

## Lesson 76

# God Chooses David

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

# Studying God's Word

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

## Introduction

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 two heart-shaped cookies before class (sugar or shortbread cookies can be easily rolled and shaped with cookie cutters; use premade dough to shorten prep time). Buy or make frosting. 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 (pipe or spread frosting neatly and add sprinkles or other decorations). Make the other cookie with the unsalted frosting look messy with no sprinkles or decorations. If you want to do the taste test with more than one volunteer, prepare two samples for each. Have cookies covered on a plate nearby.

To start today, I need a volunteer. Choose a volunteer.

I have two cookies here for you to sample. Show class the two cookies.

Which cookie looks better? Class should choose the nicely decorated cookie.

Go ahead and take a bite. Have volunteer take a bite of nicely decorated (but salty!) cookie.

How did it taste? Good or bad? Sweet or salty? 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 cookie samples. 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 wasn't decorated well tasted the way a cookie should—sweet! Let volunteer finish the good cookie and return to seat.

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

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

We judge things all the time by outward appearance. We look at food, toys, books, and other items and decide if they are tasty or gross, good or bad, pretty or ugly, valuable or cheap. Sometimes our assessment is correct, but sometimes what we thought about something by looking at it is wrong.

You know, we also do this with people. We may see people who look different from us and think they are strange. We may avoid a person who looks poor or dirty. We may be nervous around someone who has a physical disability like blindness or not being able to walk. Then, we may do the opposite with people we think seem smart, athletic, good-looking, or important.

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

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. They asked Samuel for a human king. Despite Samuel's

warnings, the people wanted to be like other nations.

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

### Slide #3

Refer to Lesson 75 Theme Poster. Yes, God chose Saul to be Israel's first king. But Saul's heart was not right with the Lord, and he failed to trust God in difficult times. Instead, he was disobedient. He offered a sacrifice without waiting for Samuel because he was worried his men were scattering before a battle with the Philistines. Then when he was told to completely destroy the Amalekites, Saul spared the king and the best animals. Who remembers one of the consequences Saul experienced because of his disobedience? Allow answers. He lost the kingdom, his friendship with Samuel, and the Spirit of God. A harmful spirit was sent to trouble him.

God told him that his kingdom would be taken away. But who would take Saul's place? It makes sense that God would choose a man with an obedient, faithful heart since Saul failed in these areas. And that is what God did—he chose someone who wanted to do his will. Today, we'll find out who the Lord chose.

## **Samuel Anoints David**

## Pass out the Class Notes.

Samuel was sad that King Saul was no longer following and trusting God. But the Lord told Samuel to stop grieving over Saul and to take anointing oil and go to Jesse, a man from the tribe of Judah in the town of Bethlehem. God had chosen one of Jesse's sons to be the next king.

### Slide #4

Refer to Lesson 73 Theme Poster. Remember Ruth from several lessons ago? She was from Moab, but she left her country and family to return 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 traveling to see.

When Samuel arrived in Bethlehem, he invited Jesse and his sons to join him for a sacrifice. When they came, Samuel looked at the sons of Jesse, wondering which one would be the next king.

1 Samuel 16:6–13

Slide #5

Slide #6

Slide #7

## Slide #8

Turn to 1 Samuel 16. Who will help us read verses 6–13? Assign readers.

Let's answer some questions to understand better what God is saying!

Look at 1 Samuel 16:6. Who did Samuel think would be the next king at first? Eliab. Was Eliab the king God had chosen? What did God say to Samuel? 1 Samuel 16:7. No. "I have rejected him."

What was Samuel looking at when he thought Eliab would be the next king? What does man look at? 1 Samuel 16:7. Man looks on the outward appearance.

That's right! What does God look at? 1 Samuel 16:7. God looks on the heart.

God sees differently than man sees, doesn't he? Samuel saw that Eliab was a tall, strong, and impressive-looking young man and thought that he was God's choice for a king. But God looked beyond the outward appearance of Eliab to his heart to see if he loved God and desired to follow him. And God rejected Eliab.

Who did Jesse send to Samuel next? 1 Samuel 16:8. Abinadab.

Was he the Lord's chosen king? No.

Which of Jesse's sons came next? 1 Samuel 16:9. Shammah.

Was he the Lord's chosen king? No.

How many sons passed before Samuel? 1 Samuel 16:10. Seven.

Right. Seven sons, including Eliab, Abinadab, and Shammah, were presented one by one to Samuel. But none of them were chosen.

Which of Jesse's sons had not come before Samuel? 1 Samuel 16:11. The youngest son.

What was the youngest son doing? 1 Samuel 16:11. Keeping the sheep.

How was he described in 1 Samuel 16:12?

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

Does anyone have a guess what "ruddy" means? Allow answers.

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

Was he to be the next king? 1 Samuel 16:12. Yes!

What was this young man's name? 1 Samuel 16:13. David.

Very good! David was the one who would be the next king. He was the youngest—the one who was out caring for the sheep.

What did the Lord tell Samuel when David was brought before him? The answer is at



the end of verse 12. "Arise, anoint him, for this is he!"

### Slide #9

Show the Lesson Theme Poster. Samuel poured oil to anoint David in front of his family. His family was probably surprised that God's prophet chose David. Remember that the oldest son in the family was usually chosen to lead back then, but here God chose the overlooked, youngest son to lead the entire nation of Israel!

What happened to David after Samuel anointed him? 1 Samuel 16:13. The Spirit of the Lord came upon him.

God sent his Spirit upon David, which would lead and guide him. So, we have learned that David was a shepherd, the youngest son, and handsome. But these outward things were not why God chose him.

1 Samuel 13:14

### Slide #10

Why would God choose David? Turn to 1 Samuel 13:14. Someone read that. It tells us something inward about David. It tells us who the Lord sought. Listen carefully. Assign a reader.

Did you hear that? The Lord sought a man after his own heart to replace Saul because he had disobeyed. The word "heart" here is talking about the emotions, intellect, desires, and will of a person—what he thinks and feels and wants.

The man God would choose would desire the same things that God does.

## 1 Samuel 16:7

### Slide #11

Now turn back to 1 Samuel 16. Who will read verse 7 again? Assign a reader.

Do you see? The Lord does not look at outward appearances. Jesse, David's own father, didn't even think enough of him to include him at the sacrifice and meal with Samuel. And yet, he was the one God had chosen. God refused all the other sons. But David had the kind of heart God was looking for. He had a heart that would seek after what God wanted. And for his entire life, he would try to follow the will of the Lord.

Let's review what we've covered so far in the Class Notes. You will fill in the blank to complete each statement.

### Slide #12

### Slide #13

Who will read and answer #1? Choose a reader. Jesse. Have students complete #1. And #2, who did Samuel think would be chosen at first? Choose a reader. Eliab. Complete #2.

Who did God choose? That's #3. Choose a reader. David. Complete #3.

How is David described in #4? Choose a reader. Shepherd. Complete #4.

Why did God choose David? Who will read #5? Choose a reader. Heart. Complete #5.

## David Comes to Saul's Service

Even though David had been anointed to be the next king, God wanted Saul to remain king for a while. You know how we read that the Spirit of the Lord had come upon David? Well, a different spirit came upon Saul. We talked about it in the last lesson as a consequence of Saul's disobedience.

1 Samuel 16:14–19

Slide #14

Slide #15

Slide #16

Let's read 1 Samuel 16:14–19 together. Assign readers.

What was wrong with King Saul? 1 Samuel 16:14. The Spirit of the Lord had left him, and a harmful spirit from the Lord tormented him.

King Saul was very troubled, and his servants noticed it. They wanted to help him. They had an idea about what might make the king feel better. What was their idea? 1 Samuel 16:16. Find someone who could play the lyre when the king was troubled. This would make the king well. And who was suggested to make the king feel better? Jesse's son David.

Interesting! 1 Samuel 16:18 tells us more about David. What do we learn about David here? Skillful in playing music; man of valor; man of war; prudent in speech; man of good presence; the Lord is with him.

Slide #17

Slide #18

Let's define a few of those words. What does "man of valor" mean? We learned about valor in the lesson on Gideon. Does anyone remember what valor is? Allow discussion. Brave or courageous.

And what does "prudent" mean? The Bible says David was prudent in speech. Allow discussion. Wise, sensible.

And what did Saul do? Who did Saul call for? He sent messengers to Jesse for David to come to him.

What instrument did David play? Look in verse 16. Lyre.

Show Lesson Illustration. A lyre is a stringed instrument like a small harp. It was used as a solo instrument or to accompany singing.

David was still a young man (probably about 15 years old), but he was already recognized by certain people in Israel for his musical ability, bravery, and wise speech. There's a good lesson for us here. While David was young, like you, he was developing his skills and character. When a

young person shows courage and wisdom, people notice.

Also, becoming skillful at anything takes time and practice, doesn't it? Raise your hand if you've taken music or dance lessons or learned a sport or something else that took time and practice. Have students raise their hands and share what they've studied, if you have time.

Those of you who have taken lessons or learned a new sport or activity know that you don't become an amazing pianist or dancer or baseball player in a month or even a year. It usually takes years of diligent practice! But David had been practicing, and now God used David's skills on the lyre to bring him to Saul's attention.

God is truly amazing! He is sovereign in all things. It's not likely that Saul knew anything about David before this time. And now, after being anointed as the next king to take over after Saul, David was called to Saul's royal home. Jesse sent David to Saul with a donkey, supplies, and a goat. David's music helped Saul, and Saul loved David.

Not only that, but Saul eventually made David his armor-bearer—which meant that David spent even more time around King Saul. God was working every detail of history into place so that his plan would be accomplished.

### Slide #19

Let's finish the Class Notes. Who will read #6 about David? Choose a reader. Music. Have students complete #6.

And #7? Why did Saul bring David into his service? Choose a reader. Lyre. Have students complete #7.

## **Application**

### Slide #20

Refer to the Lesson Theme Poster. Samuel came to Bethlehem and anointed David to be the next king of Israel.

Why did God choose him over his brothers? Allow discussion.

We know that David was the least likely of his brothers to be chosen by God—according to what the world believes. And yet, because his heart was trusting toward God, God did choose him—he would become the next king after Saul.

1 Corinthians 1:27

### Slide #21

Refer to the Books of the Bible Poster. Someone turn to 1 Corinthians 1:27 in the New Testament. Who will read this? Assign a reader.

God has chosen what is foolish in the world to shame the wise. God has chosen what is weak in the world to shame the strong. We often think it should be the very opposite—that God will use the smartest, the bravest, and the strongest people. It's not so. We aren't called by God because we are smart or strong or rich or beautiful. We are called if, like David, our hearts are soft and obedient to God. God chooses the smallest and the lowest so that he will get the glory.

Even godly Samuel had to learn that lesson. He first thought that Eliab, the firstborn son of Jesse, would be God's chosen king. Instead, God chose the youngest son who wasn't even invited to the sacrifice!

Like David, you may feel small, unnoticed, or ignored. But God sees you! Do you want to be used by God? Be humble. Don't seek greatness. Be obedient to God's commands. Give God the glory for the gifts and abilities he's given you. Then be patient and wait for God to show you what he wants you to do. He's always looking for obedient hearts to use.

## Lesson Review

We encourage you to play a lesson review game.

## 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.

## Box Toss



Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

## Materials

Review Questions (included in lesson)  
Medium-sized cardboard box  
Scissors or knife  
Four beanbags  
Masking tape

## Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have

been answered correctly and students have all had a chance to toss the beanbags.

## Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

### Materials

- Review Questions (included in lesson)
- One drawing area for each team (paper, white board, etc.)
- Pencils or white board markers
- One die

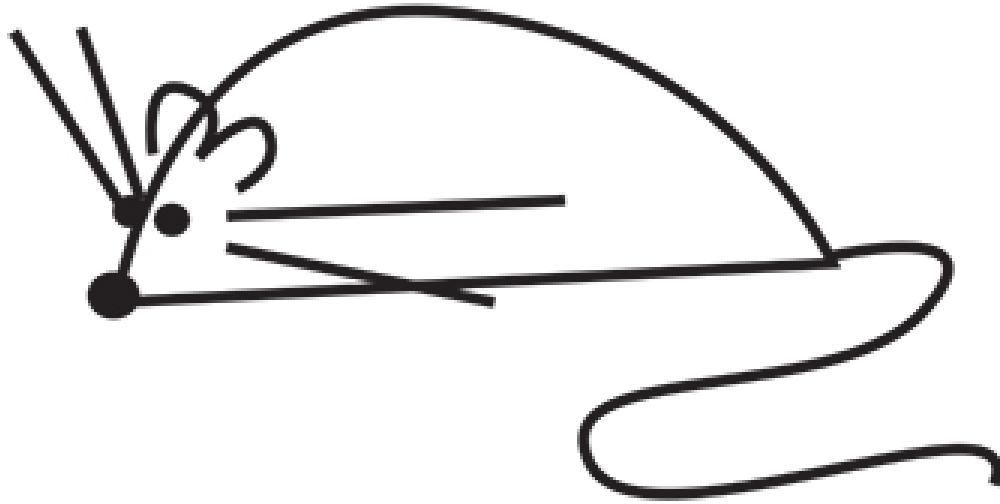
### Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to

draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a

fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

## Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

### Materials

Review Questions (included in lesson)  
Masking tape  
Red and black paper circles or other markers for each team

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

# 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.

## Pick a Point

Answer the questions correctly to earn the right to pick a point.

### Materials

Review Questions (included in lesson)  
Small paper strips  
Cup or basket

### Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

# 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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