

David the Shepherd: The 23rd Psalm

1 Samuel 16:1-14



Old Testament 6
Part 1: David

SUNDAY MORNING

Old Testament 6 [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 16:1-14; 17:34-35; Psalm 23; 78:70-72; 79:13

MEMORY WORK:

YOUNGER CHILDREN: "The Lord is my Shepherd; I shall not want" (Psalm 23:1).

OLDER CHILDREN: Any or all of Psalm 23

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.

- ["David Sang to God"](#)
- ["David: Shepherd, Musician, Soldier, Friend, King"](#)
- ["Psalm 27:13-14"](#)
- ["Proverbs 3:5-6"](#)

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.]
- [King David and His Sons Bible fact cards](#) (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- David the King A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*; card 2.1: No one knows what the cherubim looked like, other than having wings; card 5.6: The text says that Absalom's head was caught. Whether it was by his hair or neck is unknown.)
- Information on shepherds and sheep

PERSONAL APPLICATION:

- God loves me and will take care of me, like a shepherd takes care of his sheep.



LESSON STARTS HERE

INTRODUCTION:

King Saul made some bad choices and disobeyed God over and over again. God decided that the Israelites needed another king—a king who would help them do what He said. God chose a young man who was a shepherd to take Saul’s place. He was a young man who loved God with all his heart.

POINTS TO EMPHASIZE:

1. King Saul chose to disobey God so many times that God regretted that He had made Saul king of Israel (1 Samuel 15:26,28,35). God sent His prophet (and the last judge) Samuel to the tiny town of **Bethlehem** to find the man He had chosen to take Saul’s place as king.



RECOMMENDED READING FOR TEACHERS: See the article “[Why Does God Sometimes Repent?](#)” on the Apologetics Press Web site for a study on what it means when the Bible says God “repented” or “regretted” doing something.



HISTORICAL NOTE: Bethlehem means “house of bread.” Originally called “Ephrath” or “Ephrathah,” it is a very ancient town, dating back at least to the time of Jacob; Rachel was buried there. It is about five miles south of Jerusalem.

2. Samuel went to the house of a man named Jesse who had eight sons. He invited Jesse to join him in offering a sacrifice to God. When Samuel saw Jesse’s oldest son, Eliab, he was very impressed with him because of his outward appearance; he thought surely this man was the one God had chosen. But God told Samuel that He was not interested in how a person looks on the outside; God cares about who people are on the inside (read 1 Samuel 16:7). Looking at seven of Jesse’s sons, one at a time, God told Samuel that none of them were the one He had chosen to be the next king of Israel.



NOTE: Jesse’s sons as listed in 1 Samuel 16:6-11, 17:12-14, and 1 Chronicles 2:13-15: Eliab, Abinadab, Shammah (Shimea), Nethanel, Raddai, Ozem, and David. The other son apparently died before he grew old enough to have a family to be included in the genealogies of 1 Chronicles.



RECOMMENDED READING FOR TEACHERS: See the article “[Jesse’s Missing Son](#)” on the Apologetics Press Web site for a study on an alleged discrepancy regarding how many sons Jesse had.

3. Samuel asked Jesse if he had any more sons. “There remains yet the youngest, and there he is, keeping the sheep,” Jesse replied. Samuel told Jesse to send for David. When he finally came to the house from the pasture, Samuel could see that David “was ruddy, with bright (beautiful) eyes and good-looking.” God told Samuel this was the man God wanted to be king. David was

nice-looking and hardworking, but, more importantly, he was a good young man on the inside. In front of all his brothers and his father, Samuel anointed David to be the next king of Israel. He would not become king right away, and his anointing would be a secret only his family would know until God decided the time was right for him to take over as leader of Israel. From that time on, God was with David in a special way, guiding him and giving him strength.

4. Later, after Saul died during a battle with the Philistines near Mount Gilboa, the time was right, and David became king of the tribes of Judah (the southern part of the entire country of Israel; the part of land given to Judah and Benjamin when Joshua divided Canaan among the tribes). Two years later, David became king of all the land of Israel—all 12 of the tribes.
5. David was a shepherd who had spent most of his time in the pastures alone with his father's sheep. He wrote and sang songs (psalms) to God and learned to play musical instruments. He used that time of isolation to grow closer and closer to God. David became so good at playing the harp that he was asked by King Saul's servants to come play for King Saul at times when a "distressing spirit" came on him after God had rejected him for his disobedience (1 Samuel 16:14-23). David's music would soothe Saul until he became refreshed and the "distressing spirit" left him.
6. One of the most familiar and most beautiful psalms (songs) that David wrote was Psalm 23. In that song he describes God as a great shepherd who takes care of all of us; we are His sheep. David knew all the hard work he had to do to care for animals (discuss what that would have entailed); he did that out of love and concern for the animals, and love and respect for his father Jesse. God cares for us, because of His great love and concern for us. [Go into as much detail about the work of a shepherd as you think your students can understand.]



RECOMMENDED READING FOR TEACHERS: See the article "[Of the House of David](#)" by Kyle Butt on the Apologetics Press Web site for a study on an alleged discrepancy regarding the historicity of David.

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:

- "[David the Shepherd Coloring Sheet](#)" (provided in activity sheets)
- Use a sheep puppet to tell the Bible story. Or let the puppet describe how his shepherd takes care of him and his friends.
- Play "Follow the Leader" to emphasize how sheep follow their shepherd. Tell the children that a good shepherd protects his sheep from harm, makes sure they have what they need, etc. The shepherd knows each sheep's name, and the sheep follow him without question. Emphasize that if we follow God (do what His Word says), God will take care of us, too.
- Handprint sheep: With a white crayon, trace each child's handprint on black construction paper. Cut out the handprints and glue cotton balls everywhere except the thumb and the tips of the fingers. Turn the hands upside down. On the thumb, draw an eye with a white crayon.
- Memory Verse reminder: For each child, copy a sheep pattern onto the bottom of a piece of white cardstock. Write the memory verse at the top. Let the children glue cotton balls onto their sheep and trace the words with colored crayons ([sheep cutouts](#) provided in activity sheets)

1st-2nd Graders:

- [“The 23rd Psalm Word Search”](#) (provided in activity sheets)
- [“Shepherd Acrostic”](#) (provided in activity sheets): Write “SHEPHERD” vertically on the board to make an acrostic (or use the provided sheet). Ask the children to help you come up with at least one word for each letter of “shepherd.” The words should describe how God takes care of us (as a shepherd takes care of his sheep).

3rd-4th Graders:

- [“The 23rd Psalm Word Search”](#) (provided in activity sheets)
- [“Shepherd Acrostic”](#) (provided in activity sheets): Write “SHEPHERD” vertically on the board to make an acrostic (or use the provided sheet). Ask the children to help you come up with at least one word for each letter of “shepherd.” The words should describe how God takes care of us (as a shepherd takes care of his sheep).
- Have the children read the following:
 - 1 Samuel 16; Psalm 23
 - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

SONGS:

“DAVID SANG TO GOD” ([Click to Hear](#))

Author: Unknown*

(Tune: Chorus of “Blessed Be the Name”)

David sang to God, David sang to God,
David sang to God long ago.

(REPEAT Verse)

Let us sing to God, let us sing to God,
Let us sing to God every day.

(REPEAT Verse)

“DAVID: SHEPHERD, MUSICIAN, SOLDIER, FRIEND, KING” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “B-I-N-G-O”)

[Visual to accompany this song: Make large (18 or 24 inches) cutout letters spelling DAVID. On “D” write “shepherd,” and put pictures/stickers of sheep, David as a shepherd, etc. On “A” write “musician,” and put pictures of harps, David playing the harp, musical notes, etc. On “V” write “soldier,” and put pictures of David as a soldier, Goliath, a sword, etc. On “I” write “friend,” and put pictures of David and Jonathan. On “D” write “king,” and put pictures of a crown, David as king, etc.]

There was a boy, a shepherd boy, and,
David was his name, oh,

D-A-V-I-D, D-A-V-I-D, D-A-V-I-D,
And David was his name, oh.

There was a boy who played music, and,
David was his name, oh,
D-A-V-I-D, D-A-V-I-D, D-A-V-I-D,
And David was his name, oh.

There was a boy, a soldier brave, and,
David was his name, oh,
D-A-V-I-D, D-A-V-I-D, D-A-V-I-D,
And David was his name, oh.

There was a boy who was a friend, and,
David was his name, oh,
D-A-V-I-D, D-A-V-I-D, D-A-V-I-D,
And David was his name, oh.

There was a boy who was a king, and,
David was his name, oh,
D-A-V-I-D, D-A-V-I-D, D-A-V-I-D,
And David was his name, oh.

(You may only want to sing the first verse with this lesson,
and then add verses with appropriate lessons in this unit.)

“PSALM 27:13-14”

Author: Jeff Miller

(Tune: See [“Hidden in My Heart”](#) Volume I CD)

“PROVERBS 3:5-6”

Author: Jeff Miller

(Tune: See [“Hidden in My Heart”](#) Volume I CD)

*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
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WEDNESDAY EVENING

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PERSONAL APPLICATION:

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INTRODUCTION:

Review [O.T. 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 6 Review Questions](#) for example questions)

Emphasize the importance of the psalms (special songs of praise and prayer, and requests for help and forgiveness). Psalms is the longest book in the Bible. About ½ of the psalms were written by David. Psalms is one of the five books of poetry in the Old Testament (Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon).

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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