

Lesson 75

Israel's First King

God chose Saul to be Israel's first king, but Saul disobeyed the Lord.

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 adoration and give God praise.

I'll start. Dear God, you are so . . . (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 Lesson 74 Flip Chart. In our last lesson, we were introduced to Samuel, who went to live at the tabernacle when he was a young boy to

help Eli, the priest. It was Eli's job to lead the Israelites in worshipping the Lord. But Eli's two sons did wicked things.

What was Samuel doing when God first spoke to him? Sleeping.

What did Samuel do three times when he heard God call his name? Ran to Eli's room, thinking it was Eli calling him.

After the third time, Eli figured out it was God calling Samuel, and he told Samuel what to say if he heard his name again. God gave Samuel a serious message to tell Eli. He said Israel and Eli's family would be punished for their sin. Everything happened just as God said.

Samuel continued to listen to God as he grew up. He became a prophet, a priest, and a judge, and God helped him in all he did.

Have Choice Pictures ready.

In today's lesson, we'll be talking about making good choices and bad choices. But first, we're going to practice making choices. I'm going to show you some pictures, and you have to tell me which choice you would make and why you'd choose it. Show each Choice Picture one at a time and read it aloud. Call on students to decide which choice they would make and discuss why it would be a good choice or not.

We may make a lot of good choices, but one or two bad ones can ruin everything. Bad choices come with consequences. That's when something bad happens because of a poor choice we made.

Today, we're going to look at how an important person made some choices that had terrible consequences.

Saul Offers a Sacrifice

Samuel was leading Israel as a judge. But the Israelites decided they didn't want any more judges to lead them after Samuel. They said, "We want a king so we can be like all the other nations!" They didn't want God to be king over them anymore. Now they wanted a man to be their king instead of God.

Were the Israelites making a good choice when they asked for a king? Allow discussion.

God was still in control, and he chose a tall man named Saul to be Israel's first king. Samuel helped Saul, and God sent his Spirit to help, too. But Saul soon began to make unwise choices that did not please God.

Remember the Philistines? They hated the Israelites and had fought against them for years. This time they gathered against Saul and the Israelites. They had a huge army

with chariots, horses, and so many soldiers!
Yikes!

The Israelite soldiers were terrified! They ran and hid wherever they could—in caves, in holes, behind rocks! Saul was the commander of his army, but how could he fight the enemy when his men were running away?

1 Samuel 13:8–10

Refer to the Books of the Bible Poster. We'll look in the book of 1 Samuel chapter 13 to see what Saul did. Have the student bring up the Bible and open it to the sticky note. Read the verses.

King Saul knew they were in big trouble. But he was waiting for someone to come meet him. Who was it? Samuel.
How long did Saul wait? Seven days.
Refer to the Lesson Flip Chart. What did King Saul do when he saw that his men were scattering and running away? He offered the burnt offering.
Who came right after Saul made the offering? Samuel.

Reread the verses as needed so students can hear the answers straight from God's Word.

Saul wanted to offer a sacrifice to God so he would bless and protect Saul and his men as they went to battle. But only a priest—like Samuel—was supposed to offer

sacrifices. Saul should have waited for Samuel to do it. Instead, he got impatient and did it himself and disobeyed God's commands.

Did Saul make a good choice or a bad choice? A bad choice.

Saul Disobeys God's Command

Let's look at another choice Saul made when he was going to another battle. This time, the Israelites were attacking the Amalekites. Samuel told Saul that God wanted them to completely destroy the wicked Amalekites. He wanted everyone and everything gone! So Saul and his army attacked the Amalekites as God told him to. That was a good choice.

Refer to the Flip Chart. But Saul did not obey completely. He kept the enemy king, Agag, alive.

Did Saul obey God's command to destroy everyone? No.

Saul and his men kept the best of the animals alive too, like sheep, oxen, calves, and lambs. They thought these animals were good, so they kept them. Saul and the Israelites destroyed everything THEY thought wasn't worth keeping, but they kept everything THEY thought was good.

Is that what God said to do? No.

Uh oh! Saul made another bad choice, didn't he? He disobeyed God's command to completely destroy the Amalekites and everything they owned. Instead of trusting and obeying the Lord, Saul trusted himself and did what he thought was right.

When Samuel asked Saul why he disobeyed, Saul said that he planned to use the animals as offerings to God. But that wasn't what God had said to do. Samuel told Saul that it's better to obey completely than to do things your own way—even when we think our way is a really great idea.

Saul's bad choices had consequences. Now God would take the kingdom away from Saul and choose someone else to be king. Saul would never see Samuel again either; he lost a great friend. But even worse—Saul lost the Spirit of the Lord, which had been helping him do great things! All these gifts were taken away from Saul, and he was left with a harmful spirit that troubled him.

Wow! Did you know how important obedience is to God? God would rather we obey him than try to please him our own way. God wanted Saul to obey completely, and he expects the same from us.

Continue with the Lesson Review Game below.

K-1st Lesson

Review

Refer to Lesson 74 Flip Chart. In our last lesson, we were introduced to Samuel, who went to live at the tabernacle when he was a young boy.

What was the name of the priest Samuel helped at the tabernacle? Eli.

Yes, it was Eli's job to lead the Israelites in worshipping the Lord. But Eli's two sons did wicked things.

What was Samuel doing when God first spoke to him? Sleeping.

What did Samuel do three times when he heard God call his name? Ran to Eli's room, thinking it was Eli calling him.

After the third time, Eli figured out it was God calling Samuel, and he told Samuel what to say if he heard his name again. God gave Samuel a serious message to tell Eli. He said Israel and Eli's family would be judged for their sin. Everything happened just as God said.

Samuel continued to listen to God as he grew up. He became a prophet, a priest, and a judge, and God helped him in all he did.

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We may make a lot of good choices, but one or two bad ones can ruin everything. Bad choices come with consequences. That's when something bad happens because of a poor choice we made. Today, we're going to look at how an important person made some choices that had terrible consequences.

Israel Chooses a King

Samuel was leading Israel as a judge. But when he got older, the Israelites decided they didn't want any more judges to lead them after Samuel. They came to him and said, "We want a king so we can be like all the other nations!"

They didn't want God to be king over them anymore. They wanted a man to be their king instead of God. This idea displeased Samuel, so he prayed, and God told him to do what the people wanted.

Were the Israelites making a good choice when they asked for a king instead of God? Allow discussion.

The Israelites' choice was not good. They were being impatient and unwise, wanting to do things their own way instead of trusting God. And their choice would have consequences.

Samuel warned the people that their kings would make them pay taxes and take the best land, animals, and servants for themselves. But the Israelites wouldn't listen to Samuel's warning; they still wanted a human king to rule them and lead them into battle. They thought since everyone else in the countries around them had kings, why shouldn't they have a king, too?

But God was still in control, and he chose a tall man named Saul from the tribe of Benjamin to be Israel's first king.

Saul Offers a Sacrifice

Saul was given a big responsibility when he was made king. Things started out pretty well. Samuel helped Saul and prayed for him to follow God and make good choices. God sent his Spirit to help Saul and gave him victory over his enemies. But Saul soon began to make unwise choices that were not pleasing to God.

Remember the Philistines? They hated the Israelites and had fought against them for years. This time they gathered against Saul and the Israelites with a huge army of 30,000 chariots and 6,000 men on horses and so many soldiers—it was like trying to count sand on the seashore! Have you ever been to a sandy beach? There's A LOT of sand there.

The Israelites were terrified of the Philistine army! They were hiding wherever they could—in caves, in holes, behind rocks! The men who stayed with Saul were so scared, they were shaking and trembling.

What would Saul do? He was the king, the commander of his army. How could he fight the enemy when his men were running away to hide?

1 Samuel 13:8–10

Refer to the Books of the Bible Poster. We'll look in 1 Samuel chapter 13 to see what Saul did. Have the student bring up the Bible and open it to the sticky note. Read the verses.

King Saul knew they were in trouble. But he was waiting for someone to come meet him. Who was it? Samuel.

How long did Saul wait? Seven days.

Refer to the Lesson Flip Chart. What did King Saul do when he saw that his men were scattering from him? He offered the burnt offering.

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Reread the verses as needed so students can hear the answers straight from God's Word.

Saul wanted to offer a sacrifice to God so he would bless and protect him and the men going to battle. But only a priest like Samuel was supposed to offer sacrifices. Saul should have waited for Samuel to do it. Instead, he got impatient and did it himself and disobeyed God's commands. Did Saul make a good choice or a bad choice? A bad choice.

Saul Disobeys God's Command

Let's look at another choice Saul made. We'll read from 1 Samuel 15 when Saul was headed for another battle. This time, the Israelites were attacking the Amalekites. Samuel told Saul that God wanted them to completely destroy the Amalekites. He wanted everyone and everything gone! So, Saul gathered the Israelites and led the attack.

1 Samuel 15:7–9

Listen carefully so you can tell me what Saul did. Read the verses.

Saul attacked the Amalekites as God told him to. That was a good choice.

Refer to the Flip Chart. But did Saul obey completely? Who did Saul keep alive? Agag, the king of the enemy Amalekites.

Did Saul obey God's command to destroy everyone? No.

What else did the people keep alive? The best of the animals (sheep, oxen, calves, lambs, and all that was good).

Saul and the Israelites destroyed everything THEY thought was worthless, but they kept everything THEY thought was good.

Uh oh! Saul made another bad choice, didn't he? He disobeyed God's command to completely destroy the Amalekites and everything they owned. Instead of trusting and obeying the Lord, Saul trusted himself and what he thought was right.

When Samuel asked Saul why he disobeyed, Saul tried to make his bad choice sound better by saying that he planned to use the animals as offerings to God. But that wasn't what God had said to do. Samuel told Saul that it's better to obey completely than to do things your own way—even when we think our way is a really great idea.

Saul's bad choices had consequences. Now God would take the kingdom away from Saul and choose someone else to be king. Not only that, but Saul would never see Samuel again, so he'd be losing a great

friend. But even worse—Saul lost the Spirit of the Lord, which had been working in his life helping him do great things! All these gifts were taken from Saul, and he was left with a harmful spirit that troubled him.

Wow! Did you know how important obedience is to God? God would rather we obey him than try to please him our own way. God wanted Saul to obey completely, and he expects the same from us.

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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