

Lesson 76

God Chooses David

God sent Samuel to anoint David as the next king of Israel.

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 confession and tell God we're sorry.

I'll start. Dear God, I am sorry for . . . (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

K-1st Lesson

Pre-K Lesson

Review

Refer to the Exodus to Malachi Timeline. Let's review where we are in our timeline. Samuel was God's prophet, a priest, and a judge. But the

Israelites didn't want to be ruled by judges or by God anymore. They wanted a human king.

What was the name of the first king God chose? Saul.

Refer to Lesson 75 Flip Chart. Yes, God chose Saul to be Israel's first king. But Saul's heart was not right, and he disobeyed God. He offered a sacrifice that only Samuel was supposed to do. Then when God said to completely destroy their enemies, Saul kept the king and the best animals alive.

There were consequences for Saul's sin. Saul lost the kingdom and his friendship with Samuel. Then the Spirit of the Lord left Saul, and a harmful spirit was sent to trouble him.

So who would take Saul's place as king? Today, we'll find out who God chose to be the next king of Israel. Before we do that, I need a volunteer to help me. Choose a volunteer.

Note: This taste test uses the same supplies as the Heart Cookies activity so you can prepare for both at the same time. See Heart Cookies instructions for more details.

Bake and frost two heart-shaped cookies before class. Add extra salt to the frosting on one cookie (either mixed into frosting or

sprinkled on top) and decorate it to look nicer than the other cookie. Make the other cookie with the unsalted frosting look messy with no decorations.

I have two cookies here for you to sample. Show class the two cookies. Which cookie looks yummier? The nicely decorated cookie.

Take a bite of this cookie. Have volunteer take a bite of nicely decorated (but salty!) cookie.

How did it taste? Allow volunteer to describe the taste.

Now, take a bite of this cookie. Have volunteer sample the poorly decorated (but tasty!) cookie.

How did this one taste? Better than the other one? Allow answer.

Refer to the cookies. One cookie looked really nice on the outside; its frosting and decorations were perfect. But it didn't taste good! It was too salty. But the other cookie that didn't look as good tasted better! Have volunteer return to his seat.

If you plan to do the Heart Cookies activity, you may want to tell the students that they will decorate their own cookies later.

What do you think I wanted you to learn from the two cookies? How do we usually decide whether something is good or bad? What do we look at? Allow discussion. How it looks on the outside.

We look at the outward appearance. We look at food, toys, books, and other things and decide if they are yummy or gross, good or bad, pretty or ugly, exciting or boring. Sometimes we are right, but many times, what we think about something just by looking at it is wrong.

You know, we also do this with people. We may not want to be near a person who looks poor or dirty, but we might try to be near people who seem really smart or dress in fancy clothes.

In our lesson today, we'll see that God's prophet, Samuel, did the same thing! He thought one man would be a good king because he looked good on the outside. But God reminded Samuel that he looks at what a person is like on the inside—the heart.

Samuel Chooses Eliab

Samuel was sad that King Saul was not following and trusting God anymore. But the Lord told Samuel to go see a man named Jesse who lived in Bethlehem. Jesse had eight sons, and God had already chosen one of them to be the next king.

Samuel invited Jesse and his sons to come for a sacrifice. When Jesse and his sons got there, Samuel wondered which one of these fine-looking young men would be the next king.

Refer to the Lesson Flip Chart. Eliab was the oldest son. How many of you think Eliab would be the king? Show of hands.

1 Samuel 16:7

Refer to the Books of the Bible Poster. Let's find out if you're right. Who has the Bible? We'll read from 1 Samuel again today. Have the student bring up the Bible and open it to the sticky note. Read the verse.

Samuel saw right away that Eliab was tall and strong. "This must be the one!" Samuel thought.

But was Eliab the one God had chosen to be king? What did God mean when he said, "I have rejected him"? God did not choose Eliab.

The Lord explained to Samuel that he did not see people the same way a man would. What did God say man looks at? Outward appearance.

That's right! Samuel could only see what Eliab looked like on the outside. But what does the Lord look at? The heart.

God didn't care about what Eliab looked like on the outside. He looked into Eliab's heart

to see if he loved the Lord and wanted to obey him. But God said Eliab would not be the next king.

God Chooses David

One by one, Jesse's sons walked by Samuel. "Oh, maybe it's this one," Samuel thought as each son passed before him. But God said, "No" to all seven of them! So now what?

Samuel asked Jesse, "Are all your sons here?"

"No," Jesse replied. "My youngest son is in the fields keeping the sheep."

"Well, send someone to get him," Samuel said.

A little while later, Jesse's youngest son came to see Samuel. This young man's name was David. He was only about 15 years old, but he looked healthy and handsome. God told Samuel, "Get up and anoint this man, he is the one."

Refer to the Flip Chart. Samuel obeyed God and poured oil on David's head to anoint him as the next king of Israel.

Do you think David's family was surprised?
Yes.

David's family probably was surprised because the oldest son was usually chosen to lead back then. But this time, God chose

the youngest son to lead the whole nation of Israel as their king!
Did God choose David because he was handsome on the outside? No!

No, it didn't matter what David looked like on the outside. The Bible tells us that God wanted a king who was a man after God's own heart. That means the man God chose would love God and want the same things that God does. He had a heart that would try to follow God. And God knew that man was David.

Continue with the Lesson Review Game below.

K-1st Lesson

Review

Refer to the Exodus to Malachi Timeline. Let's review where we are in our timeline. Samuel was God's prophet, a priest, and a judge. But the Israelites didn't want to be ruled by judges or by God anymore. They wanted a human king.

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when God said to completely destroy their enemies, the Amalekites, Saul kept the king and the best animals alive.

Saul made some bad choices and disobeyed God. Now there would be consequences for his sin. Saul lost the kingdom and his friendship with Samuel. Then the Spirit of the Lord left Saul, and a harmful spirit was sent to trouble him.

God told Saul that his kingdom would be taken away. But who would take Saul's place as king? Today, we'll find out who God chose to be the next king of Israel. Before we do that, I need a volunteer to help me. Choose a volunteer.

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times, what we think about something just by looking at it is wrong.

You know, we also do this with people. We may not want to be near a person who looks poor or dirty, but we might try to be near people who seem really smart or dress in fancy clothes.

In our lesson today, we'll see that God's prophet, Samuel, did the same thing! He looked at the outward appearance of a man and thought he would be a good king because he looked good on the outside. But God had to remind Samuel that he looks at what a person is like on the inside—the heart.

Samuel Chooses Eliab

Samuel was sad that King Saul was not following and trusting God anymore. But the Lord told Samuel to quit feeling sorry about Saul and go see a man named Jesse who lived in Bethlehem. Jesse had eight sons, and God had chosen one of them to be the next king.

Refer to Lesson 73 Flip Chart. Remember Ruth from a few lessons ago? She left her country and family to go to Bethlehem with her mother-in-law, Naomi.

Who did Ruth end up marrying? Boaz.

Right! Ruth and Boaz had a son named Obed, and Obed's son was Jesse. So, Jesse was Ruth and Boaz's grandson! And that's who Samuel was going to see.

When Samuel arrived in Bethlehem, he invited Jesse and his sons to join him for a sacrifice. When Jesse and his sons got there, Samuel wondered which one of these fine-looking young men would be the next king.

Refer to the Lesson Flip Chart. Eliab was the oldest son. How many of you think Eliab would be the king? Show of hands.

1 Samuel 16:7

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The Lord explained to Samuel that he did not see people the same way a man would. What did God say man looks at? Outward appearance.

That's right! Samuel could only see what Eliab looked like on the outside. But what does the Lord look at? The heart.

God looked deeper than the outward appearance of Eliab. He didn't care about what Eliab looked like on the outside. He looked into Eliab's heart to see if he loved the Lord and wanted to obey him. But God said Eliab would not be the next king.

God Chooses David

One by one, Jesse's sons walked by Samuel. "Oh, maybe it's this one," Samuel thought as each son passed before him. But God said, "No" to all seven of them! Hmm. Samuel knew he was in the right place, but so far, God had not told him to anoint any of these men as the new king.

1 Samuel 16:11–12

So now what? Let's keep reading and find out who God chose! Read 1 Samuel 16:11–12.

What did Samuel ask Jesse? Are all your sons here?

Which of Jesse's sons had not come? The youngest son.

What was the youngest son doing? Keeping the sheep.

What did Samuel tell Jesse to do? Send someone to get him.

What did this son look like? Ruddy, beautiful eyes, and handsome.

Ruddy means healthy-looking, kind of like when your cheeks are rosy after you've been outside on a chilly day.

Was this son the one God chose to be the next king? Yes!

This young man's name was David. He was the youngest of Jesse's sons—probably only about 15 years old. He was the one God had chosen to be the next king.

Refer to the Flip Chart. Samuel poured oil on David's head to anoint him as the next king of Israel.

Do you think David's family was surprised? Yes.

His family probably was surprised that God chose David. Usually the oldest son was chosen to lead back then, but here God chose the youngest son to lead the whole nation of Israel as their king!

Did God choose David because he was ruddy and handsome on the outside? No!

No, it didn't matter what David looked like on the outside. The Bible tells us that God wanted a king who was a man after God's own heart. The word "heart" here means

the part of a person deep down inside that controls how he feels, what he thinks, what he wants, and the choices he makes. The man God chose as the next king would want the same things that God does. He had a heart that would try to do whatever God wanted. And God knew that man was David.

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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Bible Version

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