they should write that person’s name in the “Who” column, leaving several spaces between that person’s name and the next person’s name. They can listen for what is happening and, if they are able, write what happens to each character in the ‘What’ column so it lines up with the right name in the who column. The Why column will remain blank until the discussion.

Read the passage, slowly, to the class: 1 Kings 21:1-21a, 25-29

After you have read the passage invite the children to share who the characters were in the story. Next, ask for what happened with the characters. It will be helpful if you can create a timeline on the board for the class while leading the discussion. Finally, after you’ve helped the children name the “who” and “what” ask them why they think each of the characters acted the way that they did. A sample chart is found below:

WHO	WHAT	WHY
Ahab	<ol style="list-style-type: none"> <li>1. Mean King</li> <li>2. Wants Raboth's Vineyard to plant a garden</li> <li>3. Takes Vineyard After Raboth Killed</li> <li>4. Repents to God</li> </ol>	<p>Lazy – Vineyard is close to his house</p> <p>Greedy – Because he's king he thinks he should have everything</p>
Raboth	<ol style="list-style-type: none"> <li>1. Man in Ahab's Kingdom</li> <li>2. Owns family vineyard</li> <li>3. Killed for standing up for what is his</li> </ol>	<p>Wants to keep what has been in his family. Isn't interested in more money or more land.</p>
Jezebel	<ol style="list-style-type: none"> <li>1. Mean Queen</li> <li>2. Pretends to be the King when she writes letters</li> <li>3. Plots to kill Raboth</li> </ol>	<p>Wants to please the king and doesn't care what it takes to get her way</p>
Two Scoundrels	<p>Help the Queen to kill Raboth</p>	<p>Just want to serve the queen</p>
Elijah	<ol style="list-style-type: none"> <li>1. Prophet of God</li> <li>2. Tells Ahab what God says about Ahab's wicked ways</li> </ol>	<p>Desires only to do God's will</p>
God	<ol style="list-style-type: none"> <li>1. Is mad at Ahab and threatens his kingdom.</li> <li>2. Forgives Ahab when he repents.</li> </ol>	<p>Loving and just. God gets upset when Ahab is cruel, but recognizes a repentant heart.</p>

**Activity:** Today's activity will invite the class to "try on" the various personalities they encountered in today's story. There will be six stations set up around the room. At each station there will be props and question cards to invite the kids to think about times they might have been in a position that mirrors that of a character in the story.

After introducing the activity for the day, take the signs you made for the wall above each station and walk around the room hanging the sign above each station and pointing out the props for each setting.

Assign the students to a station and invite them to settle in and reflect on the question assigned for each station. Invite them to use the props to "get into character." They should bring their paper from earlier with them so they can write or draw their responses to each question. If there are more than 6 students there can be groups working together at each station. If there is time, they could rotate to try on a different station.

**Getting Closure:** After the children have finished their time at the stations bring them back together to hear about one another's experiences. Invite them to share how they were able to relate to the various characters, even the ones who are considered "bad" or "evil" in the story. Can they understand what motivated each of the characters? Are there some characters who they still cannot relate to? Why? Help the children to understand that even these extraordinary circumstances can be extreme examples of things we face each day at home. What does it tell us that God will forgive even an "evil" king like Ahab?

**Closing Prayer:** God of Grace and Love, Send us your mercy and encouragement when we do things that are mean. Help us to see the right path in front of us. When we do something unkind, open our eyes to see the right way and help us to do better day by day. Amen.

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