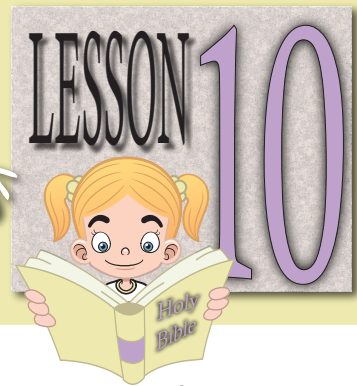


Saul Chosen to Become First King of Israel

1 Samuel 7:17-12:25



Old Testament 5
Part 2: Samuel and King Saul

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:

1 Samuel 7:17-12:25

MEMORY WORK:

YOUNGER CHILDREN: “[S]erve the Lord with all your heart” (1 Samuel 12:20b).

OLDER CHILDREN: “[D]o not turn aside from following the Lord, but serve the Lord with all your heart” (1 Samuel 12:20b).

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.

- [“He’s My King”](#)
- [“Anointing King Saul”](#)

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
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of idols
- Magazine and catalog pictures of famous people, electronics, famous footwear, etc., that can become more important to us than God

PERSONAL APPLICATION:

- I must be careful not to let anything or anyone be as important to me as God.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What does a king do? He has to make decisions, and he tells people what to do, etc. We don't have a king in our country. During the time of the judges, the Israelites didn't have a king like the other nations around them, and they wanted one so they could be like everybody else. How do you think God felt about that?

INTRODUCTION: (OLDER CHILDREN)

What does a king do? He has to make decisions, and he tells people what to do, etc. A king either takes power by force, or he becomes king because he's the son of a king (or queen). We don't have a king in the United States because people who came here a long time ago, to make a new nation, wanted to get away from kings who misused their power. The Israelites decided that they were tired of the judges like Samson, Gideon, and Samuel. They wanted a king so they could be like all the other people living around them.

POINTS TO EMPHASIZE:

1. As a judge and a prophet, Samuel was the main leader of the Israelites. He spoke God's words to the Israelites so they would know how God wanted them to live, and so they would worship God as He commanded. Samuel tried to be a good example for the Israelites. They would go to Ramah where he lived to ask him for help and advice, and he traveled from place to place to help them as well.
2. Remember that God spoke to Samuel the first time when he was just a boy. As Samuel grew older, he married and, like Eli, had two sons. Samuel appointed his sons to help him lead the Israelites, but just like Eli's sons, Samuel's sons grew up to become wicked and dishonest men. The older men (the leaders) of the Israelites came to Samuel and told him they did not trust his sons to lead them after he died. They demanded a king.
3. The Israelites did not want Samuel's sons to be their leaders because of their wickedness and dishonesty, but they mainly wanted a king because they wanted to be "like all the nations" (1 Samuel 8:5). They wanted to "be like everybody else" instead of being the set apart (i.e., holy) people God expected them to be. [The Israelite leaders claimed that they wanted to have a leader that could give them more protection—a feeling of security—than the judges (i.e., that would "go out before [them] and fight [their] battles—1 Samuel 8:20). But the judges had God's might behind them. The real reason for the request was, as already stated, just to be like everyone else.]
4. Samuel was very upset by the people's request for a king because it showed their lack of faith in God and the leaders He chose for them. Samuel probably felt rejected by the people, as though his leadership as a judge had not been enough for them. So Samuel did what he always did when he had a difficult decision to make: he prayed to God for guidance. God told Samuel that they were not rejecting Samuel. They were rejecting God Himself, Who was already their true King (1 Samuel 8:7).
5. God told Samuel to warn the people that a king will oftentimes make decisions that would make their lives harder, not better. Then after the warning, when the Israelites still demanded a



NOTE: One commentator calls this “God’s permissive will,” giving them what they asked for and allowing them to suffer the consequences.

king, God told Samuel to give them one. (Moses also warned them in Deuteronomy 17:14-20 about wanting a king in the Promised Land.)

6. God told Samuel what man to choose for Israel’s first king. The first king was chosen from the tribe of Benjamin. The man’s name was Saul, the son of Kish. He was taller than any of the people and very handsome. Samuel **anointed** him privately. God gave Saul the temporary ability to prophesy so that other people would recognize that he was chosen by God. (Note Saul’s reluctance and the three signs given to him in chapter 10.)



Anointed: poured oil over Saul’s head as a sign that he was chosen by God

7. Saul was very tall and handsome, but he did not have a strong character. Samuel, on the other hand, was godly, completely obedient, and willing to serve God—no matter what. Read 1 Samuel 16:7.
8. A week after the anointing, the people were told to come together so that Samuel could tell them Saul was their first king. Not long after that, the Ammonites threatened to attack the Israelites. Saul’s first act as King of Israel was to bring all twelve tribes together as a great army (chapter 11) to fight a common enemy. The Israelites won a great victory! [Saul was appointed king, in front of the Israelites, at Gilgal (1 Samuel 11:15).]
9. Chapter 12 is Samuel’s final major speech to the people. Just as Moses did before his death, Samuel reminded them to obey God Who had provided for them and protected them since their ancestors left Egypt many years before. All the people repented and agreed to obey God. They asked Samuel to pray for them. Samuel was happy to pray for the people, but he made it very clear that if they decided to disobey God again, they and their new king would suffer the consequences (be punished).
10. The key verses in this story are 8:7 and 12:20-24. The Israelites had decided to make someone other than God first in their lives: someone physical instead of spiritual, someone imperfect rather than the all-powerful and perfect God. The danger for us is the same as it was for the Israelites. We can choose to give our love, attention, respect, and honor to other people or to things or to activities. [Emphasize the first part of the memory verse: “do not turn aside from following the Lord.” You might also remind the OLDER CHILDREN that the people to whom Jesus preached had the same problem of wanting to replace God. Jesus used a quotation from Deuteronomy 6:4-6 to remind them, as He does us, that God is to be first in our lives (Matthew 6:33; Mark 12:28-33)].

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](#).

Ages 2-5:

- “[Saul the First King Coloring Sheet](#)” (provided in activity sheets)
- Make simple construction paper crowns, and write the memory verse on them. Let the children decorate them with glitter glue, colored “jewels,” etc., and wear them during the lesson (Four and

five-year-olds may be able to cut out their own crowns).

1st-2nd Graders:

- King Saul Game #1: For each child in the class, cut out the shape of a man's head and a crown. [Packages of head cutouts are also available from teachers' supply stores.] Write review questions on the heads and corresponding answers on the crowns. Glue or tape each head on a 12" ruler or a paint stick. Put one or two adhesive Velcro® dots on each "forehead" and on the crowns so that the crowns (answers) can be attached to the heads. The teacher or students read each question on the heads and the other students try to find the correct answer and attach the correct crown. [The game can also be used as a learning center/folder game, with 8-10 matches.] ([Crown and head](#) cutouts provided in activity sheets)
- King Saul Game #2: Prepare head cutouts and crowns as described above, but use magnets instead of Velcro® on them. The heads and crowns can be put on a magnetic board and each child given a chance to read a question, look at the available answers, and put the correct answer (crown) with each question (head). ([Crown and head](#) cutouts provided in activity sheets)
- Play Tic-Tac-Toe or Hangman with facts from this and previous lessons ("Tic-Tac-Toe Questions" provided in activity sheets)
- "Who Am I?" Game: On index cards write clues about people from this and previous lessons (examples: Hannah, Elkanah, Peninnah, Eli, Samuel, Hophni, Phinehas, Saul, Israelites). Let the children take turns choosing a card, and then the teacher reading the clue(s) to the class. The children then try to guess who the clue is describing. The game can also be played individually or in teams. [If you think the children need extra help, list the names of the Bible characters on the board.]

3rd-4th Graders:

- King Saul Game: Prepare head cutouts and crowns as described above, but use magnets instead of Velcro® on them. The heads and crowns can be put on a magnetic board and each child given a chance to read a question, look at the available answers, and put the correct answer (crown) with each question (head). ([Crown and head](#) cutouts provided in activity sheets)
- Play Tic-Tac-Toe or Hangman with facts from this and previous lessons ("Tic-Tac-Toe Questions" provided in activity sheets)
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- Have the children read the following:
 - 1 Samuel 7-12 (as well as chapter 6 if they did not do so this quarter)[This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Samuel 6-10 quiz from AP's [Advanced Bible Reader](#) site for the children to take.
 - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing
 - *A King for Israel*, Penny Frank, The Lion Story Bible

SONGS:

“HE’S MY KING” ([Click to Hear](#))

Author: James Rowe

(Tune: See church song book)

All day long of Jesus I am singing.
He my song of joy will ever be.
All the while He keeps my heart-bells ringing.
For His love is everything to me.

CHORUS:

He’s my King,
And *A K* I dearly love Him.
He’s my King,
No other is above Him.
All day long,
Enraptured praise I sing.
He’s my Savior, He’s my King!

“ANOINTING KING SAUL” ([Click to Hear](#))

Author: Jeff Miller

(Tune: “Zacchaeus Was A Wee Little Man”)

Once there was a really tall man, yes,
A really tall man was he.
A handsome man of Benjamin,
Saul sought his dad’s donkeys.

He came to Zuph to Samuel,
God’s prophet brave and true.

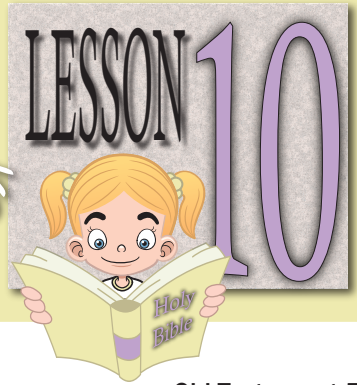
And Samuel,
Took a flask of oil,
And anointed Saul the first king,
And anointed Saul the first king.

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



Saul Chosen to Become First King of Israel

1 Samuel 7:17-12:25



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

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OLDER CHILDREN: “[D]o not turn aside from following the Lord, but serve the Lord with all your heart” (1 Samuel 12:20b).

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PERSONAL APPLICATION:

- I must be careful not to let anything or anyone be as important to me as God.



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)
2. CHILDREN OLDER THAN PRESCHOOL: God is our Creator, our Father, our Protector, and our Savior. What do each of those descriptions mean? If He is all those things, how should we show our love for Him?

What does it mean to let God be first in our lives, not just Someone we worship on Sunday mornings?
What does it mean to love God with all our heart, soul and mind?

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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