

## Lesson 74

# God Calls Samuel

God gave Samuel a message of judgment on Israel and the house of Eli.

# Studying God's Word

## Lesson Time

Don't forget! Review the Optional Supplements and determine where you can use them.

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you prepared for this lesson.

## Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

Today let's say prayers of supplication and ask God for something.

I'll start. Dear God, would you please . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an

opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

I love you prayers—Adoration  
I'm sorry prayers—Confession  
I'm thankful prayers—Thanksgiving  
Please prayers—Supplication

## **Bible Truths**

These four questions will be repeated each week to help the students learn foundational truths.

Who should we worship? The one true God.  
When can we trust God? All the time.  
What should we do if we love God? Obey him.  
What word means God does everything perfectly without mistakes? Wise.

## **Bible Treasure Hunt**

Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

Each week before class, hide your Bible somewhere in the room. Use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell

students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Explain the method you chose for today. Ready? Set! Go!

K-1st Lesson continues next.

### **Pre-K Lesson**

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### **Pre-K Lesson**

### **Review**

Refer to Lesson 73 Flip Chart. In our last lesson, we learned about a woman who

lived during the time of the judges. Who was she? Ruth.

Ruth and her mother-in-law, Naomi, were in trouble because they had no husbands to care for them. They were poor and needed food. But God is sovereign; he's in control of everything, and he arranged for Ruth to work in Boaz's field. Boaz was their redeemer because he bought Naomi's land, married Ruth, and took care of both women.

In our lesson today, we'll hear about a young man who heard someone calling his name. But it turned out not to be who he thought it was. We're going to play a quick game to get us started. Who thinks they can guess who is calling their name without seeing who it is? Choose a volunteer to come to the front. Put a blindfold on him and have him sit in a chair facing the wall.

Now I will point to someone, and all you have to do is say (volunteer's) name three times, but don't say anything else. We all have to be very quiet so he can figure out who is calling him. Ready? Point to a student to call out the name of the blindfolded volunteer three times. Remove the blindfold and ask the volunteer to guess who it was. Then reveal the person who did the calling.

It can be hard to tell who is speaking when we can't see them. Let's find out what the young man in our lesson did when he heard someone calling his name in the middle of the night.

## **Samuel's Birth**

Refer to the Exodus to Malachi Timeline. Our lesson begins near the end of the time of the judges.

Refer to Lessons 71 and 72 Flip Charts. We talked about two of the judges already who helped fight enemies. Do you remember who they were? Gideon and Samson.

The judge who was leading Israel at this time was a priest named Eli. He served in the tabernacle. This was where people came to worship God. They offered sacrifices to God and celebrated feasts every year.

At one of these feasts, Eli, the priest, saw a woman praying. Her name was Hannah. She was very sad because she had no children and really wanted a son. She cried and promised the Lord that if he gave her a son, she would give him back to God to be his servant. God did give Hannah a son, and she named him Samuel.

When Samuel was still a young boy, Hannah kept her promise to give him back to the

Lord. She brought Samuel to the tabernacle to live with Eli so he could stay and serve God as Eli's helper.

It must have been hard for Hannah to give up her son like that. But she visited every year and brought him new clothes, and God also blessed Hannah with other sons and daughters.

Eli was glad to have Samuel there because he was a great help. You see, Eli's two sons, Hophni and Phinehas, were not helpful at all. They were wicked men. As priests, they were supposed to love and serve God, but they were greedy and selfish. God was not pleased with them, and neither was their father, Eli.

Samuel, however, was obedient. God knew he would make Samuel a judge, a priest, and a prophet someday. Let's see how it all began.

## **Samuel's Calling**

When Samuel was a young man, probably a young teenager, God spoke to him for the first time. Samuel was still living with Eli and serving in the tabernacle. Let's find out how the Lord got his attention.

Who has the Bible? Will you please bring it up? Have the student bring up the Bible and

open it to the sticky note.

Refer to the Books of the Bible Poster. We will be acting out what happened in 1 Samuel chapter 3. I need two volunteers for a skit. Choose students to be Eli and Samuel. Set up the scene as directed.

## God Calls Samuel Skit(Based on 1 Samuel 3:1–18)

Have copies of the skit, props, and costumes ready.

As you read the skit, have an assistant direct the students as they repeat their lines and act out their roles. When finished with the skit, continue the lesson.

## God's Judgment

So, Samuel heard his first message from the Lord and told Eli. God would punish the Israelites, Eli, and his sons. But how would this punishment, or judgment, happen?

The Bible tells us God judged the people of Israel for their sin by letting them lose terribly in a battle against the Philistines. God also judged Eli's sons, allowing them to die in the battle. Then Eli fell over and died when he heard all the horrible news of the battle.

God's message to Samuel happened like he said it would. People now knew that Samuel was



God's new prophet. Samuel would become a faithful prophet, priest, and judge.

Continue with the Lesson Review Game below.

## **K-1st Lesson**

### **Review**

Okay! Let's start with a quick review of what we've been learning.

Refer to Lesson 73 Flip Chart. In our last lesson, we learned about Ruth, who lived during the time of the judges. Ruth and her mother-in-law, Naomi, were in trouble because they had no husbands to care for them. They were poor and needed food. But God is sovereign; he's in control of everything. God arranged for Ruth to work in Boaz's field. Boaz was their redeemer. He was able to buy Naomi's land, marry Ruth, and take care of both women.

In our lesson today, we'll hear about a young man who heard someone calling his name. But it turned out not to be who he thought it was. We're going to play a quick game to get us started. I need a volunteer. Who thinks they can guess who is calling their name without seeing who it is? Choose a volunteer to come to the front. Put a blindfold on him and have him sit in a chair facing the wall.

Now I will point to someone, and all you have to do is say (volunteer's) name three times, but don't say anything else. We all have to be very quiet so he can figure out who is calling him. Ready? Point to a student to call out the name of the blindfolded volunteer three times. Remove the blindfold and ask the volunteer to guess who it was. Then reveal the person who did the calling.

It can be hard to tell who is speaking when we can't see them. Let's find out what the young man in our lesson did when he heard someone calling his name in the middle of the night.

## **Samuel's Birth**

Refer to the Exodus to Malachi Timeline. Our lesson begins near the end of the time of the judges, about 300 years after God helped Joshua and the Israelites get the promised land.

Refer to Lessons 71 and 72 Flip Charts. We talked about two of the judges already who helped fight enemies. Do you remember who they were? Gideon and Samson.

Right. The judge who was leading Israel at this time was a priest named Eli. He served in the tabernacle of the Lord in a town called Shiloh. This was the place where people came to worship the God of Israel. They came to offer sacrifices to God and to celebrate feasts every year.

At one of these feasts, Eli, the priest, saw a woman who was praying. Her name was Hannah. She was deeply troubled and sad because she had no children and wanted a son very badly. She cried and promised the Lord that if he gave her a son, she would give him back to God to be his servant. God answered Hannah's prayer and gave her a son. Hannah named him Samuel.

When Samuel was still a young boy, Hannah kept her promise to give her son back to the Lord. She brought Samuel to the tabernacle and left him with Eli so he could stay and serve God as Eli's helper.

It must have been hard for Hannah to give up her son like that. But she visited every year and brought him new clothes, and God also blessed Hannah with other sons and daughters.

Eli, the priest, was glad to have Samuel there because he was a great help. But Eli's two sons, Hophni and Phinehas, were not helpful at all; they were wicked men. As priests, they were supposed to love and serve God, but they were greedy and selfish. They stole offerings that were supposed to be for God! God was not pleased with Hophni and Phinehas, and neither was their father, Eli.

Eli knew his sons were doing evil things and leading the people into sin. Eli tried to tell

them to stop sinning, or God would have to punish them. But Hophni and Phinehas would not listen to their father's warning.

Samuel, however, was obedient. God knew he would make Samuel a judge, a priest, and a prophet someday. Let's see how it all began.

## Samuel's Calling

God first spoke to Samuel when he was a young man, probably a young teenager. He was still living with Eli and serving in the tabernacle. Let's find out how the Lord got his attention.

Who has the Bible? Will you please bring it up? Have the student bring up the Bible and open it to the sticky note.

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God Calls Samuel Skit(Based on 1 Samuel 3:1–18)

As you read the skit, have an assistant direct the students as they repeat their lines and act out their roles. When finished with the skit, continue the lesson.

## God's Judgment

So, Samuel received his first message from the Lord, and Eli believed it. But how would this punishment, or judgment, come on Israel and Eli's family?

The Bible tells us the Israelites were fighting against the Philistines. The Israelites asked Eli's sons to take the ark of the covenant into battle. They wanted to use it like a good luck charm, hoping it would help them win. But that wasn't God's plan. The Israelites lost the battle—30,000 soldiers died, Hophni and Phineas were killed, and the Philistines stole the ark of the covenant.

God judged the people of Israel for their sin, letting them lose against the Philistines. God also judged Eli's sons, who were doing wicked things and leading the people into sin. After the battle, Eli heard that his sons had been killed and the ark was captured. He was so shocked at the news that he fell over and died!

God's message to Samuel happened like he said it would. People now knew that Samuel was God's new prophet. Samuel was chosen by God to be not only a prophet but also a priest and the last judge of Israel. He was the only man to be all three—prophet, priest, and judge.

Continue with the Lesson Review Game.

## Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

## Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

### Materials

- Review Questions (included in lesson)
- Two beanbags
- Three laundry baskets or boxes
- Masking tape

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go

to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

## **Bible Baseball**

Students will answer questions and run the bases!

### **Materials**

Review Questions (included in lesson)

Three chairs set out for bases

Optional: gift wrap tube and a large balloon

### **Instructions**

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and

return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

## Board Game

Teams will answer questions and make their way to the finish on the Game Board.

### Materials

- Review Questions (included in lesson)
- Game Board
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

### Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his



teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

## Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

### Materials

- Review Questions (included in lesson)
- Six to ten empty water bottles
- Softball or other small playground ball
- Masking tape
- Optional: dried corn or beans

### Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a "lane" from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the

lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

## Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

### Materials

- Review Questions (included in lesson)
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

### Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

## Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

## Materials

Review Questions (included in lesson)  
White board or chalkboard  
Markers/chalk  
Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

## Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as

simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

## Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

## Materials

Review Questions (included in lesson)  
A deck of numbered cards, or numbers and  
“wild” written on index cards  
One beanbag  
Masking tape  
Two baskets or containers for cards

## Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team’s basket to be counted at the end of the game. Next team’s turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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