

## Lesson 79

# Saul Hunts David

Saul sought to kill David, but David trusted God for protection.

# Studying God's Word

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

## Introduction

### Slide #3

Refer to Lesson 78 Theme Poster. Last lesson we saw a great friendship between David and Jonathan.

Who was Jonathan's father? King Saul. What are some things the two friends did for each other? Jonathan gave his armor and weapons to David. Jonathan spoke to Saul about David. Jonathan warned David when it wasn't safe for him to stay. They promised to be loyal and to protect each other's families.

Pass out the Class Notes. Both friends loved and trusted God. They were brave warriors, and they encouraged each other in the Lord. God also used their friendship to protect David from Saul, who was growing more jealous of David's success.

Was Jonathan jealous of David, even though he knew David was chosen to be the next

king and not him? No. Jonathan was willing to give up the kingdom to David.

Jonathan was selfless and humble to accept that his friend would become king instead of him. The two friends were very sad when David had to flee from Gibeah, the city where Saul lived.

Before class, fold and tape the illustrations in hidden spots in the room or another location for students to find.

Gibeah is the starting location in our Class Notes today. An important event occurred at each location along David's journey, and you'll be copying pictures to represent those events. These pictures are on papers I have hidden in the room (or in another location). Since we'll be learning about how Saul hunted for David, you'll have to "hunt" for the pictures and bring them up to the board. There are 10 pictures. Let's see how quickly you can find them all! Ready? Go! Allow students to search for the hidden illustrations and bring them to the board. Use tape or poster putty to display them in the order they are found.

## David Flees from Saul

David was running for his life with Saul chasing him every step of the way. First, David fled from Gibeah to a city of priests called Nob. The high

priest, Ahimelech, gave David the priests' showbread and Goliath's sword. Ahimelech didn't know David was running from Saul; he thought David was on another mission as one of Saul's trusted army commanders.

Slide #4

Slide #5

From the illustrations you found, which one do you think represents David running from Saul at Gibeah? Footprints. Go ahead and draw footprints in box #1 for Gibeah on your Class Notes. Have students complete #1 drawing.

For Nob, the city where the priests lived, what illustration goes with what David received from Ahimelech? Bread and sword. Have students complete #2 drawing.

Then David ran to the Philistine city of Gath, but the servants of the king there recognized him as the Israelite commander who had killed thousands of Philistines. David feared for his life! He had to think of something—quick!

1 Samuel 21:12–15

Slide #6

Slide #7

Listen to what David did so they wouldn't kill him. Read 1 Samuel 21:12–15.

What did David pretend to be before Achish and the people of Gath? Insane.

Yes! David was so desperate that he pretended to be a crazy person! He scratched at the gate and drooled on his beard so they would send him away without harming him.

What did Achish say when he saw David's behavior? He thought he was mad (crazy) and wanted him out of his house.

Slide #8

Slide #9

Slide #10

Slide #11

What illustration do you think goes in box #3 for Gath? Crazy face emoji. Have students complete #3 drawing.

Next, David escaped to the Cave of Adullam where his family and a group of about 400 men joined him. These men chose to follow David because they were upset with Saul, in debt, or in trouble. David now had command of these men, but he worried that Saul would try to hurt his parents. To keep them safe, David took his parents to a city called Mizpeh in Moab. Because they were outside of Israel, Saul couldn't get them there.

What will you draw for #4? Cave. Have students complete #4 drawing.

And what about Mizpeh? Who did David take there for safety? David's parents waving. Have students complete #5 drawing.

It must have been hard for David to leave his parents in another country. Meanwhile, Saul's anger and jealousy toward David caused him to make a terrible decision. He had all the priests and their families from Nob put to death just because he thought the priests had helped David.

David continued to help others even while he was being chased by Saul. He and his men saved a city called Keilah from the Philistines. When Saul found out that David was in Keilah, he thought he had him trapped there in the city. But God warned David to leave, so he had to run again. What picture represents a city with a gate where David could have been trapped? City gate. Have students complete #6 drawing.

## 1 Samuel 23:14–17

Slide #12

Slide #13

Let's see who was helping David stay ahead of Saul. Turn to 1 Samuel 23. Who will read verses 14–17? Assign readers.

Where was David hiding now? In what wilderness? The wilderness of Ziph.

According to verse 14, who was protecting David? God.

Who came to visit David in the wilderness? His friend, Jonathan.

What did Jonathan say to David to encourage him? Do not fear. Saul won't find

you, and you'll be king.

Jonathan probably risked a lot by coming to David. Notice that he strengthened David in God. He encouraged David to trust God and not fear his father, Saul, because God was with him.

Slide #14

Slide #15

Which picture goes with the wilderness of Ziph? David and Jonathan stick figures. Have students complete #7 drawing.

Saul eventually caught up to David in the wilderness of Maon and was chasing him on a mountain. Saul was on one side of the mountain while David and his men were hurrying to get away on the other side of the mountain. Just when Saul's men were closing in, a messenger came to Saul and told him the Philistines had attacked. Saul and his men left the mountain, and David was saved.

What will you draw for #8? Mountain with arrows. Have students complete #8 drawing.

## **David Spares Saul in the Cave**

When Saul returned from following the Philistines, he learned that David was in the wilderness of Engedi. Engedi was an oasis by the

Dead Sea. It had fresh water, plants, trees, and lots of caves.

David and his men were hiding in the very back of a big cave when Saul was hunting them. Saul came into their cave alone and didn't know David and his men were there!

## 1 Samuel 24:4–7

Slide #16

Slide #17

Let's see what David's men wanted him to do. Who will read 1 Samuel 24:4–7? Assign readers.

What did David's men say to him? God has given your enemy (Saul) into your hand to kill.

David's men were excited about this opportunity to kill Saul, who'd been chasing them all over the country. They told David that this was God giving Saul to him to kill.

What did David do? Cut off a corner of Saul's robe.

How did David feel after he cut off Saul's robe? His heart struck him; he felt bad about it.

David felt bad about what he'd done, even though he'd spared Saul's life and did not let his men kill Saul. Why did David's conscience bother him? Look in verse 6. He felt like he'd raised his hand against the Lord's anointed by taking his clothing.



What good qualities did David show by not killing Saul when he had the chance? Allow discussion.

David showed great faith in God. He understood that God had made Saul king and that he would be the next king. But he was willing to wait for God's timing and respect the current king, even though Saul was trying to kill him! David also showed mercy by sparing Saul, and he showed courage and leadership to stop his men from taking revenge on Saul for all he had done.

After Saul left the cave, David came out and called to Saul. He bowed down and then showed Saul the section of robe he had cut off to prove he had been close enough to kill him in the cave. He told Saul that he had spared him and appealed to God to judge between them to see who was right.

When Saul heard David's words, he wept and admitted that David had done what was right when he had done evil against him. He thanked David for sparing him and said he knew David would be king. Finally, Saul went home, but David remained in the strongholds in the wilderness.

### Slide #18

What picture will you draw for Engedi and what happened in the cave for #9? Knife

and torn piece of robe. Have students complete #9 drawing.

## David Spares Saul in the Camp

Sometime later, people from the wilderness of Ziph found out that David was hiding in the hills and reported this to King Saul. Ignoring his promise to leave David alone, Saul and his army commander, Abner, gathered 3,000 men of Israel to hunt David again. Saul came to the wilderness, and he and his men camped on the hill of Hachilah. David's spies reported that Saul was camped nearby.

We'll act out what happened next. I need some volunteers for a skit. Choose students to be David, Abishai, Saul, and Abner (Saul's commander). Choose students to be Saul's men (two or more). Give skits to the characters and set up the scene as directed.

### Sleeping Saul Skit(Based on 1 Samuel 26)

The Lord caused Saul and his men to fall into a deep sleep. Let's see what happened while they slept. Have students perform the skit.

Let's give our actors a hand! Put props away and have students return to seats.

Turn in your Bibles to 1 Samuel 26, which is where our skit came from. Who sneaked into Saul's camp with David? His name is in verse 6. Abishai.

Abishai was David's nephew, the son of David's sister, Zeruiah. Abishai and his brother, Joab, were loyal fighters for David. Abishai was brave to volunteer to sneak into an enemy camp filled with 3,000 men who wanted to kill them!

### Slide #19

Show the Lesson Theme Poster. David and Abishai were able to creep into Saul's camp and get right next to Saul without anyone waking up!

What did Abishai want to do with Saul's spear? Kill Saul with it!

What did David say to Abishai's offer to kill Saul for him? He said that the Lord would eventually kill Saul, but he wouldn't kill the Lord's anointed.

What two things did they take to prove they had been in Saul's camp, close enough to kill Saul? 1 Samuel 26:11. Spear and jar of water.

Right. The men took the spear and jar and left the camp. Not one man in Saul's camp woke up or knew what happened because God caused them to fall into such a deep sleep. David went up a hill across from Saul's camp and called out to them.

What did David say Abner had failed to do? Keep watch over Saul, the Lord's anointed king.

As the commander of Saul's army, Abner was responsible for Saul's safety. David reprimanded him for failing in his duty to properly guard the king since he or Abishai could have easily killed him.

What did David say to King Saul? He asked what evil he'd done.

David gave two possible reasons for why Saul was hunting him: either God stirred him up, in which case David would repent with an offering if he'd sinned, or evil men caused Saul to hunt him for no reason. David said they were driving him away from worshipping God with his people.

Why did David call himself a flea and a partridge? Any ideas? Allow guesses.

A flea is a worthless insect, and a partridge is a bird that is really hard to catch. By referring to these, David was telling Saul that he wasn't worth chasing and that Saul wouldn't be able to catch him.

How did Saul respond to the evidence of his spear and jar taken by David? He realized that David had spared his life and that he had sinned by chasing him.

Slide #20

What will you draw for #10 in your Class Notes to represent what happened on the hill of Hachilah, where Saul camped? Spear and water jar. Have students complete #10 drawing.

This was the second time David spared Saul's life when he could have killed him. David showed mercy again, even though Saul continued to break his word and hunt David.

## Application

Refer to the Illustrations or the Class Notes. David ended up running to a lot of different places in today's lesson.

### Slide #21

Refer to the Lesson Theme Poster. But when he had the chance to take revenge on Saul, David chose to trust God's timing and show mercy.

What is revenge? Allow answers.

Revenge is seeking to hurt someone who has wronged you.

David had several opportunities to get revenge on Saul. He could have killed him twice! Saul had sought to kill David numerous times out of jealousy, but David chose to show mercy and forgiveness.

Why did David do this? He wanted to obey God. He had a heart to do what was right. He was waiting for God's timing.

The world thinks that revenge is okay and that people who hurt us deserve to be hurt

in return. But this is not what the Bible teaches.

What does the Bible say we should do when others hurt or wrong us? Allow discussion. Forgive them, love them, turn the other cheek, etc.

David is a good example of doing what is right when he could have taken revenge. Do any of you have an example of a time when you wanted to get revenge on someone, but didn't? Maybe you chose to forgive someone or you were kind even when others were mean. Allow discussion or share a personal example of a time you did or didn't get revenge.

We will all be hurt or wronged by someone at some point in our lives. That's because we live in a sinful world. But, like David, we have the choice to do what's right and show mercy and forgiveness or to sin by seeking revenge. God can give us the strength and the desire to do what's right if we ask him.

## **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

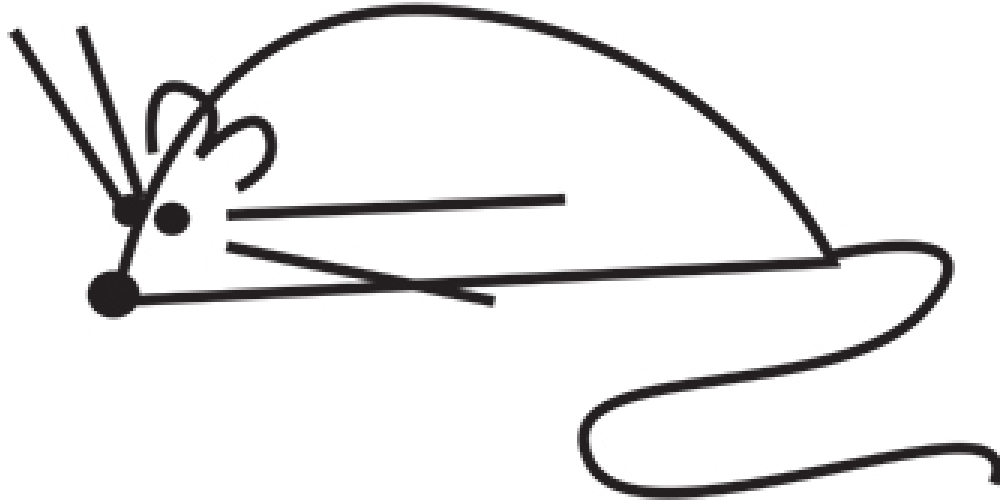
Review Questions (included in lesson)  
One drawing area for each team (paper, white board, etc.)  
Pencils or white board markers  
One die

## 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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