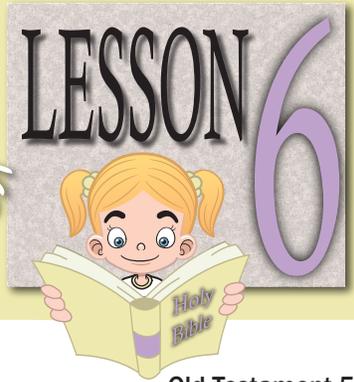


Samson and Delilah; Samson's Imprisonment and Death

Judges 16



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 16

MEMORY WORK:

YOUNGER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

OLDER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Samson"](#)
- ["S-A-M-S-O-N"](#)
- ["Samson"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word



“Disobeyed,” picture of soldier with word(s) “Trouble” or “Attacked by Enemies,” picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

- **Samson Shadowbox:** Draw a palace scene on the inside of a large box. Use figures from old flannelgraph or handouts for the multitude of Philistines in the palace. Make two columns out of children’s blocks and use a Bible character figurine (or a toy action figure) for Samson.

PERSONAL APPLICATION:

I have to choose carefully the people that I spend time with.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we talked about a man who was very strong. He was a judge and had long hair. What was his name? (Samson) We talked about how he did not always make the best choices. Today we are going to talk about how he lost his strength because of another bad choice he made.

INTRODUCTION: (OLDER CHILDREN)

Sometimes it’s hard to make right choices. That’s one of the reasons God wants us to choose friends who will help us do the right thing. If we have friends who try to get us to lie, cheat, watch programs or movies we shouldn’t, disobey our parents, etc., it gets harder and harder to act like God wants us to. In today’s lesson, we’re going to learn how the people Samson chose to be around pushed him to make bad choices and to disobey God.

POINTS TO EMPHASIZE:

1. Review last week’s lesson.
2. Samson, given great strength as a gift from God, decided to go to the Valley of **Sorek**. He was not interested in being a good leader or good example for the Israelites. When he was young, it seems that all he wanted to do was “to have a good time.” In particular, he spent a lot of time with immoral women. One of those women was Delilah.



Sorek: means “pleasure” or “red, ripe fruit.”

3. Samson had already gotten into trouble because of another Philistine woman (in Timnah). [Remind the children that the Philistines worshipped idols and were people God had told the Israelites not to be friends with.] Samson was stubborn and refused to listen to God’s warnings about the Philistines. They had tried to capture him before. This time they took advantage of his weakness for beautiful women. The leaders of the Philistines went to Delilah and made a deal: if she could find out why Samson was so strong, they would give her a great deal of money: 1,100 pieces of silver from each of the leaders! She agreed and began to entice Samson (to persuade and trick him).



NOTE: The total pieces of silver would have likely been 5,500, given that there were apparently five major Philistine lords (cf. Judges 3:3; 1 Samuel 6:18).

4. Three times Delilah tried to get him to tell her the secret of his strength; and three times he lied to her. (Describe these attempts with as much detail as is appropriate for your class.) Each time he claimed to have told her the secret of his strength, the Philistines attacked him. He should have realized that he was in great danger, but his arrogance about his great strength made him think he could not be defeated. He listened more to Delilah than he did to God.
5. Each time she became more insistent, continually asking him, day after day, until finally he told her that his strength came from God due to his Nazirite vow. More specifically, if his hair were cut, he would lose his strength. Delilah saw that finally Samson was being honest with her. She made him fall asleep with his head on her lap, and while he slept, a man came in and shaved Samson's head.
6. This time, Delilah began to torment and insult him. She called out, "The Philistines are upon you, Samson!" He woke up without his hair and without his strength. God had left him and took Samson's strength with Him.

NOTE: There was nothing miraculous about Samson's hair. There were no supernatural chemicals or magic in the hair that made him strong. Samson's uncut hair, however, was apparently the symbol to God of Samson's commitment to his vow. God connected Samson's miraculous strength with his uncut hair. The strength was given to him by God as a Nazirite and judge to deliver the Israelites from the wicked Philistines. Instead of trusting God, Samson selfishly gave in to a beautiful woman who pretended to be his friend and trusted his own strength instead of God's. By doing so, he ended up breaking his vow, and his blessing of strength was removed.



7. The vow Samson had made to God to be a Nazirite was a serious vow. By carelessly telling Delilah about the vow and trusting in his own strength instead of God's, he had unwittingly told God's enemies how to make Samson break the vow. Samson was being profane, like Esau had been with his birthright (Hebrews 12:16).
8. The Philistines made him blind [gouged out his eyes], put him in chains, and took him to a prison in Gaza. He went from being the strongest man in the world to being a blind, weak prisoner working like an animal on a grindstone deep within the prison.
9. We don't know how long Samson was in the Philistine prison, but it was long enough for his hair to grow again. The Philistines felt no danger from this blind man in chains. But Samson's time pushing the grindstone gave him time to think about the bad choices he had made. He also had time to think about what God had wanted him to do all along—deliver His people.
10. With no respect for Samson or for the one true God Who gave him his strength, the Philistines called for Samson to be brought to a great banquet where they would worship their false god, Dagon, so they could laugh at him—and at his God. Samson was led to the great house where at least 3,000 Philistines were partying on the roof where they could look down and see Samson.
11. The Philistines put him between the pillars holding up the roof. Samson asked the boy who was holding his hand to help him feel the two pillars so that he could lean on them. Then Samson prayed to God and asked Him for great strength one more time. Samson pushed with all his might and made

the supporting pillars of the house fall. When those pillars fell, the entire building fell down. More Philistines died that day at the hand of Samson than at any other time during his life.

12. Lead a discussion on choosing good friends. How do our friends influence us? How do we influence them? Why is it important to choose good friends? What are some ways a friend might help us be closer to God? What are some ways a friend might draw us away from God? (Be careful not to let the discussion turn into talking about others.)
13. There are many lessons to learn from Samson, but one very important lesson is that we cannot be too careful about people with whom we spend our time. Everything we do is supposed to honor (bring glory to) God. We cannot honor God if we listen to our friends more than we listen to God (follow their choices rather than God's Word). True strength is choosing to do what God says. And we need to help each other do the right thing!
14. Samson had done many things that were against God's will, including rebelling against his parents' wishes, lying, touching unclean things, being friends with wicked people, being vengeful, and committing fornication (for younger children: treating women who were not his wife as though they were his wife). Allowing his hair to be cut was a further violation of God's will, since he was to be a Nazirite. Remember that the Bible does not tell us that God was happy with all of the decisions of the judges. Just because the Bible does not come out and condemn every bad thing a person did does not mean that God was okay with it. Sometimes the judges disobeyed God and were not pleasing to Him. Sometimes we read how they were punished, and sometimes their punishment would have come after they died. Regardless of how good they were, God still used them to do His will—to deliver His people, the Israelites. We can learn from the bad things and good things that they did in order to be pleasing to God. God can use us even if we are bad, but if we want to please Him and go to heaven, we must obey His commands.

RECOMMENDED READING FOR TEACHERS: See the following articles on the Apologetics Press Web site for discussion about various individuals that did evil things, but were still considered righteous, and people of faith, whose actions were not always endorsed by God:

- “[Jephthah's Daughter](#)” by Dave Miller
- “[Jephthah's Daughter, the Levites, and Symbolic Sacrifices](#)” by Eric Lyons
- “[Righteous Lot?](#)” by Eric Lyons
- “[Did God Approve of Rahab's Lie?](#)” by Eric Lyons



PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Samson and Delilah Coloring Sheet](#)” (provided in activity sheets)
- Build two columns out of boxes and let the children take turns being Samson and pushing them down.
- Ask all the children to sit in a circle. Roll a ball to a child, and ask him/her a question from this story or previous ones. Have that child roll the ball to another person in the circle; ask that child a question. Continue until all the children have had a turn.

1st-2nd Graders:

- “[Samson Word Search](#)” (provided in activity sheets)
- Talk with the children about things we should remember from Samson’s life; write their ideas on the board. Give each child a blank booklet you have prepared ahead of time (from printer paper or construction paper stapled together). Ask the children to draw their own pictures on each page about the things they remembered. (Can also provide stickers if available, or small pictures the children can glue in their booklets.)
- Inside a legal file folder, write 8-10 review questions from this week’s and last week’s lessons. Write the answers to the questions on fox cutouts. One or two children should match the foxes to the questions ([fox cutouts](#) provided in activity sheets).
- Write 8-10 review questions on fox cutouts and the answers on figures of Samson. Put magnetic tape on the backs of the shapes. Put the questions on a magnetic board. One or two students can put the correct foxes next to each Samson figure.
- Write 8-10 review questions on colorful library pockets that are glued inside a legal file folder or glued onto a project board. Write the answers to the questions on craft sticks. One or two children can answer the questions by putting the craft sticks in the correct library pockets.
- “[Samson Chronology Activity](#)” (provided in activity sheets): On strips of construction paper or cardstock, write the main events from both lessons about Samson (one event per strip). Mix up the strips of paper, and give one to each child. Ask the children to look at their events and at their classmates’, then line themselves up so that the events are in the correct order.

3rd-4th Graders:

- “[Samson Word Search](#)” (provided in activity sheets)
- Talk with the children about things we should remember from Samson’s life; write their ideas on the board. Give each child a blank booklet you have prepared ahead of time (from printer paper or construction paper stapled together). Ask the children to draw their own pictures on each page about the things they remembered. (Can also provide stickers if available, or small pictures the children can glue in their booklets.)
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- Write S A M S O N on the board as an acrostic. As you introduce or review the lesson, write the following words by each letter (or words that you come up with on your own): Son of Manoah/ Selfish, Arrogant, Married wrong woman, Strong/Secret, Obstinate, Nazirite
- Finding Good Friends: Have students look up Scriptures about friends.
- Have the children read the following:

- Judges 16
- “A Strong Man’s Weakness” article from *Discovery* magazine: [December, 2004](#)
- “City Walls, City Gates, and a Really Strong Man!” article from *Discovery* magazine: [April, 2000](#)
- “The Cycle of Judges” article from *Discovery* magazine: [December, 2004](#)
- *Gideon and the Times of the Judges*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: change “bride-to-be” on p. 33 to “wife”; p. 34: the Bible does not say that the foxes were tied together with oil-soaked rags that were lit; p. 42: remove “at least one of”)
- *Samson*, by Loyal Kolbrek and Chris Larson, Arch books (DISCLAIMER: skip note to parents)
- *Samson and Delilah*, by Catherine Storr, Raintree Childrens Books (DISCLAIMER: p. 20—the Bible does not say that Samson and Delilah married)

SONGS:

“THE JUDGES”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

There once were Jewish judges,
After Moses and Joshua lived.
They helped to bring God’s judgment,
On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,
Gideon, Tola, and then Jair,
Jephthah, Ibzan, Elon, Abdon,
Samson, Eli, Samuel.

“SAMSON” ([Click to Hear](#))

Author: Unknown*

(Tune: “Muffin Man”)

O, do you know the strongest man,
The strongest man,
The strongest man?
O, do you know the strongest man,
Who lived in Bible times?

O, Samson was the strongest man
The strongest man,
The strongest man.

O, Samson was the strongest man,
Who lived in Bible times.

“S-A-M-S-O-N” ([Click to Hear](#))

Author: Sarah Richey (Revised by: Jeff Miller)

(Tune: “M-I-C-K-E-Y M-O-U-S-E”)

S-A-M, S-O-N,
Samson was his name.

Sam-son (Sam-son!), Sam-son (Sam-son!).
He was the strongest man who ever lived!

Come along and learn with me,
A great Bi-ble sto-ry.

S-A-M,-S-O-N,
Samson was his name.

“SAMSON” ([Click to Hear](#))

Author: Unknown*

(Tune: “Sunlight, Sunlight” chorus only)

Samson, Samson, You are very strong.
Samson, Samson, Your hair is very long.
You killed a great big lion,
You killed Philistines, too.
Samson, we all know that God was helping you.

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

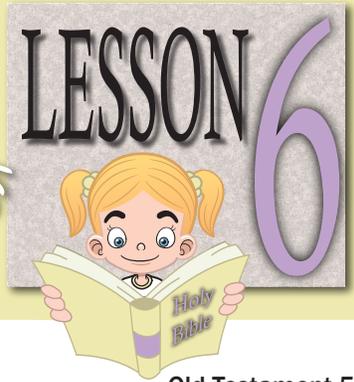
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Samson and Delilah; Samson's Imprisonment and Death

Judges 16



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

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include pictures to go with each part of the cycle (e.g., picture of idol with word “Disobeyed,” picture of soldier with word(s) “Trouble” or “Attacked by Enemies,” picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

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PERSONAL APPLICATION:

I have to choose carefully the people that I spend time with.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions), as well as the previous week’s lesson.
2. Discuss further how Samson misused his talents (abilities given to him by God); discuss how we should be careful not to do the same.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

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