



Bible Discovery Zone Lesson Plans

“Elisha”

Memory Verse: “Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long.”
(Psalm 25:5)

Learning Centers Overview:

Holy Word Cinema: View the Nest DVD “Elisha” and answer the onscreen review questions.

Computer Bible Lab: Experience the story of Elisha with a computer generated comic book and games and receive a “Elijah’s mantle” from your teacher.

Creation Station: Students will create a round robin drawing of Naaman being healed in the Jordan River while learning how to listen and obey.

Discovery Destination: Play “The 5 W’s Game” and “The Healing of Naaman Game” to review concepts from the story of Elisha.

Bible Background

Lesson Overview

The story of Elisha is found in 2 Kings. Specifically, 2 Kings 2:1-18 (Elijah taken up to heaven); 2 Kings 2:19-22 (Healing of the Water); 2 Kings 4:1-7 (The Widow’s Olive Oil); 2 Kings 4:8-37 (The Elderly couple’s son raised from the dead) and 2 Kings 5:1-27 (Naaman Healed from Leprosy). The movie will cover all of these stories. The rest of the learning centers will mainly cover the stories of Elijah taken up to heaven and Naaman healed from leprosy. Yet, one should read all of these stories to get a fuller picture of Elisha’s ministry, and to have a working knowledge of Elisha’s story should students ask questions about what they’ve seen in Holy Word Cinema.

The story of Elisha concludes the story of Elijah and how God used Elijah’s disciple, Elisha, to carry on the Lord’s work in Israel.

Key concepts that kids will learn this month is that of mentoring others in the faith and what it means to pass on the faith to the next generation as well as learning to listen and follow God’s directions as a test of faith.

Holy Word Cinema

Memory Verse: “Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long.”
(Psalm 25:5)

Station Summary

The students will watch and discuss the Nest DVD “Elijah”.

Preparation

1. Review Bible Background notes.
2. Pray for the children and for your teaching of the lesson.

Materials List:

- DVD Player
- Projector
- DVD: *Elisha*
- Popcorn

Introduce the DVD by telling the class you’ll be watching the conclusion of the story of one of God’s most famous prophets, Elijah.

After the movie is over, make sure you utilize the onscreen review questions for the story that are located in the Special Features section. This is the heart of the lesson. Use the most difficult level unless your class is preschool/K level.

Review this month’s memory verse

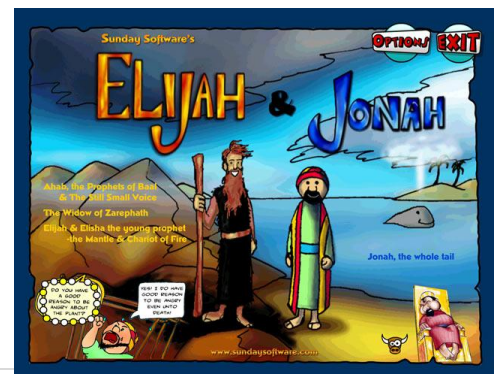
Close in Prayer.

Computer Bible Lab

Memory Verse: “Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long.”
(Psalm 25:5)

SOFTWARE NEEDED: (Elijah and Jonah CD)

Note: this is the same software that was used to teach the story of Elijah last month. Students will be covering the final story this month.



SOFTWARE OVERVIEW:

Elijah and Young Elisha

The whirlwind, and picking up the prophet's mantle...

2 Kings 2

A software lesson by Neil MacQueen



Why teach this story?

- Elijah is considered to be "the greatest prophet," and certainly one of Israel's most famous, in part, because he was active during the reign King Ahab, one of the most despised kings. He stood tall against false prophets, and when he became discouraged and exhausted, hid on Mt Sinai, only to be nurtured by God and sent to get help. **THAT HELP was the young Elisha!**
- The OT writers made it clear that Elisha became an even greater prophet than Elijah.
- Elijah's training of Elisha is a wonderful metaphor for Sunday School and discipleship. Elijah is taken up in a whirlwind and Elisha "picks up the mantle."
- Elisha's desire to STAY WITH his teacher and PICK UP THE MANTLE of Elijah is a wonderful image for our students.

The software for this story is Sunday Software's Elijah and Jonah CD, from which the graphics here were cribbed. That CD has 3 different Elijah stories, including the 2 Kings 2 Elijah & Elisha story. The story unfolds like an interactive storybook, with pop-ups, quiz questions, and follow up activities, including a game. The software IS your study and it is your source for the scripture text today. Leave plenty of time to use it!

Ideally, you and your teaching assistants go WITH students through the software. You may choose to re-center the class for discussion away from the computers, or let each teaching assistant work with their assigned station.

A [free Student Worksheet](#) for the Elijah & Elisha story software can be found here on the Elijah webpage at Sunday Software.

Graphics on this lesson page are cropped screenshots from the software.



WELCOME AND INTRODUCTION: (5 minutes)

Make a list on the board and have the students add names to it...

LIST: Who has helped you in your faith life? (Feel closer to God, teach you, make you feel welcome and part of the church.)

With students standing, place your "mantle" (cloak) one-by-one around each person's shoulders as you introduce the lesson and software instructions for the day. Explain the metaphor of "the mantle" as a symbol of power, authority and "being a disciple" and the idea of "picking up the mantle" from someone to continue their ministry.

"As the new generation of believers, we pick up Christ's mantle, and we also pick up the mantle here in the church from adults." Don't belabor the point. The software will make it! ...as will your closing "mantle" reflection.

DIVE IN TO THE SOFTWARE (20-30 minutes)

With their [free Student Worksheet](#) in hand, and you by their side, begin going through the interactive story of Elijah & Elisha in the software. Pause at each pop-up prompt and look at the follow-up questions. These questions are similar and some the same as those found on the worksheet.

After going through the story, look at the OPTIONS on PAGE 6 in the story. They are:

- o Elisha's Story Quiz (review!)
- o What's in a Name (What Elijah and Elisha's name mean in Hebrew.)
- o Catch Me if You Can (a fun game)

REFLECT (5 minutes)

You will already have done some reflection/life application in the software. This is a follow up activity away from the computer.

As you did at the beginning of the lesson, NOW make a second list on the board and have the students add names to it.

LIST 2: Who in your life could YOU be an example of faith to? Who could you bring to church with you? How can you make others feel welcome in this class?

Now invite students to write some of those names on a slip of paper, pray over it as a group, and slip it into their pocket to go home.

Finally, take out a piece of cloth from your own personal home wardrobe and begin to cut it into squares, giving each student a piece of your mantle (**a fabric that represents YOU**). Tell them about your hope that they will learn from you about being a disciple of Jesus, and like Elisha, do even GREATER things that you have done to help other know Christ. Conclude with a prayer over the mantles.

Additional software teaching tips for this story can be found in Sunday Software's [Teacher's Outline](#) to the Elijah CD.

Disclaimer: The author of this lesson also sells the software mentioned and has been encouraged by the Rotation Board to post lessons. This is the only software which covers this story. You are welcome to post other software and lesson suggestions below.

Creation Station

Memory Verse: “Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long.”
(Psalm 25:5)

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: Graphite sticks (you can buy them on Amazon. Here’s a link to a current set: [Graphite Sticks Amazon Link](#)). Bristol paper (smooth surface – 11 x 17 – Michaels usually has some); paper towels; rulers. Pencils with good erasers on them or just good erasers.

Classroom Statement

This Creation Station class consists of reading the Healing of Naaman story and then doing a Round-Robin reductive drawing exercise with the students that demonstrates some of the concepts found in the story; namely, how listening and obedience lead to restoration.

Step-by-Step Process of Lesson

Welcome class

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

- Last month, we read a story about Elijah listening for God (remember, with all the wind, earthquakes and fire storms?).

- At the end of that story, there was a command from God to Elijah to anoint Elisha as his student.
- The story we're going to read today is about Elisha, who by this time, is a prophet, just like Elijah was.
- This story takes place about 800 years *before* Jesus lived.

READ 2 Kings 5:1-14

1 Naaman, commander of the army of the king of Aram, was a great man and in high favor with his king, because through Naaman, God had given victory to Aram. Naaman, though a mighty warrior, suffered from leprosy, a skin disease that was very contagious that caused people to avoid and be afraid of Naaman.

2 Now the Arameans on one of their raids had taken a young girl captive from the land of Israel, and she served Naaman's wife. 3 She said to Naaman's wife, "If only my lord were with the prophet who is in Samaria! The prophet would cure him of his leprosy." 4 When Naaman heard this from his wife, he went in and told the King just what the girl from the land of Israel had said. 5 And the king of Aram said, "Go then, and I will send along a letter to the king of Israel." Naaman went, taking with him ten talents of silver, six thousand shekels of gold, and ten sets of garments. 6 Naaman brought the letter to the king of Israel, which read, "When this letter reaches you, know that I, the King of Aram, have sent to you my servant Naaman, that you may cure him of his leprosy." 7 When the king of Israel read the letter, he tore his clothes and said, "Am I God, to give death or life, that this man sends word to me to cure a man of his leprosy? Just look and see how he is trying to pick a fight with me!" 8 But when Elisha the prophet heard that the king of Israel had torn his clothes, he sent a message to the king, "Why have you torn your clothes? Let Naaman come to me, that he may learn that there is a prophet in Israel."

9 So Naaman came with his horses and chariots, and halted at the entrance of Elisha's house. 10 Elisha sent a messenger to Naaman, saying, "Go, wash in the Jordan seven times, and your skin shall be restored and you shall be clean." 11 But Naaman became angry and went away, saying, "I thought that for me, a mighty warrior, he would surely come out, and stand and call on the name of the Lord his God, and would wave his hand over the spot, and cure the leprosy! 12 Are not Abana and Farpar, the rivers of Damascus, better than the Jordan? Could I not wash in them, and be clean?" He turned and went away in a rage. 13 But his servants approached and

said to him, "Sir, if the prophet had commanded you to do something difficult, would you not have done it? How much easier it is, then, when all the prophet said to you was, "Wash, and be clean'?" 14 So Naaman went down and immersed himself seven times in the Jordan, according to the word of the man of God. When he arose from the water, Naaman's skin was restored like that of a young boy, and he was clean of the leprosy.

TELL

- In the story that we read, Naaman had to listen and obey without knowing what was going to happen.
- When Naaman thought he knew what was supposed to happen and then that thing didn't happen (like Elisha waving his hand over him and healing him), he became angry and then couldn't receive what was being offered to him.
- We're going to make a drawing, together, where you are not going to know what you are making.
- You might try to figure it out, but if you think you know what you're drawing, and you go with your thoughts rather than what I'm telling you to do, you might be wrong, and it won't just be you who is wrong, but all your classmates as well because we'll be drawing on each other's pieces of paper, as you'll see.
- So listen very closely, like Naaman had to do.

DO "ROUND ROBIN" DRAWING ACTIVITY

1. First, go to your piece of paper.
2. Turn the paper so that it's longer sideways than it is tall.
3. Now take a graphite stick, and using the long side of it, fill in the whole piece of paper with the graphite. Make the whole page dark. Not super black. But like a cloudy day.
4. I'll give you a few minutes to do that.
5. [wait for about a minute]
6. Ok, finish up in the next ten seconds. Ten, Nine, Eight.....One!
7. Put your graphite stick down. And everyone move to your neighbor's paper on your right.
8. Pick up the paper towel that is next to the paper and fold the paper towel in half.

9. Now press it against the paper and rub the whole paper with the paper towel.

10. Rub all of the graphite into the paper.

11. Very good.

12. Everyone move to your neighbor's paper on your right.

13. You'll see a pencil there. Pick it up.

14. We're going to be using the eraser end, not the drawing end.

15. There's also a ruler there. We'll be using that too.

16. Make sure the paper is still turned sideways.

17. The top of the paper will be the long side that is furthest away from you.

18. At the top of the paper, find what you think to be the middle of the paper from left to right.

19. Lay the ruler down on that middle point of the paper, so that the ruler runs from the top to the bottom of the paper.

20. Make sure the start of the ruler is even with the top of the paper.

21. Now lay your hand on top of the ruler so that your middle finger is pointing at the 3 inch mark and the rest of your hand is laying on top of the ruler the long way like so (demonstrate with your own hand if need be.) Here's a picture to show what it looks like

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22. On each side of your hand that's on top of the ruler, use the eraser and use it to make an up and down line about the length of your pinky on the paper.

23. Now pick up your hand and the ruler and make sure the two lines are the same length. If they aren't, you can fix them.

24. Everyone move to your neighbor's paper on your right.

25. Turn the paper so that it's more tall than wide.

26. Find the bottom line, the line closer to the bottom of your paper, and find the middle of it. Now using your eraser, erase a line all the way from the middle of that bottom line to the bottom of your paper.



27. Turn the paper all the way around, find the middle of the other line and erase a line from the middle of that line to the bottom of the paper.
28. It should look like you have two really big T's on your paper right now.
29. Everyone move to your neighbor's paper on your right.
30. Turn the paper sideways so that it's more wide than tall, make sure the two T's are closer to the top of the paper than the bottom.
31. Take your eraser and put it at the top of the very first line that was drawn. It should now be part of one of the Ts. Put your eraser at the end of the line that's closest to the top of your paper.
32. Now make an arc (an arc is a curved line) that connects that end of the T to the same end on the other T.
33. So it'll be a pretty small line, but it should be curved, too.
34. Now, find one of the T's and put your eraser on the point where the two lines come together to make the T.
35. You're going to make a line in the form of an arc, following the same direction as the first arc you made, only the arc will go just a little closer to the top of the paper. The arc will stop at the same point on the other T.
36. Everyone move to your neighbor's paper on your right.
37. The paper should still be sideways.
38. Take your ruler and lay it alongside one of the long lines that make one of the Ts. Using the ruler, mark one inch down the long line from where the arc connects to that T.
39. Now do the same thing on the other T.
40. Now draw an arc that follows the same direction of the other two arcs (but goes closer to the top of the paper than the other two arcs) that connects these two new marks you made on each T.
41. Everyone move to your neighbor's paper on your right.
42. Make sure the paper is sideways with the lines closer to the top than the bottom of the page.

43. Lay the ruler down so that it is alongside the long part of one of the Ts. Measure another inch away from the last arc on that T. Then do the same on the other T.
44. Now take the ruler and lay it along the top of the paper. Measure 4 inches from the left edge of the paper and make a mark on the top of the paper.
45. Do the same on the other side.
46. Now take the mark on the T that's on the left-hand side and draw an arc (follow the same curve as the other arcs) that connects with the mark at the left top part of the sheet.
47. Do the same for the other side.
48. Everyone move to your neighbor's paper on your right.
49. Make sure the paper is sideways. Make sure the arcs are at the top of the paper.
50. Find the T on the right-hand side of the paper.
51. Find the shorter line of that T. Find the end that has no arc coming out of it.
52. Take a ruler and make a small mark exactly one inch below the end of that line.
53. Do the same thing on the other side.
54. Now, go back to the shorter line of the T on the right-hand side of your paper.
55. Put your eraser on the end that has no arc attached to it.
56. Take your ruler and connect that end of the T with the right-hand bottom corner.
57. Now draw a 2 inch line from the end of the T toward the corner.
58. Do the same thing with the other T and the left-hand bottom corner.
59. We're calling those two lines "Diagonal lines"
60. At the end of one diagonal line, draw a two inch line straight toward the bottom of the paper.
61. Do the same on the other side.
62. Everyone move to your neighbor's paper on your right.
63. Find the end of the right-sided line that's going down from the diagonal line from the T on the right-hand side.
64. Measure one inch to the left of that line and make a mark.
65. Draw a line from the end of the line to that mark you just made.

66. On the other side, do the same thing, only make the mark one inch to the RIGHT of the left line that's going down from the diagonal line and connect the end of the line with the mark.
67. From the ends of those two new lines that you just made, draw a line upwards that is 1 inch long.
68. On the right-hand side of your paper, find the end of the line you just drew.
69. Everyone move to your neighbor's paper on your right.
70. Find the original T on the right hand side of the paper
71. Find the mark that we made below it just a while back.
72. Take your ruler and connect that mark with the end of the line that you just drew on that side of the paper.
73. Draw a line to connect that mark and that line.
74. Do the same thing on the left-hand side of the paper.
75. Everyone move to your neighbor's paper on your right.
76. Make sure the paper is sideways.
77. Turn it all the way around so that the paper is still sideways, but the drawing is now on the bottom of the page.
78. What do you see?
79. A headless, handless body, right?
80. That's Naaman coming out of the river, that we've been uncovering with our erasers!
81. Now go ahead and give him some hands and a head and a face.
82. Maybe add a sun and some land behind him.

TELL (while they draw)

- Just like Naaman had to move and be obedient to be healed, so did we just now have to move and be obedient for Naaman to be healed!
- At the very beginning when I said we were going to draw a picture, and let's just pretend that you then decided to not listen to anything else that I had said, you would've drawn with the pencil instead of the eraser, right?

- And then you would have not received what the rest of us did, which was a cool new way to draw, right?
- The same thing happened for Naaman when he first heard that he was supposed dip 7 times in the Jordan River.
- He wasn't going to listen to Elisha's message even though Elisha's message was God's way of offering healing to Naaman.
- But Naaman's servants reminded him to give it a try.
- When we think we know what should happen, that's called having expectations.
- Expectations make it harder for us to hear what God is calling us to do.
- Expectations almost caused Naaman to not receive healing.
- But because Naaman had his servants to help remind him, Naaman made it to the river for healing, right?
- And that's the good news for today: When we listen to God, and follow God's directions, healing will happen for us and those around us.

CLEAN UP

What the "drawing" should sort of look like when its done:



Close the day be reciting this month's memory verse.

Discovery Destination

Memory Verse: “Guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long.”
(Psalm 25:5)

Elisha: The 5 W’s Game

(II Kings 2:1-22)

Supplies:

1. Large die - with Who? What? When? Where? Why? and How? written on it
2. Glue different colored card stock on each side of a small ‘cube’ cardboard box (colors corresponding to the set of cards)
3. Write the 5 W’s with marker on the six sides – (Who?, what?, when?, where?, why?, how? - one per side, on coordinating colors)
4. Set of cards - with questions in each of the categories –colors matching that on the die

How to play:

- o Divide into 2 teams or play ‘each man for himself.’
- o Players take turns rolling the die, then answer a question from the corresponding pile of question cards.
- o Determine ahead of time there will be a point value to the questions, (ex: 3 points for correct answer, 2 points if help needed from teammates, 1 point if need to look it up in the Bible.)
- o If cards run out in any category, pick a question from a different category.
- o Tell the kids to pay attention to the other questions. Sometimes 2 questions are very similar.

Who questions: (Red)

- Who chose Elisha to be his disciple as a prophet in Israel? (Elijah)
- Who shouted, “My father! My father! The chariots of Israel and their horsemen! (Elisha – he had seen Elijah being taken from him.)
- Who said he would not leave Elijah’s side? (Elisha)
- Who came to Elisha looking for healing from leprosy? (Naaman)
- Who told Naaman that he should go to Israel to seek healing? (His Israelite servant girl)
- Who healed the water at Jericho? (Elisha, with God’s help)
- Who did Elisha choose as his servant and apprentice? (Gehazi)
- Who said “If the prophet had told you to do some great thing, would you have not done it? How much more, then, when he tells you, ‘Wash and be cleansed!’” (Naaman’s servant)

- Who said, “Now I know that there is not God in all the world except in Israel. So please accept a gift from your servant.” (Naaman – after he was healed)

What questions: (Blue)

- What is a mantle? (A cloak or coat)
- What appeared to separate Elijah from Elisha when Elijah went to heaven? (Chariot and horses of fire)
- What does it mean to “pass the mantle”? (Give it to someone else)
- What was Elisha’s answer when Elijah said, “What can I do before I am taken from you? (Leave me a double share of your spirit.)
- What did Elisha do after Elijah had ascended in the chariot? (Tore his clothes, shouted, “My father! My father! The chariots of Israel and their horsemen!”)
- What disease did Naaman have for which he sought healing? (leprosy)
- What happened to Elisha’s servant, Gehazi, when he got greedy and took payment for Naaman’s healing, even though Elisha had refused to do so? (He got sick with leprosy)

When questions: (Green)

- When did Elijah say to Elisha, “What can I do before I am taken from you? (After crossing the river on dry ground.)
- When did the prophets realize that Elisha now had the power that Elijah had before? (When Elisha parted the river.)
- When did the chariot and horses of fire appear? (As Elijah and Elisha were walking and talking together.)
- When did Elijah say Elisha would inherit a double portion of spirit/power? (When and if Elisha was able to see when the Lord took Elijah.)
- When Elijah struck the Jordan River with his mantle, what happened? (The water divided.)
- When Elisha struck the Jordan River with Elijah’s mantle, what happened? (The water divided.)
- When was Naaman healed? (After he bathed in the Jordan River seven times)

Where questions: (Purple)

- Where were Elijah and Elisha leaving? (Gilgal, Bethel, or Jericho)
- Where did Elijah take off his coat, hit and divide the water? (The Jordan River)
- Where did Elisha heal the water so that it would no longer cause death or miscarriage? (Jericho)
- Where was the Lord going to take Elijah? (Heaven)
- Where did Elisha tell Naaman to go to be healed? (Jordan River)
- Where did Naaman go after he was cured from leprosy while bathing in the Jordan River? (Back to Elisha’s house to thank him)

Why questions: (Yellow)

- Why didn’t Elisha want to talk about God taking his master that day? (He didn’t want Elijah to go.)
- Why did Elisha tear his clothes after Elijah was gone? (To show how sad he was.)
- Why did Elisha throw salt in the water at Jericho? (To cleanse and heal it.)

- Why did Elisha say, “Where is the Lord, the God of Elijah?” at the river? (To show that he now had the power that Elijah had had.)
- Why did Elisha not meet directly with Naaman when he came looking for healing and sent him to bathe in the Jordan River? (To test his faith)
- Why did Elisha not accept Naaman’s gift of money as payment for his healing? (To show that God was the one who healed him, and miracles can’t be paid for)

How questions: (Orange)

- How did God take Elijah to heaven? (By a whirlwind, a fiery chariot and horses of fire.)
- How did Elijah say Elisha would receive the double share? (By seeing Elijah taken from him.)
- How did Elisha heal the water at Jericho? (By throwing salt into it – with God’s help.)
- How did Naaman react when Elisha first told him to bathe in the Jordan River to cure his leprosy? (He became angry)
- How did Naaman hear of Elisha as a man of God who might heal him? (From his Israelite servant girl)
- How many times did Naaman bathe in the Jordan River before he was healed? (7)

Questions and revisions by Linda Norem and Ron Shifley – for non-profit use

Idea from Cindy Merten @ rotation.org

Healing of Naaman Game

This Games lesson uses a simple but competitive quiz game to help reinforce the remembering of the Naaman story (the idea for the game was from another Rotation.org post, but I have no recollection of who originally posted it). The second activity attempts to illustrate the concept of restoration and how drastic a change Naaman went through from a general to a leper to a general again by playing a balloon-popping game that involves duct tape...

From that attached lesson, here is the balloon-popping game with some of the teaching comments (in first person) included:

TELL

- o In the story we’ve been talking about, Naaman’s health was restored.
- o To restore means to make something like it was before.
- o We’re going to play a game now where one of our team members will be infected with balloons and the rest of the team will “restore” him or her.

EXPLAIN Activity

- o We’re going to keep the same teams that we had in the last activity [unless you have more than 6 kids per team – then you’ll want to take an equal number of kids from both teams to make a third team].

- o Each team needs to blow up 8 balloons [maybe do a few more for older classes].
- o Now you need to pick two volunteers from your team that can “wheelbarrow” well
- o This is how you wheelbarrow: The “driver” holds the feet or legs of the “wheelbarrow” who moves him/herself forward with their hands
- o Once you’ve picked your wheelbarrow team, each team gets 6-foot long strip of tape to wrap STICKY SIDE OUT around their wheelbarrow person [WRAP AROUND THE TORSO ONLY]
- o Once that is done, we’re going to put the balloons that each team blew up on this side of the room.
- o The teams will stand over here on the other side of the room.
- o On Go, each wheelbarrow team will move to the other side of the room, wheelbarrow-style of course, and then the driver will move the wheelbarrow around (no hands allowed) so that as many of the 8 balloons stick to the tape of the wheelbarrow as possible.
- o Once all five balloons are picked up, the wheelbarrow comes back and the rest of the team takes the balloons off and pops them.
- o First team to have their wheelbarrow “infected” with balloons and then “restored” (by popping the infection [yummy!]) wins!

SET UP and DO Wheelbarrow Balloon Race

ASK/TELL

- So before the game began, what did the person who played the wheelbarrow look like? (A lot like how s/he looks now, right?)
- But during the game, what did the wheelbarrow person look like? (Covered in tape and balloons).
- And what do you think people would think of the wheelbarrow person is s/he walked into a store or a gas station dressed up like that? (they’d laugh, maybe think it’s cool, etc)
- The wheelbarrow person would really stick out, though, right?
- So that’s what happened to Naaman. He was normal. But then when he got leprosy, he stuck out.
- Except instead of being laughed at, people ran away from him, worried that they’d get what he had.
- So when Naaman is healed, its not just that his skin gets better. But its also that he gets his life back. His life is restored. He’s back to being “normal” just like the wheelbarrow person is now back to being normal.
- And who helped restore the wheelbarrow person?
- That’s right, you did. Friends and teammates did.
- And that’s who helped Naaman experience God’s healing! The people around Naaman who loved him and cared for him helped him be obedient to God.

Closing:

Recite this month’s memory verse together and close with prayer.