

# David the Shepherd: The 23<sup>rd</sup> 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 23<sup>rd</sup> 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 23<sup>rd</sup> 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  
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE  
CURRICULUM WEB SITE.





# David the Shepherd: The 23<sup>rd</sup> Psalm

1 Samuel 16:1-14



Old Testament 6  
Part 1: David

## WEDNESDAY EVENING

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 SUNDAY'S 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.

## 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

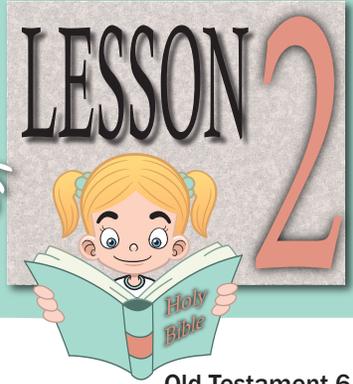
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# David and God

## Defeat Goliath

1 Samuel 17



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 17; Hebrews 11:32-34; Psalm 27:1-3

#### MEMORY WORK:

"I can do all things through Christ who strengthens me" (Philippians 4:13).

#### 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's Song](#)"
- "[David and Goliath](#)"
- "[David](#)"

#### 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
- Put a nine foot, nine inches long line of masking tape on the wall. Bring three, five pound bags of sugar or flour so the children can feel how heavy the head of Goliath's spear was. (Tell them how many additional bags of sugar it would take to weigh the same amount as Goliath's armor.)
- Using ten feet of bulletin board paper or a large roll of paper, draw Goliath, and attach him to the wall. [You could use a projector or overhead projector to project a [Goliath drawing](#) (provided in activity sheets) onto the paper to draw.]
- Pictures of a Bible times sling and a weaver's loom



## PERSONAL APPLICATION:

**YOUNGER CHILDREN:** When I am afraid, I know God is with me, and I don't have to be afraid.

**OLDER CHILDREN:** When I have problems that seem too big to handle, or when I have dreams of doing great things for God, I must remember that there is no problem so big or dream so challenging that I can't handle it—as long as I trust God and obey Him.

## LESSON STARTS HERE

### INTRODUCTION:

Review last week's lesson.

Have you ever tried to do something and then decided you needed help to do it (like moving or lifting something, doing a school project, etc)? Did you ask for help? Sometimes we are afraid or we want to try something new and realize we can't do it on our own. God is always there to help us. Today we're going to learn how David turned to God to help him fight a man much larger than he was. He trusted that God would be there to help him, and He was. Let's see what happened.

### POINTS TO EMPHASIZE:

1. Samuel anointed David to be the second king of Israel (to take Saul's place), but David and his family kept it a secret for awhile. David went back to being a shepherd, taking care of his father Jesse's sheep.
2. Some time later, the Philistines, enemies of the Israelites, came to attack Saul's army. The Israelite army stood on one side of a valley (the Valley of Elah), and the Philistine army stood on the other side of the valley. Before the battle began, the Philistines sent a giant in front of their other soldiers to challenge the Israelites. The giant's name was Goliath.
3. Goliath's height was "six cubits and a span" (1 Samuel 17:4). A cubit was the length of a man's forearm, from the elbow to the end of his middle finger; it is usually considered to be about 18–24 inches. A span was half of a cubit—about nine inches. So Goliath was about nine feet and nine inches tall! His armor weighed about 125 pounds. The head of his spear alone weighed about 15 pounds. The shaft of his spear was "like a weaver's beam," the heavy wooden tool weavers used to press down threads on a loom.



**HISTORICAL NOTE:** Goliath was from Gath, an important Philistine city on the borders of Israelite territory. The city was one of the strongholds of giants ("Anakim") that was not destroyed by Joshua's army many years before (Joshua 11:22). Others in the family of Goliath are mentioned in 2 Samuel 21:15-22 and 1 Chronicles 20:4-8.



**RECOMMENDED READING FOR TEACHERS:** See the articles "[How Big Is a Giant?](#)" and "[Giant Human Bones and Bogus E-mails](#)" by Kyle Butt on the Apologetics Press Web site for a study on the legitimacy of Goliath's height.

4. Goliath's job was to go to the front of the Philistine army every day and taunt the Israelites, daring them to come and fight him before the real battle began. He laughingly said that if one Israelite soldier could defeat him, the Philistines would become their slaves, but if the Philistines defeated the Israelites, the Israelites would have to become their slaves. The Israelites, led by Saul, were very afraid of Goliath and would not fight him (1 Samuel 17:11). They were so afraid that they fled from him (vs. 24). Goliath shouted the same challenge across the valley every morning and evening for 40 days, but not one Israelite soldier stepped forward to fight Goliath.
5. Meanwhile, recall that David would go to King Saul to play the harp to help calm him at those times when God would allow a "distressing spirit" to come upon him. Periodically, David would return home to feed his father's sheep (1 Samuel 17:15). On one of those occasions, David's father Jesse sent him to the battleground to carry food and provisions to David's three oldest brothers who were in Saul's army, as well as food to the brothers' captain. Jesse wanted David to bring back news about his brothers since it had been so long. He was surely worried about his sons.



**RECOMMENDED READING FOR TEACHERS:** See the article "[Did God Send an Evil Spirit upon Saul?](#)" by Dave Miller on the Apologetics Press Web site for a study on the "evil" or "disressing" spirit that came on Saul that is said to have been "from the Lord."



**NOTE:** Having a monarch was new to God's people, but they had fought wars for many, many years. The Israelite armies depended on their families for supplies and even had to provide their own weapons. David built up the army, making it a real national army, but Solomon was the king who "modernized" the army, i.e., made it comparable to the armies of other nations.

6. David was a responsible young man, and was sure to leave the sheep with a keeper (1 Samuel 17:20).
7. When David arrived at the battlefield, it looked like the Israelite army and the Philistines were about to do battle. He dropped the supplies off with the supply keeper for the army and ran to the army where he greeted his brothers. Suddenly while David was talking with his brothers, the giant Goliath came out to make his daily challenge. When David heard this loud giant, he was ashamed and amazed that not a single Israelite man had stepped forward to fight him. David was even more ashamed that the Israelites ran away when they heard Goliath's shouting across the valley. David started asking the other soldiers why no one had done anything. "Who is this uncircumcised Philistine, that he should defy the armies of the living God?" (1 Samuel 17:26).
8. David's oldest brother, Eliab, rebuked David, probably for shaming him and the other men for not having the courage to fight Goliath. Eliab incorrectly accused David of being irresponsible in leaving the sheep unattended, as well as being prideful or presumptuous, apparently because he thought David did not have permission to leave the sheep. David had left the supplies from his father with the supply keeper away from the army before coming to meet his brothers (1 Samuel 17:22). So Eliab would not have necessarily known that David came to the battle under his father's orders. Instead, Eliab, assuming the worst, asked David why he came to the battle, and accused David of sneaking off without permission just because he wanted to "come down to see the battle" (1 Samuel 17:28). David responded by asking Eliab, "Is there not a cause?" Did he not have justifiable reasons for coming and asking his questions? Did David's brothers and their fellow soldiers not need supplies? Was it not appropriate for David to question the soldiers as to why they would allow Goliath to defy God and His army?

9. Saul heard about this young man's comments about Goliath, he sent for him, and David told King Saul that he would fight Goliath. King Saul tried to discourage him from trying to fight Goliath, since David was young, and Goliath had been a warrior for many years. David responded by telling Saul that God had helped him save his sheep from bears and lions, even being able to grab the chin of a lion, kill it, and rescue a lamb from its mouth. David knew that God would help him to defeat Goliath as well.
10. Saul tried to give David his own armor to wear, but David refused to wear it since he had not tested or practiced with the armor. David was very sure that God would help him defeat Goliath, even without armor. David went to the brook and got five smooth stones, and then started toward the valley with only his shepherd's staff (1 Samuel 17:40), his sling, and the stones that he had picked up from the creek bed and put into his shepherd's bag.
11. When he went out to face Goliath, surely many of the Israelites thought David was foolish, and the Philistines would have laughed at him. Goliath called him names and cursed him. Seeing David's staff, but no sword, he said, "Am I a dog, that you come at me with sticks?" Then he told David he would kill him and feed his dead body to the birds and beasts of the field. But David was not afraid and did not back down because he was laughed at. He shouted, "You come to me with a sword, with a spear, and with a javelin, but I come to you in the name of the Lord of hosts, the God of the armies of Israel, whom you have defied. This day the Lord will deliver you into my hand...for the battle is the Lord's, and He will give you into our hands." So Goliath began coming toward David, and David ran toward Goliath. Using a single stone and his sling, David launched the stone at Goliath's head, and defeated the giant.



**RECOMMENDED READING FOR TEACHERS:** See the article "[How Did Goliath Die?](#)" by Eric Lyons on the Apologetics Press Web site for a study on an alleged discrepancy regarding how Goliath died. See the article "[Who Killed Goliath?](#)" by Joe Deweese for a study on alleged discrepancies regarding who actually killed Goliath.

12. Because of David's great demonstration of faith that day, the Israelites believed that they, too, could defeat their enemies. When the Philistines saw that Goliath, their hero, was dead, they all ran away. The Israelites chased after them for many miles. [Go into as much detail about Goliath's death as is appropriate for your class.]



**NOTE:** Stones used with slings were usually round and may have been the size of a baseball. It has been estimated that a skilled shepherd could sling a stone as fast as 100 miles per hour!

13. David did not trust in his weapons; they were shepherd's weapons, not the heavy, powerful weapons of a soldier. He didn't trust in himself because he knew he was young and much smaller than the giant. He had fought battles against wild animals in the fields without an audience of thousands. Facing Goliath was an even greater physical and spiritual challenge. But he knew God could and would do anything for His people.
14. From this point on, the Israelites treated David as a great hero, but he was careful to give the glory for their victory to God. [He unassumingly referred to himself, in 1 Samuel 17:58, as "the son of your servant Jesse the Bethlehemite."]



**RECOMMENDED READING FOR TEACHERS:** See the article “[Did Saul Know David Prior to Goliath’s Death?](#)” by Eric Lyons on the Apologetics Press Web site for a study on an alleged discrepancy

15. Almost every day we have to face things that are very hard (challenges to our faith). We have to decide if we will trust in ourselves, in other people, or in God. There are plenty of people to discourage us. David’s own brothers did not believe in him. King Saul tried to discourage him. What is important is that we believe we can do great things for God if we trust Him.



**NOTE:** We do not know David’s age at this time, but he most certainly was **not** a “little boy” as some of the children’s songs indicate. Saul called him a “young man” in 1 Samuel 17:56. He was at least in his late teens since he cared for his father’s sheep alone and had the physical strength to fight off a lion and a bear! He was old enough to take a wife and physically able to fight 200 Philistines shortly after he killed Goliath (1 Samuel 18:2-29).

**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 and Goliath Coloring Sheet](#)” (provided in activity sheets)
- Talk about things we are afraid of, and/or let the children name things they are afraid of. Talk about how we don’t have to be afraid if God is on our side.
- Role play the story. Provide Christian armor sets (plastic or cardboard) for children to use.
- Cut out sword shapes from cardstock or cardboard. Write the memory verse at the hilt and “God helped David defeat Goliath” at the blade. Let the kids decorate the swords with play jewels, stickers, etc. ([Sword cutouts](#) provided in activity sheets).
- “[David and Goliath Cutouts](#)” (provided in activity sheets)

**1st-2nd Graders:**

- “[David and Goliath Crossword Puzzle](#)” (provided in activity sheets)
- Role play the story. Provide Christian armor sets (plastic or cardboard) for children to use.
- “David and Goliath Tic-Tac-Toe”: Make six copies each of the David and Goliath patterns; put magnets or tape on the back of each figure. Draw a large Tic-Tac-Toe grid on the board. Divide the class into two teams, one team being “David” and the other “Goliath.” Ask review questions about this week’s lesson. As a team gets an answer right, they put their “David” or “Goliath” in the place they choose on the grid. The winning team is the first one to get three in a row. ([David and Goliath cutouts](#) provided in activity sheets)
- “Bible Alphabet Soup”: Provide a set of plastic letters for teams of two or three children. Ask the children review questions about this or the previous lesson in this unit. They must answer the question by spelling the answer with their letters. [Sample questions provided at the end of the lesson.]
- Have the children read the following:
  - *Bible Friends: David*, by Jason Parish, Watertown Press.

- *David and the Giant Goliath*, by Tess Fries (DISCLAIMER: p. 12—change “but it was too heavy for him” to “but he was not used to them”)

### 3rd-4th Graders:

- “[David and Goliath Crossword Puzzle](#)” (provided in activity sheets)
- “David and Goliath Tic-Tac-Toe”: Make six copies each of the David and Goliath patterns; put magnets or tape on the back of each figure. Draw a large Tic-Tac-Toe grid on the board. Divide the class into two teams, one team being “David” and the other “Goliath.” Ask review questions about this week’s lesson. As a team gets an answer right, they put their “David” or “Goliath” in the place they choose on the grid. The winning team is the first one to get three in a row. ([David and Goliath cutouts](#) provided in activity sheets)
- “Bible Alphabet Soup”: Provide a set of plastic letters for teams of two or three children. Ask the children review questions about this or the previous lesson in this unit. They must answer the question by spelling the answer with their letters. [Sample questions provided at the end of the lesson.]
- Have the children read the following:
  - 1 Samuel 17 (as well as chapters 16 and 18-20 if they did not do so this or last quarter) [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Samuel 16-20 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
  - *One Boy, One Stone, One God*, Arch Books, Michelle Medlock Adams (DISCLAIMER: On p. 8, change “They do not fit at all.” to “I haven’t tested them at all.”)
  - *David and Goliath*, Arch books, Martha Streufert Jander
  - *David and Goliath*, A Mini Pop-up Book, Marian Bennett, Standard Publishing
  - *David and Goliath*, Pamela Broughton, Merrigold Bible Stories, Merrigold Press
  - 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.)
  - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing
  - *Kids Favorite Bible Stories: David & Goliath*, by Stephen Elkins, Wonder Kids (DISCLAIMER: skip pp. 28-29)
  - *David and Goliath*, by Mary Auld, Franklin Watts

### FINGERPLAYS:

Lead the children in the following story based on 1 Samuel 17, doing the actions in parentheses.

*(Begin with hands behind back)*

Where is Goliath?

Here is Goliath. *(Bring left index finger from behind back)*

Where is David?

Here is David. *(Bring right little finger from behind back)*

Goliath is so tall. *(Stretch “Goliath” finger)*

David is so small. *(Wiggle “David” finger)*

Goliath said, “You cannot win. I am stronger, you will see.”

*(Use deep voice and move “Goliath” while talking)*

David said, “I will win, for God will be with me.” *(Wiggle “David” while talking)*

David ran at Goliath, *(Wiggle and move “David” towards “Goliath”)*

And threw his stone into the air *(Pretend to throw a stone)*

And the giant Goliath fell. (*Topple “Goliath” into palm of right hand*)  
Little David won the fight. (*Raise hands as in victory*)  
For he believed in what is right. (*Place hands in praying position*)

## SONGS:

### “DAVID’S SONG” ([Click to Hear](#))

Author: Unknown\*  
(Tune: “I’m a Little Teapot”)

David was a servant of the Lord.  
Here is his sling and here is his sword.  
When he killed Goliath, hear him shout:  
“Trust in God without a doubt!”

David was a servant of the Lord.  
Here is his harp, and here is his crown.  
When he ruled the kingdom, hear him shout:  
“Trust in the Lord without a doubt!”

### “DAVID AND GOLIATH”

Author: Jewel Kendrick  
(Tune: “Frosty the Snowman”)  
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

### “DAVID” ([Click to Hear](#))

Author: Unknown\*  
(Tune: See Internet)

There once was a boy named David,  
Down by a babbling brook;  
Only a boy named David,  
And five little stones he took.

One little stone went in the sling,  
And the sling went round and round,  
And one little stone went in the sling,  
And the sling went round and round.

And round and round and round and round,  
And round and round and round!  
One little stone went up, up, up,  
And the giant came tumbling down.

## BIBLE ALPHABET SOUP QUESTIONS:

1. Who was the prophet whom God sent to choose a new king? (Samuel)
2. Who was the first king of Israel? (Saul)
3. Who was David's father? (Jesse)
4. What is another word for pouring oil over someone's head? (anoint)
5. What did Samuel pour over David's head? (oil)
6. Who was Jesse's youngest son? (David)
7. Who was the Philistine who dared the Israelite army to fight him? (Goliath)
8. What word describes Goliath's size? (giant)
9. What did Saul try to get David to wear? (armor)
10. What weapon did David use to kill Goliath? (sling)
11. How many rocks did David use to kill Goliath? (one)
12. The two armies faced each other on either side of a \_\_\_\_\_. (valley)
13. When \_\_\_\_\_ was upset, David played music for him. (Saul)
14. What musical instrument did David play? (harp)
15. We can do great things for God if we have \_\_\_\_\_. (faith)
16. As part of his reward, what did Saul give David? (a wife—Saul's daughter)

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

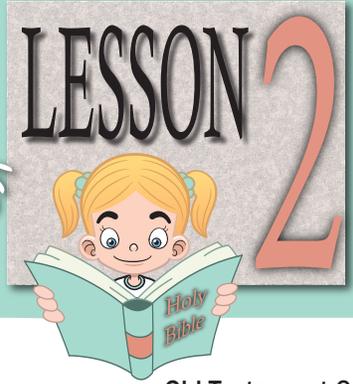
\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



# David and God

## Defeat Goliath

1 Samuel 17



Old Testament 6  
Part 1: David

### WEDNESDAY EVENING

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 17; Hebrews 11:32-34; Psalm 27:1-3

#### MEMORY WORK:

"I can do all things through Christ who strengthens me" (Philippians 4:13).

#### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- "[David's Song](#)"
- "[David and Goliath](#)"
- "[David](#)"

#### 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
- Put a nine foot, nine inches long line of masking tape on the wall. Bring three, five pound bags of sugar or flour so the children can feel how heavy the head of Goliath's spear was. (Tell them how many additional bags of sugar it would take to weigh the same amount as Goliath's armor.)
- Using ten feet of bulletin board paper or a large roll of paper, draw Goliath, and attach him to the wall. [You could use a projector or overhead projector to project a [Goliath drawing](#) (provided in activity sheets) onto the paper to draw.]
- Pictures of a Bible times sling and a weaver's loom



## PERSONAL APPLICATION:

YOUNGER CHILDREN: When I am afraid, I know God is with me, and I don't have to be afraid.

OLDER CHILDREN: When I have problems that seem too big to handle, or when I have dreams of doing great things for God, I must remember that there is no problem so big or dream so challenging that I can't handle it—as long as I trust God and obey Him.

## 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 that we can do great things with God's help, but we must always give God the credit, as David did. Use examples of famous people who draw attention to themselves all the time, making themselves seem great.

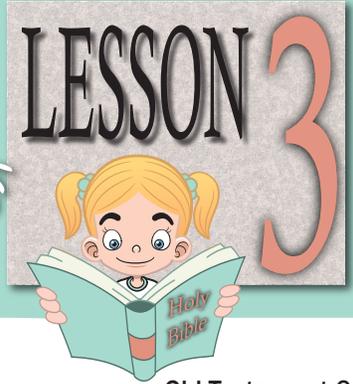
## PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning's lesson

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



# David Flees for His Life; David's Friendship with Jonathan



1 Samuel 18,19,20



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 18,19,20

### MEMORY WORK:

YOUNGER CHILDREN: "A friend loves at all times..." (Proverbs 17:17a).

OLDER CHILDREN: "A friend loves at all times, and a brother is born for adversity" (Proverbs 17:17).

### 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.

- ["I'm Glad I Have a Friend"](#)
- ["Will You Be a Friend of Mine?"](#)
- ["Jonathan and David"](#)

### 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.)
- Any resources/visuals on friendship
- Picture of a flower (or a real one in soil). Discuss how a flower can be damaged by hail, insects, etc., but, if it has deep roots, it can still grow. Friendships are like that. Sometimes friends have arguments. Sometimes things happen that hurt friendships, but they can grow again with time and love and forgiveness.



## PERSONAL APPLICATION:

Good friends are special gifts from God. I should be thankful for my friends and try to be a friend to others.

## LESSON STARTS HERE

## INTRODUCTION:

Do you have a good friend? (Let each child tell the name of one good friend.) What is one special thing that makes him/her your good friend? We all need good friends, don't we? The Bible has a lot to say about friends, and it tells us about some people who were friends. Today we're going to talk about David and his special friend.

## POINTS TO EMPHASIZE:

1. We have talked about Saul, the first king of Israel, and how he made bad choices and disobeyed God over and over. God warned Saul that the kingdom would be taken away from him, and someone else would take his place as king. Saul became troubled by "an evil/distressing spirit," and David was brought to the palace to play soothing music for him when he was upset or angry.



**RECOMMENDED READING FOR TEACHERS:** See the article "[Did God Send an Evil Spirit upon Saul?](#)" by Dave Miller on the Apologetics Press Web site for a study on the "evil" or "disressing" spirit that came on Saul that is said to have been "from the Lord."

2. In spite of his troubles, Saul was still king, and he was supposed to lead the Israelite army in battle. After David killed Goliath, he became a national hero (1 Samuel 18:6-7), and Saul put him in charge of leading the Israelites in several battles. Every time David went with the Israelites into battle, they won. All the people praised David and the women sang songs about him. Their songs compared David to King Saul and praised David more than Saul.
3. After David defeated Goliath and talked with King Saul, Saul's son Jonathan became David's closest friend. David's success in battle, his friendship with Jonathan, and the fact that the people loved him made Saul angry, jealous, suspicious, and very afraid of David (1 Samuel 20:30-31).
4. Not long after David killed Goliath, David was playing his harp for Saul when suddenly Saul became so angry that he threw his spear (javelin) at David. Saul's spear missed David, and David ran out of the palace. (Saul tried to kill David with his spear twice: 1 Samuel 18:10-11 and 19:8-10.) Saul then appointed David as a commander of a thousand soldiers, repeatedly putting him in positions of great danger, hoping he would be killed in battle. But, instead of being killed or losing a battle, David "was prospering in all his ways, for the Lord was with him" (1 Samuel 18:14 NASV).
5. Saul promised David his daughter Merab as a wife, but then he let someone else marry her instead. Then he promised David that he could have his second daughter, Michal, if David would kill 100 Philistines. Saul thought David would be killed. But David and his men killed not just 100 men, but 200! David continued to be successful, and Michal fell in love with David, which made her father even angrier. She helped David get away from Saul at least once.

6. Jonathan wanted to believe that his father could not kill his best friend. He tried to calm his father by telling him that he had nothing to fear from David. But Saul became so angry that he threw a spear at his own son. After that, Jonathan made a plan to let David know if he could return to the palace or needed to stay away permanently. [Describe the events of 1 Samuel 20 to the children.]
7. Jonathan was a good friend to David. We all need good friends. And we all need to **be** good friends to others. A good friend:
  - Is loyal
  - Gives support and help in good times and bad
  - Is loving and kind
  - Is truthful and honest
  - Doesn't say hurtful things about his friends (gossip)
  - Looks for the good things (characteristics); doesn't criticize or make fun
  - Keeps secrets (confidences); is trustworthy
  - Helps his friends make good choices; encourages his friends to obey God's Word; offers good advice
  - Prays for his friends

**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:**

- Flower Power: For each child in the class, cut out large flowers (a center circle and 5-6 petals for each flower). In the center write, "I can be a good friend." On each petal, write ways the children explain that they can be good friends. [Alternative: Buy a tablet of flower cutouts from a teacher supply store. On each flower write one way the kids say they can be good friends, and post the flowers on the wall or a bulletin board in a flower shape.] ([Flower cutouts](#) provided in activity sheets)
- Friendship Quilt: Give each child a sheet of construction paper (or patterned scrapbook paper), and let them decorate their papers with markers, sequins, yarn, stickers, etc. When the papers are dry, assemble them to make a quilt using staples, yarn, tape, etc. Hang the quilt in your classroom.
- Bean Bag Toss: Ask the children to sit in a circle. Let each child gently toss a beanbag to a friend and say, "\_\_\_\_ is a friend." Then that child will toss it to another friend and repeat the phrase, adding on a new friend's name. With five-year-olds, ask them to use the phrase "\_\_\_\_ is a friend because \_\_\_\_."
- "[David and Jonathan Coloring Sheet](#)" (provided in activity sheets)

**1st-2nd Graders:**

- "[Friends Acrostic](#)": Write the word FRIEND vertically on the board. Ask the children to help you think of words that describe good friends. (Example: F = forgiving, friendly, funny; etc.) (acrostic sheets provided in activity sheets)
- Friendship Quilt: Give each child a sheet of construction paper (or patterned scrapbook paper),

and let them decorate their papers with markers, sequins, yarn, stickers, etc. When the papers are dry, assemble them to make a quilt using staples, yarn, tape, etc. Hang the quilt in your classroom.

- “[Find the Friends Activity](#)” (provided in activity sheets): Divide the children into pairs, making sure each pair has a Bible. Give the students the following verses, and ask them to find the friends mentioned in each verse.

Numbers 14:6

1 Samuel 18:1

Acts 13:2

2 Kings 2:1

Acts 3:1

Daniel 2:49

John 1:45

- Friend Bulletin Board: Make a bulletin board, and write the caption “A Good Friend Will...” in the middle. Have the students write ideas that finish the sentence on separate pieces of colored paper. Pin the papers to the board as a collage.
- Flower Power: Give students [flower cutouts](#) (provided in activity sheets) and ask them to write on the petals things that describe a good friend. (Examples: shares with me and others; keeps promises; says kind things; takes turns; etc.) Students can use crayons, markers, glitter, etc., to decorate their flowers.
- Friendship Chain: Cut strips of colored construction paper about eight inches long and one inch wide. Cut enough strips for each child to have 8-10. Ask the children to write characteristics of friends on the strips. Then hook them together to make one friendship chain.

### 3rd-4th Graders:

- “[Friends Acrostic](#)”: Write the word FRIEND vertically on the board. Ask the children to help you think of words that describe good friends. (Example: F = forgiving, friendly, funny; etc.) (acrostic sheets provided in activity sheets)
- Friendship Quilt: Give each child a sheet of construction paper (or patterned scrapbook paper), and let them decorate their papers with markers, sequins, yarn, stickers, etc. When the papers are dry, assemble them to make a quilt using staples, yarn, tape, etc. Hang the quilt in your classroom.
- “[Find the Friends Activity](#)” (provided in activity sheets): Divide the children into pairs, making sure each pair has a Bible. Give the students the following verses, and ask them to find the friends mentioned in each verse.

Numbers 14:6

1 Samuel 18:1

Acts 13:2

2 Kings 2:1

Acts 3:1

Daniel 2:49

John 1:45

- Friend Bulletin Board: Make a bulletin board, and write the caption “A Good Friend Will...” in the middle. Have the students write ideas that finish the sentence on separate pieces of colored paper. Pin the papers to the board as a collage.
- Friendship Chain: Cut strips of colored construction paper about eight inches long and one inch wide. Cut enough strips for each child to have 8-10. Ask the children to write characteristics of friends on the strips. Then hook them together to make one friendship chain.
- Have the children read the following:
  - 1 Samuel 21-22
  - *David and His Friend*, Jonathan, Arch books, by Julie Dietrich
  - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

## SONGS:

### **“I’M GLAD I HAVE A FRIEND”** ([Click to Hear](#))

Author: Unknown\*

(Tune: See Internet—“The Little Green Frog”)

(Use pictures or stick puppets of frogs, red and blue birds, and a white duck and red hen)

“Croak, croak,” said the big green frog one day.

“Croak, croak,” said his little green friend.

“Croak, croak,” said the big green frog one day,

“I’m glad I have a friend.”

“Tweet, tweet,” said the little red bird one day.

“Tweet, tweet,” said his little blue friend.

“Tweet, tweet,” said the little red bird one day,

“I’m glad I have a friend.”

“Quack, quack,” said the big white duck one day.

“Cluck, cluck,” said the big red hen.

“Quack, quack,” said the big white duck one day,

“I’m glad I have a friend.”

### **“WILL YOU BE A FRIEND OF MINE?”** ([Click to Hear](#))

Author: Unknown\*

(Tune: “Mary Had a Little Lamb”)

Will you be a friend of mine, friend of mine, friend of mine?

Will you be a friend of mine, and shake my hand today?

Yes, I’ll be a friend of yours, friend of yours, friend of yours.

Yes, I’ll be a friend of yours, and shake your hand today.

### **“JONATHAN AND DAVID”**

Author: Jewel Kendrick

(Tune: “Jesus Loves Me”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

\*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.





# David Flees for His Life; David's Friendship with Jonathan



1 Samuel 18,19,20



Old Testament 6  
Part 1: David

## WEDNESDAY EVENING

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 18,19,20

### MEMORY WORK:

YOUNGER CHILDREN: "A friend loves at all times..." (Proverbs 17:17a).

OLDER CHILDREN: "A friend loves at all times, and a brother is born for adversity" (Proverbs 17:17).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["I'm Glad I Have a Friend"](#)
- ["Will You Be a Friend of Mine?"](#)
- ["Jonathan and David"](#)

### 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.)
- Any resources/visuals on friendship
- Picture of a flower (or a real one in soil). Discuss how a flower can be damaged by hail, insects, etc., but, if it has deep roots, it can still grow. Friendships are like that.



**Sometimes friends have arguments. Sometimes things happen that hurt friendships, but they can grow again with time and love and forgiveness.**

### PERSONAL APPLICATION:

Good friends are special gifts from God. I should be thankful for my friends and try to be a friend to others.

### 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)

### 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

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



# David Spares Saul's Life

1 Samuel 23:13-24:22; 26



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 23:13-24:22; 26; Psalm 54; 142; 34; 56; 57; Ephesians 5:22-24; 6:1-9; Romans 13:1-7; 1 Timothy 2:1-2

### MEMORY WORK:

YOUNGER CHILDREN: "Let every soul be subject to the governing authorities" (Romans 13:1a).

OLDER CHILDREN: "Let every soul be subject to the governing authorities. For there is no authority except from God, and the authorities that exist are appointed by God" (Romans 13:1).

### 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 Got the Whole World in His Hands](#)"
- "[Obeying Those in Charge](#)"

### 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)
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- Pictures of the President, policeman, teacher, parents, other authority figures



## PERSONAL APPLICATION:

God wants me to respect and obey those in authority (those who have the responsibility of leading us and being in charge).

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Has anyone ever hurt you or tried to hurt you? How did that make you feel? Did you want to hurt them back? Today, we're going to learn how David acted toward someone who tried to hurt him.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Who are some people in authority over you? (teachers, parents, policemen, elder, governor, president, etc.) Do those people ever make mistakes, make the wrong choices, or make decisions that go against what God would want? How should we respond when that happens? Today, we're going to see how David was a good example of what to do when someone in authority makes bad choices.

### POINTS TO EMPHASIZE:

1. Saul became more and more jealous of David because of his popularity with the Israelite people, his friendship with Jonathan, and his military successes. As Saul's anger and jealousy grew, he kept trying to get rid of David. He even ordered that the priests who helped David get away be killed (1 Samuel 22).
2. David fled into the **Wilderness of Ziph** with about 600 men who had joined him. He was considered an outlaw. Jonathan met David there to encourage him and assure him of their continued friendship, no matter what Jonathan's father might do (1 Samuel 23:15-18).

**[Read Psalm 54 with OLDER CHILDREN]**



**HISTORICAL NOTE:** Ziph was a city southeast of Hebron. The Hebrew word “wilderness” or “desert” was an area acceptable for pastureland but not for farming. So, David would have shepherds to hide among. 1 Samuel 23:15 describes the place as “the wilderness of Ziph at Horesh.” The word “horesh” means thicket. So the area may have had areas of thick brush.

3. Saul chased David everywhere he went. Even if Saul had to leave to fight the Philistines or other enemies, he came back to hunt for David again and again. David moved from one wilderness area to another. While he and his men were hiding in caves in the wilderness area near Engedi, on the western shore of the Dead Sea, Saul and 3,000 soldiers came looking for him. David and his men were hiding in the back of a cave. Saul went into that same cave, not knowing David and the others were inside.



**NOTE:** The explanation in 1 Samuel 24:3 for why King Saul went into the cave was “to cover his feet.” This is a Hebrew expression, used also in Judges 3:24, which is a euphemism for going to the bathroom.

4. David and his men could see Saul, and some of his men encouraged David to kill the king. But David refused, saying he could not kill the man whom God had chosen to be king of Israel. However, David did sneak up behind Saul and quietly cut off a piece of Saul’s robe. When Saul had gone out of the cave to return to his army, David came out to the opening of the cave and shouted to Saul, asking why he was continually being hunted like a traitor and enemy. Then he showed Saul the piece of robe he had cut off, proving that he had the opportunity to kill Saul if he had wanted to. Saul was very thankful David had not killed him and was sorry for trying to kill David. He promised to leave David alone, but sadly, it didn’t take long for him to chase David again.
5. David returned to the Wilderness of Ziph. One night while Saul and his army (again 3,000 soldiers—1 Samuel 26:2) were camped nearby, David and one of his trusted soldiers, Abishai (who was also his nephew—1 Chronicles 2:15-16), crept down into the camp. Abishai encouraged David to take that opportunity to kill Saul, but again David refused. They took Saul’s spear, and a water jug that was beside his head, and sneaked back to their own camp.



**NOTE:** The people who lived in the Wilderness of Ziph told Saul where David was the first time. So it is curious that David would go back to the same area. When David returned, the Ziphites again told Saul where he was hiding.

6. When David was at a safe distance, he called out to Saul, waking him and his army. Once again he asked why he was being hunted like a traitor or enemy. He showed Saul the spear and jug of water to prove that once again he could have killed Saul, but did not. David rebuked Abner, the commander of Saul’s army, for not protecting the king. 1 Samuel 26:19 indicates that David knew that Saul might have been chasing him because others were stirring him up against David, making Saul think that David was against him (possibly alluded to in 1 Samuel 26:1). [Be careful who you listen to! Read John 7:24.] Again Saul said that he was sorry for hunting David and returned home.
7. David had already been chosen by God to be the next king of Israel, and he could have decided to “hurry things along” by killing Saul. But David had great respect for God-given authority. Authority means that someone has the right and responsibility to lead or be in charge of others. God’s plan for order in our world is that some people be in charge—that someone leads. God planned for fathers to be in charge in the home; He planned for elders to be in charge of the Church; and He planned for kings and presidents to be in charge of countries. God planned for government leaders to help us live according to His laws by making rules and/or laws that we are to live by; they are supposed to help us. They have many responsibilities and lots of power. Unfortunately, many rulers, like Saul, do not always do what is right, and they do not try to help us follow God’s laws. David knew that he couldn’t be evil/mean to Saul because he was the king. (Romans 12:19-21—never take revenge and do not be overcome by evil.) [Discuss other types of authority whose rules we must obey: bosses; owners of businesses that we visit; etc.]
8. Why is authority so important? What would happen in the home if everyone in the family wanted to be the head of the family (make rules, enforce rules, discipline, decide how to spend money, etc.)? Not everyone would have the same ideas or expect the same things; there would be lots of confusion

and unhappiness! The same thing happens in the Church and in a country when there are no godly leaders.

**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 Spares Saul’s Life Coloring Sheet](#)” (provided in activity sheets)
- “Simon Says”: Make children “steering wheels” out of paper plates. Make (or buy at a teachers’ supply store) a set of traffic signs. Let children “drive” around the classroom, following the traffic signs as you give them instructions.

**1st-2nd Graders:**

- Role play: Let the children role play the two instances when David spared Saul’s life.
- “[David Spares Saul’s Life Word Search](#)” (provided in activity sheets)
- “[Authority Figures Cutouts](#)” (provided in activity sheets): Let the students take turns drawing slips of paper, reading them, then telling ways to show respect for that person (i.e., pray for him/her; obey laws/rules; speak kindly about; etc.).
- Bible Football: Draw a football field on a piece of construction paper and glue the paper to the inside of a box lid. Give each child a turn sliding a penny (flicking it) from one end of the shoebox to one of the “yard lines.” To have a turn sliding a penny, the child must correctly answer a question about the lesson. If he can’t answer a question, or if he slides his penny off the field (beyond the end zone or out of bounds), he has to return to the starting “end zone.” The first player to go the length of the “field” and into the end zone without sliding out of the end zone wins. (If you have too many students to all play at once, divide the class into two teams.) ([Football Field Cutout](#) provided in activity sheets)

**3rd-4th Graders:**

- “[Authority Figures Cutouts](#)” (provided in activity sheets): Let the students take turns drawing slips of paper, reading them, then telling ways to show respect for that person (i.e., pray for him/her; obey laws/rules; speak kindly about; etc.).
- Role play: Let the children role play the two instances when David spared Saul’s life.
- “[David Spares Saul’s Life Word Search](#)” (provided in activity sheets)
- Bible Football: Draw a football field on a piece of construction paper and glue the paper to the inside of a box lid. Give each child a turn sliding a penny (flicking it) from one end of the shoebox to one of the “yard lines.” To have a turn sliding a penny, the child must correctly answer a question about the lesson. If he can’t answer a question, or if he slides his penny off the field (beyond the end zone or out of bounds), he has to return to the starting “end zone.” The first player to go the length of the “field” and into the end zone without sliding out of the end zone wins. (If you have too many students to all play at once, divide the class into two teams.) ([Football Field Cutout](#) provided in activity sheets)
- Have the children read the following:
  - 1 Samuel 23-24
  - Psalm 34; 54; 56; 57; 142

- *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

## SONGS:

### “HE’S GOT THE WHOLE WORLD IN HIS HANDS” ([Click to Hear](#))

Author: Unknown\*

(Tune: See Internet)

He’s got the whole world, in His hands. (3X)  
He’s got the whole world in His hands.

He’s got the little bitty babies, in His hands. (3X)  
He’s got the whole world in His hands.

He’s got you and me, brother, in His hands. (3X)  
He’s got the whole world in His hands.

He’s got you and me, sister, in His hands. (3X)  
He’s got the whole world in His hands.

He’s got the mommas and the daddies, in His hands. (3X)  
He’s got the whole world in His hands.

### “OBEYING THOSE IN CHARGE” ([Click to Hear](#))

Author: Jeff Miller

(Tune: “Mary Had a Little Lamb”)

God put people over us, over us, over us.  
We obey them without fuss, for they come from God.

Teachers, parents, policemen, government, elder men,  
We obey the best we can, for they come from God.

\*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.





# David Spares Saul's Life

1 Samuel 23:13-24:22; 26



Old Testament 6  
Part 1: David

## WEDNESDAY EVENING

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 23:13-24:22; 26; Psalm 54; 142; 34; 56; 57; Ephesians 5:22-24; 6:1-9; Romans 13:1-7; 1 Timothy 2:1-2

### MEMORY WORK:

YOUNGER CHILDREN: "Let every soul be subject to the governing authorities" (Romans 13:1a).

OLDER CHILDREN: "Let every soul be subject to the governing authorities. For there is no authority except from God, and the authorities that exist are appointed by God" (Romans 13:1).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- 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.)
- Pictures of the President, policeman, teacher, parents, other authority figures

### PERSONAL APPLICATION:

God wants me to respect and obey those in authority (those who have the responsibility of leading us and being in charge).



## INTRODUCTION:

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

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T 6 Review Questions](#) for example questions)
2. Remember that the New Testament scriptures mentioned on the first page of this lesson refer to times of terrible civil leadership. Throughout many periods in history (the slavery of Israelites by Egyptians in Old Testament, Roman rule of Palestine during the life of Christ, and persecution of Christians) God’s people and many others have suffered because of poor leadership. Poor leadership occurs because of sin, and the results of sin affect not only the leader himself but everyone over whom he has power. Whether we respect the leader or not, we must respect the office or place of authority planned by God.
3. Should we obey the government or our bosses, etc., if they tell us to do something that is against God’s will—like lying, bribing, or cheating? No! Read Acts 4:19. What if a parent was to tell us to do something wrong—like stealing? Ephesians 6:1 tells us that children are to obey their parents “in the Lord.” That means that as long as our parents aren’t telling us to do something that goes against the Lord’s will, we must obey them. Now this does not mean that we can disobey authorities if we disagree with them or don’t like what they are telling us to do. We must obey all authorities over us, unless they tell us to do something that goes against God’s Word.

## 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.

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



# Foolish Nabal and Wise Abigail

1 Samuel 25; 27:3; 30:5



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 25; 27:3; 30:5,18; 2 Samuel 2:2; James 3:13-17

### MEMORY WORK:

“Happy is the man who finds wisdom, and the man who gains understanding” (Proverbs 3:13).

### 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 Wise Man Built His House Upon a Rock”](#)

### 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.)
- Make a “Bible Opposites” flipchart: find pictures to use to contrast opposites in this story—foolish/wise; angry/calm; lazy/eager to help; etc.
- Pictures of owls
- Make a “Wisdom Tree” to illustrate James 3:13-18: Make a large tree to put on the wall. Cut out fruit shapes and label them with characteristics of wise people found in James 3. (You may also want to put “rotten” fruit on the ground labeled with characteristics of the unwise.)



## PERSONAL APPLICATION:

God wants me to learn from His Word how to be wise and make good decisions.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

From whom is David running? Why is he running from him?

What does it mean if you are wise? What does it mean if you are foolish? How do you think God wants us to act? Today we are going to learn about a woman who saved her family because she made a wise decision. Listen to see what happens!

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson

Discuss with the children the difference between acting wisely and acting foolishly. (Let them give examples of wise and foolish behavior they have seen.) What happens a lot of times when we act foolishly? (We get into trouble/make mistakes.) Today we're going to learn about a foolish decision a man made that not only got him into trouble, but almost got his family killed. Then his wife made a very wise decision and saved her family.

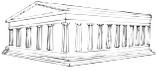
### POINTS TO EMPHASIZE:

1. David was moving from place to place hiding from King Saul, who wanted to kill him. David had at least 600 men who were traveling with him, because they were unhappy with their lives under King Saul and wanted to be David's followers. Many of them had wives and children traveling with them. David and the other men had to find ways to provide food (and safety) for such a large group.
2. In 1 Samuel 25, we learn that while David and his men were trying to stay away from King Saul, they were also providing protection for the flocks of a man named **Nabal** near the towns of Carmel and Maon (about 15 miles west of the Dead Sea). First Samuel 25:2 describes Nabal as "very rich," having 3,000 sheep and 1,000 goats. He was also known to be a very harsh man who was "evil in his doings." He was fortunate to be married to a beautiful and intelligent (literally, "of good understanding"—1 Samuel 25:3, ASV) woman named Abigail.



**NOTE:** Nabal was also described by one of his servants as "a **worthless man** that no one can speak to" (1 Samuel 25:17, NAS; a "**scoundrel**," NKJV). The description of Nabal is literally a "son of Belial" (KJV), which is a worthless person.

3. Since David had many people to feed and since he and his men had provided protection for Nabal's flocks, he felt it would be fair to ask Nabal for food. David sent ten of his men to Nabal to ask for food that he thought he and his men deserved, but Nabal refused. David became so angry that he told his men to prepare to attack and destroy Nabal and all that he had. One of Nabal's servants heard about David's plans and went to Abigail to warn her.



**HISTORICAL NOTE:** During the time of sheep shearing (1 Samuel 25:11), it was customary for those who cared for the sheep to be included in the owner’s celebration.

4. Abigail told the servant not to tell Nabal where she was going or what she was planning to do. She hurriedly prepared a great deal of food to take to David and his people. She met David and his men just in time, as they were coming toward her home. She hurriedly went to David and bowed to the ground. She asked David to charge her with the offense of her husband—to forgive her husband and accept her gifts. She repeatedly called herself David’s “maidservant” and referred to David as “my lord.” She was literally laying down her life for her husband and her household.



**NOTE:** “Abigail made an interesting contrast between the two pouches used by the shepherd. ‘Even though someone is pursuing you to take your life, the life of my master will be bound securely in the bundle of the living by the Lord your God. But the lives of your enemies He will hurl away as from the pocket of a sling’ (1 Samuel 25:29). The ‘bundle of the living’ is the pouch that held food (usually the folded belt or waistband), and the hollow of a sling is the pouch that held the stone.” *The New Manners and Customs of Bible Times*, page 145

5. David was so impressed by this woman’s unselfishness, her wisdom, and her willingness to risk her life for her family, that he and his men left them alone, thanking Abigail for the great feast she had prepared for them.
6. When Abigail returned home, Nabal was having a great feast, “like the feast of a king,” to celebrate the end of the sheep shearing. He was very drunk. She didn’t say anything to him that night about what she had done to help David. She might have been afraid of him when he was drunk, or she might have wanted to make sure he was sober enough to understand what his foolishness had nearly caused. The next morning, when she told Nabal about taking food to David and persuading him not to harm their property or their family, Nabal became very sick (from fear or shame?). Ten days later, God struck Nabal, and he died.
7. Sometime later, when David heard about Nabal’s death, he sent a proposal to Abigail, asking her to be his wife. She agreed.



**NOTE:** Abigail became David’s third wife, after Michal, daughter of Saul, and Ahinoam of Jezreel. He eventually had 10 wives, but this was not part of God’s original plan for the family. This is another instance of sin that God tolerated but did not approve of.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Did Michal Have Children?](#)” by Caleb Colley on the Apologetics Press Web site for a study on an alleged discrepancy about David’s wife, Michal.

8. Nabal’s name means “fool,” and that’s exactly how he acted. He was selfish, arrogant, and had no self-control. [This would be a good opportunity to emphasize that drinking alcohol makes one act like a fool, like Nabal.] Abigail was wise. She was, “peaceable, gentle, reasonable, full of mercy and good fruits,” as wisdom is described in James 3:17. Abigail used the knowledge she had to make wise choices. Proverbs 1:7 tells us that “the fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction.” We can become wise too if we study God’s Word and put into

practice what we read. [Spend as much time as you think appropriate for your class going over the description of wisdom in James 3:13-17.]

**NOTE:** David’s requests of Nabal occurred at sheep-shearing time, which was after the summer grazing season. After the shearing, profits were distributed and several days of celebration followed. Drunkenness became an accepted part of the festivities—much like so many parties of our day. [This setting provided, in at least one instance (2 Samuel 13:23), the perfect atmosphere and opportunity to commit murder.]



Raising sheep was sometimes a small-scale business, when family members took the role of shepherd, as in David’s family. Poor families frequently owned only a handful of sheep—sometimes only one. But there are several instances in the Bible of one man owning many thousands of sheep. Mesha, king of Moab, paid the king of Israel 100,000 sheep as “protection” and payment (2 Kings 3:4). At the end of the book bearing his name, Job had 14,000 sheep (Job 42:12). Solomon sacrificed 120,000 sheep at the dedication of the Temple (1 Kings 8:63).

### 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:

- “[Foolish Nabal and Wise Abigail Coloring Sheet](#)” (provided in activity sheets)
- Make a “Wisdom Tree” illustration for each child (refer to “Recommended Visuals”). Cover the inside of a letter-size folder with blue felt or flannel. Cut out a tree and apples from felt for each child.
- Use a pattern to make an owl mask for each child. Let the children pretend to be “wise old owls”; talk to them about what it means to be wise.
- Make cutouts of five sheep, two skins of grape juice, two loaves of bread (representing 200 loaves), two fig cakes (representing 200 cakes), five grains (representing five sheaves), and a cluster of raisins (representing 100 clusters). Use colored construction paper (purple for the raisins; yellow for the grain; white for the sheep; etc.). Place the pieces in a small basket or sandwich bag as you tell the children the story of Abigail.

#### 1st-2nd Graders:

- “Wise Owl” game: Have the children sit in a circle. Walk around them (like in “Duck Duck Goose”) for a few seconds, and then stand behind one child. Ask that child a question about this lesson or previous lessons. If he/she can answer correctly, he/she can go around the circle selecting the next person to be quizzed. Another variation would be to give each child a piece of colored paper (or a number). Divide an 8” x 8” (or larger) piece of cardboard or poster board into as many sections as you have children in the class. Add a spinner to the center of the board and label the sections either by color or number (whichever you give the students). Spin the spinner to choose which child (with the color or number selected by the spinner) will answer each of the review questions. ([Owl Cutouts](#) provided in activity sheets)
- “[Foolish Nabal and Wise Abigail Crossword Puzzle](#)” (provided in activity sheets)
- “[Foolish Nabal and Wise Abigail Word Search](#)” (provided in activity sheets)

- “The Wise Old Owl” game: Write words from this unit dealing with wisdom and wise behavior on clothespins. Write the definitions (from the dictionary the kids will use) on owl cutouts ([Owl Cutouts](#) provided in activity sheets). Make two sets. Divide the class into two groups, giving each group a kids Bible Dictionary and a set of words and definitions. Working with their group, have the kids look up the words and match them to the correct definition.
- Make cutouts of five sheep, two skins of grape juice, two loaves of bread (representing 200 loaves), two fig cakes (representing 200 cakes), five grains (representing five sheaves), and a cluster of raisins (representing 100 clusters). Use colored construction paper (purple for the raisins; yellow for the grain; white for the sheep; etc.). Place the pieces in a small basket or sandwich bag as you tell the children the story of Abigail.

### 3rd-4th Graders:

- “Wise Owl” game: Give each child a piece of colored paper (or a number). Divide an 8” x 8” (or larger) piece of cardboard or poster board into as many sections as you have children in the class. Add a spinner to the center of the board and label the sections either by color or number (whichever you give the students). Spin the spinner to choose which child (with the color or number selected by the spinner) will answer each of the review questions. ([Owl Cutouts](#) provided in activity sheets)
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- Have the children read the following:
  - 1 Samuel 25 (as well as chapters 21-24 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 21-25 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
  - “[Why Are Owls Wise?](#)” article in the January, 2000 issue of *Discovery*
  - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

### SONGS:

#### “THE WISE MAN BUILT HIS HOUSE UPON A ROCK” ([Click to Hear](#))

Author: Ann Omley

The wise man built his house upon the rock. (3X) *(make building motion with fists)*  
 And the rains came tumbling down. *(make rain falling motion with hands)*

Oh! The rains came down, and the floods came up.  
*(Make rain falling motion, then lift hands to show water rising.)*

The rains came down, and the floods came up. (REPEAT)  
*(Make rain falling motion, then lift hands to show water rising.)*

And the wise man’s house stood firm.

But the foolish man built his house upon the sand.  
*(Make building motion with fists, then spread out hands for sand.)*

The foolish man built his house upon the sand. (REPEAT)

*(Make building motion with fists, then spread out hands for sand.)*  
And the rains came tumbling down. *(make rain falling motion with hands)*

Oh! The rains came down, and the floods came up.  
*(Make rain falling motion, then lift hands to show water rising.)*

The rains came down, and the floods came up. (REPEAT)

*(Make rain falling motion, then lift hands to show water rising.)*

And the foolish man's house went SPLAT! *(Clap hands together when you say "Splat!")*

So build your house on the Word of Jesus Christ. *(make building motion with fists then point to Heaven)*

Build your house on the Word of Jesus Christ. (REPEAT)

*(Make building motion with fists then point to heaven.)*

And the blessings will come down.

Oh, the blessings come down as the prayers go up.

*(Make rain falling motion, then hands folded in prayer lifting upward.)*

The blessings come down as the prayers go up. (REPEAT)

*(Make rain falling motion, then hands folded in prayer lifting upward.)*

So build your house on the Lord Jesus Christ.

\*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.



# Foolish Nabal and Wise Abigail

1 Samuel 25; 27:3; 30:5



Old Testament 6  
Part 1: David

## WEDNESDAY EVENING

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 25; 27:3; 30:5,18; 2 Samuel 2:2; James 3:13-17

### MEMORY WORK:

“Happy is the man who finds wisdom, and the man who gains understanding” (Proverbs 3:13).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- [“The Wise Man Built His House Upon a Rock”](#)

### 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.]
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- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
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- Make a “Bible Opposites” flipchart: find pictures to use to contrast opposites in this story—foolish/wise; angry/calm; lazy/eager to help; etc.
- Pictures of owls
- Make a “Wisdom Tree” to illustrate James 3:13-18: Make a large tree to put on the wall. Cut out fruit shapes and label them with characteristics of wise people found in James 3. (You may also want to put “rotten” fruit on the ground labeled with characteristics of the unwise.)



## PERSONAL APPLICATION:

God wants me to learn from His Word how to be wise and make good decisions.

## 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)

Spend more time talking about wisdom—what it is and how to have it (through study of God’s Word).

## LESSON FROM NATURE:

We often think of **owls** as being wise animals. No one knows for sure where this idea got started. It may date back to the ancient Greeks who believed that owls represented wisdom and knowledge. We do know that for thousands of years, superstitious people thought owls could predict future events (deaths and births, for example). It was thought that because most owls hunt at night, their presence could only signal bad things in the future, since nighttime and darkness are often associated with evil. Some people thought that the hooting of an owl was a signal that someone would soon die.

Though owls are not as intelligent as some other animals—and are definitely not the most intelligent kind of bird—they do have the ability to see very well at night, and they have a very keen sense of hearing. They can turn their heads almost completely around, and some kinds of owls can turn their heads upside down! They use these God-given abilities to help them find food and protect themselves. Owls are not intelligent like we are, and they can’t gain wisdom and understanding (can’t learn right from wrong). But they know how to use the knowledge and talents God gave them to make good choices.

Refer to “Why Are Owls Wise?” article cited in recommended visuals for more information on owls.

## 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):

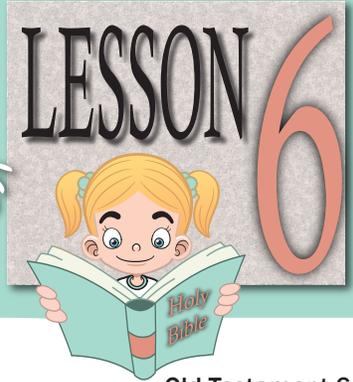
See Sunday morning’s lesson

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



# David is Kind to Mephibosheth

2 Samuel 4:4; 9:1-13



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:

2 Samuel 4:4; 9:1-13; Zechariah 7:9-10; Matthew 7:12; 1 Corinthians 13:4

### MEMORY WORK:

YOUNGER CHILDREN: "Be kind to one another..." (Ephesians 4:32a).

OLDER CHILDREN: "Be kind to one another, tenderhearted, forgiving one another, even as God in Christ forgave you" (Ephesians 4:32).

### 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.

- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

### 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.)
- "Hateful Henrietta" illustration [see suggested script at end of this lesson]: Use a grouchy face or a picture of a grouchy little girl for Henrietta, or use a pattern from Sarah Richey's *Creative Bible Teaching: Volume 1* (p. 58). Put the figure or picture on the board. As you talk about ways Henrietta should behave, write them on the board. [Could also make a flipchart to illustrate the story.]



## PERSONAL APPLICATION:

I must learn to look for ways to be kind to everyone: not just those I know and love, but also to those who may be “different.”

## LESSON STARTS HERE

## INTRODUCTION:

Review last week’s lesson.

David’s best friend was Jonathan, one of Saul’s sons. David made a promise to Jonathan to take care of his children. One of Jonathan’s son was crippled/disabled. What does that mean? Do you know anyone who is crippled/disabled? (Discuss the handicaps of people they may know.) How are we supposed to treat people who walk, talk, or look differently than we do? Let’s see what we can learn from David.

## POINTS TO EMPHASIZE:

1. During an intense battle with the Philistines, three of Saul’s sons were killed. When Saul heard that Jonathan, Malchishua, and Abinadab were dead, he decided that he would rather die than be killed by the Philistines. He killed himself by falling on his own sword (1 Samuel 31). One of Saul’s sons named Ishbosheth was not part of the battle and survived.



**NOTE:** According to 2 Samuel 21:8, Saul had at least two more sons by his concubine Rizpah and five grandsons by his oldest daughter Merab from her marriage to Adriel, which Michal (Saul’s younger daughter and wife of David) apparently raised.



**RECOMMENDED READING FOR TEACHERS:** See the articles “[King Saul—Killed by a Philistine and an Amalekite?](#)” and “[Did All of Saul’s House Die Together?](#)” on the Apologetics Press Web site for a study of alleged Bible discrepancies regarding the death of Saul and his sons.

2. When news of the deaths of Saul and his sons reached the palace, the rest of the family became afraid that they would be killed, too. Jonathan had a son named Mephibosheth who was only five years old at the time and was being taken care of by a “nurse” (comparable to a nanny). His nurse hurried to get the little boy to safety, but as she hurried, she dropped him. He was badly hurt and was never again able to walk normally (he became “lame”). She took the little boy to a place where she thought he would be safe (Lo Debar, east of the Jordan, to the house of Machir).
3. Meanwhile, Ishbosheth, the last surviving son of Saul, became king of Israel in his father’s place, instead of David, as God had decided. The country became divided between those that wanted David to be king and those that believed Ishbosheth should be king, because he was Saul’s son. Ishbosheth served as king for only two years, before he was murdered (2 Samuel 4).
4. The country that had been divided came together to ask David to be their king in Saul’s place. David had been acting as king over part of the country for 7 ½ years, with his headquarters in Hebron (2 Samuel 2:1,4,11). When he finally became king of all of Israel, he led his country to victory in many more battles against its enemies. He also gathered great wealth to be used in

the building of a beautiful Temple to God. After several years of working to be a good leader for his people, he remembered his promise to his good friend Jonathan (1 Samuel 20:14-17).

5. He asked his servants to find out if any of Saul's family (grandchildren or other descendants) were still living so that he could show them "the kindness of God." One of David's servants told David that a son of Jonathan was still alive. So David sent for Mephibosheth in Lo Debar. By this time, Mephibosheth was old enough to be married and had a son of his own. When he was asked to come to the king's palace in Jerusalem, he was probably afraid. When he came to David, he bowed low to the king, with his face on the floor, as a sign of respect (and acknowledgement that the king had the power to do whatever he wished with Mephibosheth). But David assured him that he meant no harm, telling Mephibosheth that he only wanted to keep the promise he made to Jonathan—that he only wanted to show him kindness. David promised to give to him all that was rightfully his as a descendant of King Saul.
6. Not only did David give back to Mephibosheth the land that had been King Saul's, but David also invited him to eat at his table regularly. It was a great honor to eat with the king even once; to be invited to eat at the king's table regularly meant that he was being accepted as one of the king's family and was under the king's protection.
7. King David was generous and kind to this young man. In Bible times, handicapped people were often doomed to become beggars, dependent on handouts from strangers. It does not appear that Mephibosheth had to beg for food or live in poverty like others who were crippled or disabled; he had lived in safety in the house of Machir, in Lo Debar. But to be accepted once again in his homeland and promised a lifetime of honor by the king was a great blessing.
8. Mephibosheth was "different" because he could not walk. Some people are "different" today because they cannot see or hear or speak. Some people are "different" because they look different or speak a different language. But just as David was kind to Mephibosheth, we can and must be kind to others—no matter who they are, where they're from, how they talk, or how they look. Kindness means doing nice things for others. It also means being polite (having good manners) and being compassionate. Jesus never laughed at anyone who was "different." He always treated others with respect and kindness, looking for ways to help them. If we want to be like Him, we must do the same. Read what God said to Samuel before he anointed David to be king (1 Samuel 16:7).

**HISTORICAL NOTE:** Mephibosheth is called "Meribbaal" in 1 Chronicles 8:34 and 9:40.

Some scholars believe that Merib-baal was the actual name of this grandson of Saul (son of Jonathan) but that many years later scribes substituted "bosheth" (Hebrew for "shame"). The word "baal" was a title frequently given to various idols and is used in the Old Testament many times to refer to pagan gods in Canaan and other parts of the Middle East.

Others think that Merib-baal was Jonathan's son's original name, at a time when "baal" was not completely associated with idol worship; the name then may have meant "the Lord's man." Perhaps scribes changed his name or perhaps his name was changed because he was not considered a "whole" man and therefore not suitable to follow in his father's footsteps.



**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:**

- “[David is Kind to Mephibosheth Coloring Sheet](#)” (provided in activity sheets)
- “[Sewing Cards](#)” (provided in activity sheets): Write the words “BEE kind to others like David was kind to Mephibosheth” on half-sheets of cardstock or 8-inch squares of posterboard (one for each child). Punch holes on all four sides of the cards, at one inch intervals. Cut lengths of yarn long enough to “sew” through the holes, all the way around the cards. Provide bee cutouts for the children to glue onto their cards. Give each child a card and length of yarn to “sew.” [Tablets of bee cutouts can be purchased at teachers’ supply stores; cutouts or line-drawings of bees can also be found online or in childrens’ coloring books.] ([Bee Cutouts](#) provided in activity sheets)
- Borrow crutches, a wheelchair, or blindfold children and let the children experience what it feels like to need help. Make sure to emphasize that we do not make fun of others because they are different.

**1st-2nd Graders:**

- Tic-Tac-Toe or Hang-man: Divide the class into two teams and play Tic-Tac-Toe or Hang-man with clues from lessons in this unit (See [O.T 6 Review Questions](#) for example questions; Tic-Tac-Toe [instructions](#) and [board](#) provided in activity sheets)
- “[I Was Caught Being Kind](#)” (provided in activity sheets): Divide a sheet of copy paper into several sections. In each section, write “I was caught being kind.” Make at least one copy per child in your class, and cut them apart. Before class, give the cards to several members of the congregation; ask the members to give the cards to children that they see being kind or helpful. Challenge the children to do kind things for others that day, before and after worship services. Variation: Make a small chart for each child titled “I Will Be Kind to Others.” Give stickers and the charts to the parents of your students. Ask the parents to reward their children with stickers during the week for acts of kindness.
- “[Memory Verse Cutout](#)” (provided in activity sheets): Divide the class into teams. Write each word from the memory verse on separate cards, and give each team a set. Mix the cards in each set up, and let the teams race to try to put the cards in the proper order.

**3rd-4th Graders:**

- Tic-Tac-Toe or Hang-man: Divide the class into two teams and play Tic-Tac-Toe or Hang-man with clues from lessons in this unit (See [O.T 6 Review Questions](#) for example questions; Tic-Tac-Toe [instructions](#) and [board](#) provided in activity sheets)
- “[I Was Caught Being Kind](#)” (provided in activity sheets): Divide a sheet of copy paper into several sections. In each section, write “I was caught being kind.” Make at least one copy per child in your class, and cut them apart. Before class, give the cards to several members of the congregation; ask the members to give the cards to children that they see being kind or helpful. Challenge the children to do kind things for others that day, before and after worship services. Variation: Make a small chart for each child titled “I Will Be Kind to Others.” Give stickers and the charts to the parents of your students. Ask the parents to reward their children

with stickers during the week for acts of kindness.

- “[Memory Verse Cutout](#)” (provided in activity sheets): Divide the class into teams. Write each word from the memory verse on separate cards, and give each team a set. Mix the cards in each set up, and let the teams race to try to put the cards in the proper order.
- Have the children read the following:
  - 2 Samuel 9
  - *If Jesus Came to My House*, by Joan G. Thomas, Harper Collins Publishers (DISCLAIMER: Skip two pages depicting worship. You could tape them together.)

## SONGS:

### “BE KIND TO OTHERS” ([Click to Hear](#))

Author: Unknown\*

(Tune: “Jesus Loves Me”)

Help somebody when you can,  
Baby, woman, child, or man;  
There is work for you to do,  
Be forever kind and true!

CHORUS:

Be kind to others. Be kind to others.  
Be kind to others. God wants you to be kind.

### “BEING KIND TO OTHERS”([Click to Hear](#))

Author: Lora Laycook

(Tune: “Bringing in the Sheaves”)

Being kind to others, being kind to others;  
Being kind to others, every night and day.  
Being kind to others, being kind to others;  
Jesus ever taught us that we must obey.

CHORUS:

O we must be kind! O we must be kind!  
Jesus ever taught us that we must be kind.  
(REPEAT)

## **“Hateful Henrietta”**

(adapted from Sarah Richey’s “Hateful Henrietta” in  
*Creative Bible Teaching: Volume 2*, p. 52)

Henrietta really has a problem getting along with others! At school, she is so hateful to everyone that no one wants to be her friend. It doesn’t seem to bother Henrietta at all when she hurts other people’s feelings. She is even rude to her teachers. When she is around people who have to wear thick glasses or braces or who walk with crutches, she makes fun of them and calls them terrible names. There are kids in her classes who are from other countries who talk and dress differently, and Henrietta makes fun of them too! Some children smell funny, and others look dirty or have holes in their clothes. Henrietta is sure to say unkind things to them as well.

At home Henrietta is hateful to her family. She treats her little brother very badly and calls him a “sissy” because he wants to play with her. She yells at her older sister for coming into her room uninvited. She even talks back to her mother and daddy!

Henrietta is one of the unhappiest people in the world! I wonder why?!

Henrietta needs to learn some important Bible verses. Ephesians 4:32 tells us that we should “be kind to one another, tenderhearted, forgiving one another, just as God in Christ also forgave you.” Colossians 3:12 tells us that we should “put on tender mercies, kindness, humility, meekness, longsuffering.”

God wants us to be happy, and we are happiest when we do what is right, including being kind to others. Can you think of ways Henrietta could change and be kind?

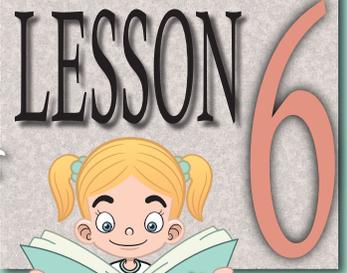
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



# David is Kind to Mephibosheth

2 Samuel 4:4; 9:1-13



Old Testament 6  
Part 1: David

## WEDNESDAY EVENING

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:

2 Samuel 4:4; 9:1-13; Zechariah 7:9-10; Matthew 7:12; 1 Corinthians 13:4

### MEMORY WORK:

YOUNGER CHILDREN: "Be kind to one another..." (Ephesians 4:32a).

OLDER CHILDREN: "Be kind to one another, tenderhearted, forgiving one another, even as God in Christ forgave you" (Ephesians 4:32).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

### 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.)
- "Hateful Henrietta" illustration [see suggested script at end of this lesson]: Use a grouchy face or a picture of a grouchy little girl for Henrietta, or use a pattern from Sarah Richey's *Creative Bible Teaching: Volume 1* (p. 58). Put the figure or picture on the board. As you talk about ways Henrietta should behave, write them on the board. [Could also make a flipchart to illustrate the story.]



## PERSONAL APPLICATION:

I must learn to look for ways to be kind to everyone: not just those I know and love, but also to those who may be “different.”

## INTRODUCTION:

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

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

## POINTS TO EMPHASIZE:

Remind the children that it usually takes as much or as little time to be kind as to be mean, hateful, and disrespectful.

Make up a role play about a mean child at school and one about a nice child at school. Show examples of being kind and being mean.

Draw or copy a clock face on the board and talk about ways we can be kind and respectful and polite all day long. [Cutouts of clocks are available from teachers’ supply stores.]

YOUNGER CHILDREN: Let them color and/or decorate their own clock faces.

## 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

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



# David and Bathsheba

## LESSON 7

### 2 Samuel 11



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:

2 Samuel 11; 12; Psalms 32; 51

### MEMORY WORK:

YOUNGER CHILDREN: "Create in me a clean heart, O God..." (Psalm 51:10a).

OLDER CHILDREN: "Create in me a clean heart, O God, and renew a steadfast spirit within me" (Psalm 51:10), or "Do not be deceived, God is not mocked; for whatever a man sows, that he will also reap" (Galatians 6:7).

### 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 and Bathsheba](#)"
- "[Oh, Be Careful Little Eyes What You See](#)"

### 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.)
- "David, Bathsheba and Nathan's Parable" pictures: <http://www.freebibleimages.org/illustrations/david-bathsheba/>



## PERSONAL APPLICATION:

**YOUNGER CHILDREN:** When I think about doing something I know is wrong, I need to remember that God is with me all the time, and He will be very sad if I don't do the right thing.

**OLDER CHILDREN:** When I am tempted to do wrong, I need to remember that bad choices always have consequences (hurt my relationship with God and with others; damage my reputation, etc.).

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Have you ever done something wrong you thought no one else knew about? God always knows what we do and, most of the time, so do our parents. David made some really bad choices and thought no one else knew about them. But God knew. Let's see what happened.

### INTRODUCTION: (OLDER CHILDREN)

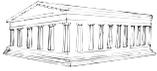
Have you ever done something wrong you thought no one else knew about? Even when we think no one is watching, God is always watching, and, most of the time, our parents or teachers are watching, too. David made some very bad choices and thought no one else knew what he had done. But God did! Let's see what we can learn from David's mistakes.

### POINTS TO EMPHASIZE:

1. As king of Israel, David's power and influence grew. His army grew larger and larger. For several years, he led the army of Israel in battle after battle, defending its land and gaining more land. Through all of those years, David continued to follow God with all his heart. "And the Lord preserved David wherever he went" (2 Samuel 8:6,14). He was a good king—loved and respected by his people. "So David reigned over all Israel; and David administered judgment and justice to all his people" (2 Samuel 8:15).
2. One of the times that his army went out to fight (in the spring), David decided to stay in Jerusalem instead of going to war with his troops. There was nothing necessarily wrong with him staying in Jerusalem, but because he decided to be idle while he was at home and not use his time wisely (unlike the other kings who went out to battle—2 Samuel 11:1), he made a terribly bad choice that would affect him and his entire family for the rest of his life.
3. One afternoon while he was at home, he got out of bed to take a walk. Whatever his reason for getting up, he decided to take a walk on the roof of his palace. From the roof of his palace, David looked over to the roof of another house and saw a beautiful woman taking a bath. Instead of looking away, as he should have done, he continued to watch her. He sent for servants to ask who the woman was. He was told that she was Bathsheba, the wife of Uriah, one of David's bravest and most devoted soldiers.



**NOTE:** The text says that David got up from his bed or couch to go to the roof, even though it was only late afternoon. This could indicate that David was being idle, laying around in his bed, but it could also be that David was taking an afternoon nap in the heat of the day, as was common, like modern oriental countries, as well as the modern "siesta" of Mexico.



**HISTORICAL NOTES:** In Bible times, most buildings in the area we know today as Israel and Palestine had flat roofs with ledges around them to prevent anyone from falling off. Because family homes had few windows (to prevent thieves from coming in), people often slept on their rooftops when the weather was hot. Flat roofs were also used to dry or store grain (as in the story of Rahab in Joshua 2:6).

4. David knew that the woman’s husband was Uriah, and David knew Uriah was away at war serving him. The king sent messengers to bring Bathsheba to the palace. David treated Bathsheba as if she were his wife—even though she was already married. He sinned against her husband and against God because he took another man’s wife. He committed adultery. He disobeyed at least two of the Ten Commandments (which are repeated, in one form or another, throughout Scripture): “You shall not commit adultery,” and “You shall not covet...your neighbor’s wife” (Exodus 20:14,17).



**NOTE:** Use terminology describing adultery that is appropriate for the age group. Examples: “Sleeping with someone else’s wife,” “having sex with someone else’s wife,” or “treating someone else’s wife as if they are your wife.”

5. **WITH YOUNGER CHILDREN:** It is not necessary to include the details of how David tried to get rid of Uriah or of the death of David and Bathsheba’s baby. Continue the story with Nathan’s visit to rebuke David (in 2 Samuel 12) and the “Mine and Yours” activity.
6. **OLDER CHILDREN:** Sadly, most children have seen many such stories on TV or have parents who divorced because of sexual immorality. So they will have little trouble understanding David’s sin with Bathsheba or his attempts to hide it. Discuss this as much as you feel is appropriate with your class. Use James 1:14-15 to describe the progression of sin: David was tempted because of what he saw. Instead of having self-control and turning away from that temptation, he lusted after Bathsheba (he had feelings for her that he should only have had for his wife). Then he wanted her so much that he acted on his strong feelings, rather than remembering what God’s Word said and choosing not to do wrong.



**NOTE:** If Psalm 32 relates to this time in David’s life, as Bible students think, it indicates that he became physically ill and emotionally distraught during this time of trying to hide his sins of adultery and murder from everyone.



**RECOMMENDED READING FOR TEACHERS:** See the articles “[Should David have been Stoned?](#)” and “[The Death of David’s Son](#)” by Kyle Butt on the Apologetics Press Web site for a response to accusations against God concerning His actions and inactions regarding David. See “[But What About David and Bathsheba’s Marriage?](#)” and “[To Whom Does Matthew 19:3-12 Apply?](#)” by Dave Miller for a discussion of the scriptural legitimacy of David’s marriage to Bathsheba.

7. Some time later, the prophet Nathan came to David with a powerful message from God. Nathan told David a story about a rich man with many flocks and herds of animals who took away a poor man’s only lamb to provide meat for a feast. The lamb was a pet to the poor man’s children and was very special to him, Nathan said. When Nathan had finished his story, David was very angry, thinking the

story to be true. He said that the rich man who did this terrible thing deserved to die! Nathan looked at David and made this chilling statement: “You are the man!”

8. Nathan reminded David how much God had blessed him and asked him, “Why have you despised the commandment of the Lord, to do evil in His sight?” David understood immediately the point of Nathan’s story, and he also understood that **God** knew about his sins, even if no one else did. David asked for forgiveness, as he should have done many months before, and Nathan told him that God would forgive his sincere repentance. [Psalm 51:4: “Against You, You only, have I sinned, and done this evil in Your sight.”]
9. There are temptations to do wrong (to make choices other than what God’s Word says) around us all the time. We can choose to ignore what God tells us to do and do what “feels good ” for the moment. **Or** we can (1) get away from the temptation as quickly as possible, (2) pray for strength and conviction to make right choices, and (3) remember that there are no temptations so big that we cannot overcome them with God’s help (1 Corinthians 10:13). [Describe some of the temptations put before the children every day to make wrong choices because “everyone else is doing it” (or because TV characters or famous people are doing it). Examples: smoking, talking back to teachers or parents, using bad language, having physical relationships intended only for marriage, etc.]
10. Even though we might make bad choices that we think no one knows about, **God always knows!!!** There is nothing we can hide from God. Eventually other people will find out, too, damaging our influence for good. God forgave David, but the consequences of David’s sin would last for many years to come, as they do for ours. God will forgive us if we ask Him, but there will still be consequences for our bad choices.

**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:**

- “[David and Nathan Coloring Sheet](#)” (provided in activity sheets)
- “[Mine and Yours](#)” (provided in activity sheets): Have four or five small boxes individually labeled “Daddy’s,” “Mommy’s,” “Brother’s,” “Sister’s,” and “Mine.” Have several small items or pictures of different things that might belong to each family member (i.e., a hammer and a man’s jacket for Daddy, a purse and bracelet for Mommy, a toy truck and soccer ball for brother, etc.). As you look at each item, ask the children to help you decide what belongs to each family member and put the items in appropriate boxes. Talk about the importance of respecting other people’s things. We don’t take what is not ours; we don’t bother things that are not ours. Taking/“borrowing” things without permission that do not belong to us is stealing and is selfish. We hurt ourselves and others when we are selfish and do not behave the way Jesus behaved.

**1st-2nd Graders:**

- “[Memory Verse Review](#)”: Write the words of each memory verse of this unit on index cards, one word per card. (Would be a good idea to use a different color for each verse.) Put the set of cards for each verse in separate Ziploc® bags. Divide the children into pairs or small groups. Give each pair/group a bag of cards and let them unscramble the memory verses. As

each group successfully unscrambles its verse, let them swap bags and unscramble other verses. (memory verse cutouts for this lesson's verse provided in activity sheets)

- “[What Did I Do?](#)” (provided in activity sheets): Write the names of characters from this unit on index cards (e.g., Saul, David, Jonathan, Jesse, Samuel, Eliab, Michal, etc.). Put the cards in a box/bag. Let each student take a turn drawing a name out of the bag, and then telling something about that Bible character. (Can divide the class into two teams, awarding points for correct answers.)

### 3rd-4th Graders:

- Hang-man: Play Hang-man with key words or characters' names from this and previous lessons.
- “[Memory Verse Review](#)”: Write the words of each memory verse of this unit on index cards, one word per card. (Would be a good idea to use a different color for each verse.) Put the set of cards for each verse in separate Ziploc® bags. Divide the children into pairs or small groups. Give each pair/group a bag of cards and let them unscramble the memory verses. As each group successfully unscrambles its verse, let them swap bags and unscramble other verses. (memory verse cutouts for this lesson's verse provided in activity sheets)
- “[What Did I Do?](#)” (provided in activity sheets): Write the names of characters from this unit on index cards (e.g., Saul, David, Jonathan, Jesse, Samuel, Eliab, Michal, etc.). Put the cards in a box/bag. Let each student take a turn drawing a name out of the bag, and then telling something about that Bible character. (Can divide the class into two teams, awarding points for correct answers.)
- Have the children read:
  - 2 Samuel 10-12
  - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

### SONGS:

#### “DAVID AND BATHSHEBA”

Author: Jewel Kendrick

(Tune: “Jesus Keep Me Near the Cross”—verse only)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

#### “OH, BE CAREFUL LITTLE EYES WHAT YOU SEE” ([Click to Hear](#))

Author: Unknown\*

Oh, be careful little eyes what you see.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go.

(REPEAT)

For the Father up above,

Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear.

(REPEAT)

For the Father up above,

Is looking down in love.  
So, be careful little ears what you hear.  
Oh, be careful little mouth what you say. (REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little mouth what you say.  
Oh, be careful little hands what you do.  
(REPEAT)  
For the Father up above,  
Is looking down in love.  
So, be careful little hands what you 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.



# David and Bathsheba

## LESSON 7

### 2 Samuel 11



Old Testament 6  
Part 1: David

## WEDNESDAY EVENING

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:

2 Samuel 11; 12; Psalms 32; 51

### MEMORY WORK:

YOUNGER CHILDREN: "Create in me a clean heart, O God..." (Psalm 51:10a).

OLDER CHILDREN: "Create in me a clean heart, O God, and renew a steadfast spirit within me" (Psalm 51:10), or "Do not be deceived, God is not mocked; for whatever a man sows, that he will also reap" (Galatians 6:7).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["David and Bathsheba"](#)
- ["Oh, Be Careful Little Eyes What You See"](#)

### 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.)
- "David, Bathsheba and Nathan's Parable" pictures: <http://www.freebibleimages.org/illustrations/david-bathsheba/>



## PERSONAL APPLICATION:

YOUNGER CHILDREN: When I think about doing something I know is wrong, I need to remember that God is with me all the time, and He will be very sad if I don't do the right thing.

OLDER CHILDREN: When I am tempted to do wrong, I need to remember that bad choices always have consequences (hurt my relationship with God and with others; damage my reputation, etc.).

## 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.)

Remind the children that David took another man's wife and disobeyed God. Discuss faithfulness in the marriage relationship and emphasize God's plan from the beginning: one man, one woman, for life—not to be changed or broken by taking the husband or wife of someone else (treating another person as if he/she is your husband/wife).

## 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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