

<p>Make a comparison between Elijah and the widow in relation to . . .</p>	<p>Read the chapter and summarize it into a short story of five sentences.</p>
<p>Develop a case study or lifelike problem re a financially destitute family in a similar situation to the widow in chapter 17. Discuss the problem and determine action, using Scripture to back their suggestions for action.</p>	<p>Have your learners write a creative short story illustrating the main principles or truths they see in chapter 17.</p>
<p>Locate on a map the places recorded in I Kings 17:1-24. (Tishbe, Gilead, Cherith, Jordan, Zarephath, Sidon).</p>	<p>Using a Bible dictionary, look up information about Zarephath and Sidon. Record what you find.</p>
<p>Explain the significance of Elijah's needs being met by a widow from Zarephath in Sidon.</p>	<p>Compare and contrast the three miracles in I Kings 17:1-24. What do they have in common and how are they different?</p>
<p>Have someone impersonate Elijah. Hold an interview with him on how he survived the drought. The 'reporter' should take a skeptical stance.</p>	<p>Paint a mural of the three events in this chapter using the theme of God's love to Elijah and the widow.</p>

<p>In what ways do you identify with the widow's hesitancy to share her last meal with Elijah? How have you handled your fear?</p>	<p>God reveals Himself in subtle ways in this chapter. Which of God's attributes do we see?</p>
<p>Assign I Kings 17:24 for the learners to memorize. Have volunteers quote.</p>	<p>Divide the class into listening teams. Read the chapter and have the teams listen for specific answers to questions beginning with "Who said . . .", "What did . . ." and "When did . . ."</p>
<p>Have class members write their answers to the following statement on 3x5 cards: "In the light of Elijah's relationship with the widow (as seen in I Kings 17), I would conclude that faith involves . . ."</p>	<p>Translate the three incidents in I Kings 17:1-24 into a modern setting.</p>
<p>I Kings 17:1-24 can be divided into three paragraphs. Identify the paragraphs and give each a title that relates to the main theme.</p>	<p>Discuss these issues: "Miracles are for Bible times." "We should expect miracles today." Summarize each position at the end.</p>
<p>Write a newspaper article for the next day's edition of the "Zarephath Free Press" after the widow's son was raised to life.</p>	<p>Use your imagination. What would you like God's 'ravens' to bring you? What do these desires tell you about yourself and your relationship with God? Formulate one of your desires into a prayer.</p>

<p>Write this chapter as if it were Elijah's diary. Speculate on his inner thoughts as he was trying to piece together what was happening.</p>	<p>Prepare and present a skit of the story. Use a modern translation.</p>
<p>Tell the story. Have each learner write down what s/he feels is the most important thing learned from this story.</p>	<p>Complete this sentence, "If I trusted God half as much as Elijah did (in chapter 17), I would . . ."</p>
<p>Ask the class members to write (or tell) the story, making the people and situations contemporary.</p>	<p>List the various things over which God demonstrates control in I Kings 17:1-24.</p>
<p>What values does Elijah reveal in this chapter? Contrast his values with those of the widow.</p>	<p>Prepare a debate: "The widow had a right to complain bitterly in verse 18".</p>
<p>Create a liturgy on the theme of God's provision using music, readings, and ceremonial drama. Elijah could be personified and act as the narrator.</p>	<p>To what degree can we apply this passage to our needs? Should we expect 'ravens'? Why or why not?</p>

<p>Identify the qualities that Elijah demonstrates in I Kings 17:1-24. For example, he is obedient to God.</p>	<p>Read the chapter and underline all the words which describe or give obvious clues as to the attitudes of Elijah and the widow.</p>
<p>Draw a graph that would indicate the changing moods in this chapter. For example, a median line could represent no emotion; and then grief could be below the line and joy above it. You could also have the learners write in the events that precipitated these moods.</p>	<p>Write the following phrases on cards. Shuffle them and have learners put them in order. Elijah speaks to Ahab, God says, 'Go to Cherith', Fed by ravens, Brook dries up, Elijah meets widow, Widow makes cakes, Elijah promises her that her food will last, Widow's son dies, Son raised to life, Widow believes Elijah is God's prophet.</p>
<p>Read the chapter several times. Divide the group into two teams (or more if necessary) and quiz them on the facts of the passage.</p>	<p>Ask, "In what ways can we be modern Elijahs in meeting the material needs of others?"</p>
<p>Discuss the proposition: "The widow was a good choice of someone who could meet Elijah's needs."</p>	<p>Summarize I Kings 17:1-24 in three sentences.</p>
<p>Describe a time when God met your needs in a surprising way.</p>	<p>Did Elijah simply 'give in' to the widow's pressure to heal her son? Was he trying to 'prove' God's reality to her? Why or why not?</p>

<p>Ask a learner to study I King 17 and prepare a five minute talk to present to the class entitled “How can we recognize faith?”</p>	<p>Choose two qualities that Elijah demonstrates and suggest several ways you can apply them to your life.</p>
<p>Have class members discover a problem(s) with the widow’s assumption in verse 18.</p>	<p>We often think of God’s provision as material. Make a chart of the spiritual, emotional, social and mental provisions of God in your life.</p>
<p>In I Kings 17:1-24 we see God’s loving care for Elijah and God’s mercy towards the widow who was not an Israelite. Write a short journal entry related to your desire to more fully grasp God’s love and mercy.</p>	<p>Evaluate the significance of Elijah’s ministry. How do events in I Kings 17:1-24 relate to his significance in Israel’s history?</p>
<p>Write a three act play using I Kings 17:1-24 as your foundation. Show the relationship of each act to the central theme.</p>	<p>Write the story as a free-verse poem.</p>
<p>List words or phrases from the chapter which signify either faith or lack of it.</p>	<p>Research the context and meaning of the ‘rain judgment’ in verse one.</p>

Compare I Kings 17:14-16 with Phil. 4:19. In groups of three, have students discuss the similarities. What assumption(s) is(are) needed before God's promises come true? Why?

Have students describe a time when they exercised the same type of faith as the widow when she made Elijah's cake first.

Using the three act structure of I Kings 17:1-24, have the group role play the chapter putting the Scripture in their own words.