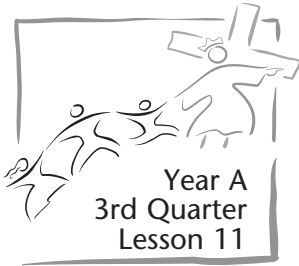


LESSON



Poison in the Pot

COMMUNITY Community means caring for one another.

References

2 Kings 4:38-41; *Prophets and Kings*, pp. 240, 241.

Memory Verse

"For I will surely show you kindness" (2 Samuel 9:7, NIV).

Objectives

The children will:

Know that God provides for His children's needs.

Feel grateful that we can help fellow believers with their needs.

Respond by watching for and acting upon the needs of others.

The Message



God helps us see and supply others' needs.

Getting Ready to Teach

The Bible Lesson at a Glance

Elisha visits a school of the prophets in Gilgal to give counsel and bring encouragement. A famine is going on, and Elisha sees that these students need nourishment. He instructs his servant to cook some food for the students. The servant goes into the field and gathers a wild vine with gourds and prepares a stew. As the students taste it, they exclaim that it is poisonous. Elisha asks for some flour and sprinkles it in the pot, miraculously making the stew edible.

This is a lesson about community.

"The lesson is for God's children in every age. When the Lord gives a work to be done, let not men stop to inquire into the reasonableness of the command or the probable result of their efforts to obey. The supply in their hands may seem to fall short of the need to be filled; but in the hands of the Lord it will prove more than sufficient" (*Prophets and Kings*, p. 243).

Teacher Enrichment

"What condescension it was on the

ELEVEN

| Program Outline | | | |
|-------------------------------------|----------|--|--|
| LESSON SECTION | MINUTES | ACTIVITIES | MATERIALS NEEDED |
| Welcome | ongoing | Greet students at door; hear pleased/troubled | none |
| 1 Readiness Options | up to 10 | A. <i>Want a Drink?</i> B. <i>Seeing Clearly</i> C. <i>Collage</i> | clear pitcher, water, salt, sugar, stirring spoon, paper cups eyeglasses, greasy substance, safety scissors (optional), pencil (optional), book (optional) old magazines, scissors, paper, glue sticks |
| * Prayer and Praise* | up to 10 | See page 116. *Prayer and Praise may be used at any time during the program. | |
| 2 Bible Lesson | up to 20 | Experiencing the Story | Bible-times costumes, large pot, large spoon, paper or plastic bowls, plastic or real vegetables |
| | | Bible Study | Bible |
| | | Memory Verse | Bible |
| 3 Applying the Lesson | up to 15 | <i>Scenario</i> | none |
| 4 Sharing the Lesson | up to 15 | <i>Share Your Gourd</i> | copies of gourd pattern (see p. 144), crayons, scissors |

part of Christ, through His messenger, to work this miracle to satisfy hunger! Again and again since that time, though not always in so marked and perceptible a manner, has the Lord Jesus worked to supply human need" (*Prophets and Kings*, p. 241).

"The exact type of plant here mentioned has not been positively identified. Some have taken it to refer to a kind of wild cucumber or gourd, having the form of an egg and possessing a bitter

taste. When eaten it causes pain and violent purging. . . . In Palestine is also found a creeping plant known as the colocynth, with small leaves of a light-green color and fruit resembling melons, the effects of which can be fatal" (*The Seventh-day Adventist Bible Commentary*, vol. 2, p. 871).

Room Decorations

Use the drought and Palestinian home decorations. See Lesson 6.

Teaching the Lesson

Welcome

Welcome students at the door. Ask how their week has been—what they are pleased/troubled about. Encourage them to share any experiences from last week’s lesson study. Collect any items intended for your community service project. Have students begin the readiness activity of your choice.



Readiness Activities

Select the activity most appropriate for your situation.

A. Want a Drink?

You Need:

- clear pitcher
- water
- salt
- sugar
- stirring spoon
- paper cups

Beforehand, mix salt into a full pitcher of water and stir (it should taste bitter). Pour into paper cups. When the children arrive, offer them a drink. (If possible, investigate ahead of time, to find out if there are children with a medical condition or dietary recommendations that will preclude them from this activity.) Give each a cup of the salty water. When they exclaim it’s bitter and tastes bad, pour a cup for yourself and taste it. Then explain that you can fix it. Pour the sugar into the half-empty pitcher of water and stir. Now repour each child a small cup of sweet water.

Debriefing

Allow response time as you ask: **What was wrong with the first water I gave you? What did you think about me? Was I trying to help? How did I change the taste of the water? How did it taste after I added the sugar? Sometimes what we do to try to help others may not really help them. Does that mean we shouldn’t try? Do you want to help others? Who will help you help them? Our message for today is:**



God helps us see and supply others’ needs.

Say that with me.

B. Seeing Clearly

You Need:

- eyeglasses
- greasy substance
- scissors (optional)
- pencil (optional)
- book (optional)

Beforehand, smear a greasy substance (butter, Vaseline, etc.) on the lenses of a pair of eyeglasses. Ask for a volunteer to put on the smeared glasses and then tell you what you are holding up. Then ask for two volunteers to stand in front of the one wearing the glasses, one at a time. Ask: **Can you tell me who is standing in front of you?** (Or if you think the children don’t know each other’s names, hold in front of the glasses-wearer a pair of scissors, a pencil, and a book. Ask: **Can you tell me what I’m holding up?**)

Then ask the volunteer to take off the glasses and again ask them who (or what) is in front of them.

Debriefing

Allow response time as you ask: **Why couldn't you see who was standing in front of you (or what I was holding up) when you were wearing the glasses? When you took off the glasses, did things look fuzzy or clear?**

When we're thinking only of ourselves and our needs, it's like wearing a pair of glasses that are dirty and smeared. We don't see other people clearly. When we stop thinking of ourselves and our own needs, and think of others, it's like taking off those smeared glasses and seeing clearly. When we notice other people's needs we can begin to help them. Who helps us see the needs of others? That makes me think of today's message:



God helps us see and supply others' needs.

Say that with me.

C. Collage**You Need:**

- old magazines
- safety scissors
- paper
- glue sticks

Form small groups. Distribute supplies. Ask each group to look through magazines and cut out pictures of people who need something (someone thirsty, someone lonely, etc.); then glue the pictures onto paper to make a collage.

Debriefing

Allow response time as you ask: **Whom did you find in the magazines who needed help? How could you help someone like that? Do you want to help others? Who will help you help others? And that leads me to**

today's message:



God helps us see and supply others' needs.

Say that with me.



NOTE: Prayer and Praise appears on page 116.

2

Bible Lesson

Experiencing the Story

You Need:

- child Bible-times costumes
- large pot
- large spoon
- paper or plastic bowls
- plastic or real vegetables (cucumber, squash, gourd, etc.)

Characters:

Elisha
servant

Setting the Scene

Ask for one child to volunteer to be Elisha and one to be his servant and wear the Bible-times costumes. The other children can play the part of the Bible students and sit on the floor. (If you have enough costumes, have them dressed also.) Place the vegetables in a corner of the room, the cooking pot in another. Have the children listen carefully to act out their parts as appropriate in the story as you read it.

Read or tell the story.

The students of the Gilgal School of the Prophets were excited. Elisha was coming to visit! Would Elisha answer their questions? Would he encourage them to study the Scriptures faithfully? Would Elisha hear their stomachs growling? What? Stomachs growling? Yes, because there was another drought in the land. That meant no rain, which meant little food growing, which meant stomachs growling with hunger.

Finally the day arrived when Elisha walked into the school. Everyone greeted him excitedly. Elisha began to answer their questions and talk to them. Everyone listened carefully.

As Elisha spoke, he noticed something. The students looked thin and a little pale. *Poor students*, thought Elisha. *They haven't had much food to eat.* Elisha knew they needed food in their stomachs so they could think better.

Elisha called his servant and asked him

to bring a big pot and make some stew for the students.

First the servant looked in the food storage area. No food. Well, he'd have to go find some. He went out into the field near the school and began to search. He looked around for a while before he spied some things that looked like they could be eaten. They were growing on a wild vine. They may have looked like a gourd or a cucumber or squash. He wasn't quite sure what they were, but thought they would do. He put a lot of them on the front of his coat, then folded his coat over and carried them back to the school. [*"Servant" picks up vegetables and carries them to the "cooking pot" where he cuts them and places them in the pot.*]

There he began boiling some water in the big pot. He cut up the gourds and added them to the water, threw in some herbs, and let it cook nice and thick.

The smell drifted over to the students. Now their stomachs were really growling!

Elisha told the students that it was time to eat. The students were more than happy to obey. They held their bowls, eagerly waiting to be served the delicious stew. [*Children hold up bowls.*]

Elisha prayed, and they began to eat. The students gulped down the first bites; they were so hungry! But soon they realized something was wrong. The stew really didn't taste good, not at all. [*Children make faces.*] Was the servant just a bad cook? No, this wasn't just a case of not liking his cooking. The stew tasted poisonous!

"Stop!" they all shouted. "This stew is poisonous! It could kill us!"

Elisha was concerned. His servant was shocked! He hadn't planned to make a poisoned stew. He didn't know the

plants were bad. But God was watching and caring. He told Elisha what to do.

"Bring me some flour," Elisha said. He poured some flour into the pot and stirred the stew. [*"Elisha" pretends to pour flour into the pot.*] He tasted it; then he told his servant to offer it to the students again.

The servant must have hesitated, but he did as he was asked. The students must have looked carefully at the stew. Does flour normally take away poison? No, but God was using Elisha to help them. They trusted God so they obeyed.

So they eagerly began to eat a second time. This time the stew was delicious! The students ate and ate until they were full.

Elisha saw the students' need of food. He did what he could to feed them by asking his servant to make stew. When he saw that the stew had poison in it, Elisha again saw a need. He prayed, and with God's help he cared for the students.

Debriefing

Allow response time as you ask:
What did the students need? What did Elisha do to help them? How do you think Elisha's servant felt knowing that he had accidentally cooked poisonous food? How would you have felt? How did Elisha know what to do so the stew was no longer poisonous? Who helped Elisha know what to do? Who will help you know what to

do? Remember our message? Let's say it together:



God helps us see and supply others' needs.

Bible Study

Open your Bible to 2 Kings 4:38-41. Point to the passage and say: **This is where today's story is found in the Bible.** Read the passage aloud, pointing to each word as you read.

You Need:

Bible

Debriefing

Ask: **What did Elisha ask his servant to do? What happened when the students tasted the food? What did Elisha do? Who helped Elisha know what to do? Who will help you when you try to be kind to others?**

Memory Verse

Turn to 2 Samuel 9:7 and say: **This is where we find our memory verse in God's Word, the Bible.** Read the text aloud. **"For I will surely show you kindness."**

You Need:

Bible

Then proceed to teach the memory verse as outlined below.

Have the children cup their hands together and outstretch their arms as if giving while saying the memory verse. Repeat several times.

3

Applying the Lesson**Scenario**

Share the following with the children.

Christina and Tara are friends. They always sit next to each other at Sabbath School. One day while the teacher is talking, Tara notices something: Christina's dress is torn. Tara also remembers that Christina has worn the same dress to Sabbath School for as long as she can remember. The dress is faded and small on Christina.

Debriefing

Allow response time as you ask:
Whom does Tara see who has a need? What is Christina's need? What can Tara do about Christina's need? What could you do if you were Tara? Let's remember:



God helps us see and supply others' needs.

Say that with me.

PRAYER AND PRAISE**Fellowship**

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). Allow time for sharing experiences from last week's lesson study and review the memory verse. Acknowledge any birthdays, special events, or achievements. Give a special warm greeting to all visitors.

Suggested Songs

"Be Kind to One Another" (*Little Voices Praise Him*, no. 260)

"Let Us Do Good" (*Little Voices Praise Him*, no. 263)

"He's Able" (*Little Voices Praise Him*, no. 93)

"Care for One Another" (*Little Voices Praise Him*, no. 262)

Mission

Use a story from *Children's Mission*.

Offering

Say: **Our offering is going to help missionaries who are far away, and also those who live close by, so they can tell others about Jesus. Also, remember that we are going to help people by bringing in** (name items) **for our community service project to help** (name project).

Prayer

Ask for volunteers. Encourage them to ask Jesus to help them see other people's needs.

*Prayer and Praise may be used at any time during the program.

4

Sharing the Lesson**Share Your Gourd****You Need:**

- copies of gourd pattern (see p. 144)
- crayons
- safety scissors

Have the students color and cut out the gourd. Tell the students they can take these home and use them to share today's story with someone.

Debriefing

Allow response time as you ask: **Can**

you think of someone who needs help? How can you help? One thing you can do is share your gourd and memory verse with someone as you tell them today's story. Maybe you can work together to help someone else. Do you want to help others? Let's say our message again:



God helps us see and supply others' needs.

Closing

Say: **Dear Jesus, please help us see how other people need help, and help us know how we can help them. Thank You. Amen.**

Remind the students that one way they can help is by bringing in the requested items for your community service project.

STUDENT LESSON

Poison in the Pot

References

2 Kings 4:38-41; *Prophets and Kings*, pp. 240, 241

Memory Verse

“For I will surely show you kindness” (2 Samuel 9:7, NIV).

The Message

God helps us see and supply others’ needs.

Do you complain about what’s for supper? I hope not! But I think if you were a student at the school Elisha visited, you might have a good reason to complain about the stew.

The students of the Gilgal School of the Prophets were excited. Elisha was coming to visit! Good things always happened when the prophet came. Elisha always had time to listen to them. He gave them good counsel and encouraged them in their studies.

Yes, the prophet was coming, and the students were excited. Would Elisha answer their questions? Would he encourage them to study Scripture?

Would Elisha hear their stomachs growling? What? Stomachs growling? Yes. Another drought in the land meant no rain, which meant little food growing, which meant stomachs growling with hunger.

Everyone greeted Elisha excitedly. It was easy to see that the students looked forward to his visit. Elisha smiled as he

listened to their chatter. But he also noticed that the students looked thin and a little pale. *They haven’t had much food to eat*, Elisha thought. He knew they needed food so they could think clearly.

Elisha called to his servant, “Bring a big pot and make some stew for the students.”

The servant went into the field near the school. He

found some things growing on a vine. He wasn’t quite sure, but thought they would do.

Elisha’s servant boiled some water in the big pot. He cut up the things he had found and added them to the water, threw in some herbs, and let them cook.

The smell drifted to the students. Now their stomachs were really growling! They didn’t know what the servant had put in the stew, but it smelled wonderful. They hurried to wash their hands and get their bowls. Soon they gathered around the big pot. They held their bowls, eagerly waiting to be served. They gulped down the first bites. Something was wrong! “Stop!” they shouted. “There is poison in the pot!”

The servant was shocked. *Poison? The plants must have been bad. What have I done?* he may have worried.

But God was watching, and He told Elisha what to do. “Bring me some flour,” Elisha insisted. His servant hurried away and soon returned with a sack of flour. Quickly Elisha added the flour to the pot and stirred it. He tasted the stew, then told his servant to offer it to the students again.

The servant must have hesitated. The students probably hesitated too. Does flour normally take away poison? No, but they trusted God, and they trusted God’s servant, Elisha.

The stew tasted delicious! There was nothing to harm them.

Elisha realized the students’ need of food, and he did what he could. With God’s help, he cared for the students. God will take care of you too. And God will help you care for others.



Do and Say

Sabbath

Each day this week read the lesson story together and review the memory verse as follows: Cup hands together; then outstretch your arms as if giving while saying, "For I will surely show you kindness" (2 Samuel 9:7). Repeat several times.

Sunday

Together, read 2 Kings 4:38-41.
Ask: How do you think the servant felt about the poisonous stew? Did the flour take the poison away? Who did?

Help your child share the gourd made in Sabbath School. (Or draw a gourd, write the memory verse on it, color, cut out, and share it.)

Monday



watching over your child.

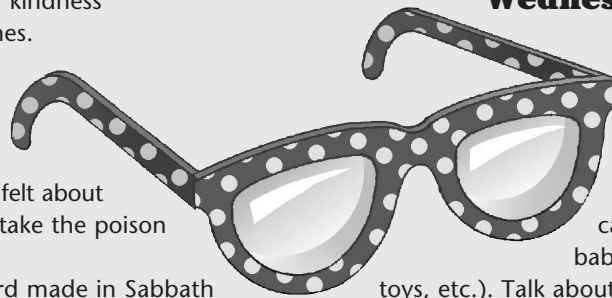
Tuesday

Together, taste different things (bitter, sour, salty, and sweet). Ask: Do poisonous things always taste bad? (no) Ask: Should you eat something you find if

you are not sure it's safe? (no) Thank Jesus for safe plants to eat.

Wednesday

Act out the Bible story. Have your child put on a pair of play glasses and look around the house for ways they can help (play with baby sister, pick up their



toys, etc.). Talk about looking for chances to help people.
Thank Jesus for eyes to see.

Thursday

Find pictures of hungry people in newspapers or magazines. Ask: What can we do to help people like these?

Sing "He's Able" together; then thank Jesus for His loving care.

Friday

During worship tonight, read about the poisonous stew in *Prophets and Kings*, page 240 (third paragraph) through page 241 (second paragraph). Ask: How can we help people who are hungry? Plan to do something specific.

Talk about ways God has helped your family this week. Say the memory verse together. Sing thank-You songs; then praise God as you pray.