

## Lesson 81

# David Becomes King

God fulfilled his promise to make David 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 adoration and tell God we love and praise him.

I'll start. Dear God, I love you because . . . (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 is in control of all things, even when we have to wait a long time? God.  
What word means God is in control of everything? Sovereign.  
When we know we've sinned, what should we do? Confess our sins.  
What is the beginning of wisdom? The fear of the Lord.

## 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!

Be sure to pray with your students and take requests if time allows.

### **Pre-K Lesson**

### **K-1st Lesson**

### **Pre-K Lesson**

#### **Review**

Refer to the Exodus to Malachi Timeline. We've been learning about David, who was anointed by Samuel to become the next king of Israel after Saul. But many things have happened since then.

David faced the giant Goliath and won the fight with a sling and a stone. Then David began working for King Saul as a musician and armor-bearer. God helped David do well in all he did, and Saul became jealous. He tried to kill David twice with a spear, but God protected David. David also became friends with Saul's son Jonathan.

David finally had to run away from Saul, who continued to chase him all over the country. There were times when David could have killed Saul, in a cave and while Saul was asleep in his camp, but David would not take revenge. He was willing to wait and trust in God to make him king at the right time.

Bring unripe and ripe fruit and have a knife and paper towels nearby. Waiting is hard for us, like it was for David. See this fruit? Show unripe fruit.

Does it look ready to be eaten? Allow a student to touch or test it if it's a fruit that softens. No, it isn't ripe yet.

Who would like to try a bite now? Choose one or more volunteers to try the unripe fruit (cut up in sections).

How did it taste? Allow answers.

Show ripe fruit. What about this fruit? Does it look ready to eat? Yes. Allow a student to touch or test it if it's a fruit that softens. Give a sample to one or more students to taste and let them describe it.

Compare unripe and ripe fruit. So, what's the difference between these two? One is ripe (ready to eat) and one is not.

What has to happen for the unripe fruit to become ready to eat? Time must pass. We have to wait.

Time has to pass for the fruit to ripen. But if we're patient, we can enjoy the fruit when it's ripe and tastes best.

Refer to unripe fruit. This fruit is kind of like God's promise to David that he would become king of Israel. But David had to wait many years before the time was right.

Refer to ripe fruit. Today we'll see how God made this happen—at just the right time.

Keep some fruit available to show again during the Story Time section.

## David Lives in Ziklag

Because Saul had tried to kill him, David left the land of Israel to hide. He went back to Achish, the king of Gath. Remember, Gath was a city in the land of the Philistines, who were enemies of Israel. The last time David went there, he had to act crazy so they wouldn't kill David since he was the one who killed their champion, Goliath.

King Achish liked David and let him stay and work for him. He even gave David the city of Ziklag for him and his men and their families to live in.

Once when David and his men went away to fight and then came back to Ziklag, they discovered something terrible had happened! A group of enemies had stolen everything! They captured all the women and children and burned down the city.

David's men were really upset and blamed David for what happened. They even wanted to throw stones at him to kill him!

### 1 Samuel 30:6

Refer to the Books of the Bible Poster. David was in trouble! Let's find out what he did in 1 Samuel chapter 30. Have the student bring up the Bible and open it to the sticky note. Read 1 Samuel 30:6.

David was really upset because his family had been captured, and now his men wanted to kill him. So what did David do? Where did he find the strength to take care of this problem? David strengthened himself in the Lord his God.

Show the Lesson Flip Chart. David dressed for battle. He asked God what he should do. God told him to take his men and go after the enemy. And

that's what they did! They attacked the enemy camp and found all their wives and children! They took them home along with all the animals and things that had been stolen.

So God helped David and his men save their families. But while that was happening to David, the Philistines were fighting the Israelites. King Saul was terrified when he saw the huge Philistine army. Sadly, when Saul stopped trusting and obeying God, he lost his faith and courage.

During the battle, King Saul and three of his sons, including David's best friend, Jonathan, were killed. Many of the Israelite soldiers died, too. The rest of them ran away from the Philistines.

Refer to David mourning on the Flip Chart. When David heard the bad news of the battle, he wasn't happy about it. He didn't say, "Yay! I can be the king now." No. David was so sad, he tore his clothes, mourned, cried, and fasted. Back in Bible times, tearing your clothes, crying, and not eating (fasting) were ways people showed how sorry and sad they were.

## **David Becomes King of Judah and Israel**

Refer to David as king of Judah on the Flip Chart. After King Saul died, God told David to go back to the land of Israel. All the people of the tribe of Judah made David their king. But this was only a small part of Israel.

One of Saul's sons, named Ish-bosheth, became king over the rest of Israel, and there was a long war to see who would be king over the whole country. In the end, Ish-bosheth was killed.

So who would become king over ALL Israel? Can you guess? Allow guesses.

2 Samuel 5:3–4

Let's find out in 2 Samuel 5. Read verse 3.

Who came to David at Hebron? All the elders of Israel. All the elders from all the tribes of Israel came to see David. What did they do to David? Anointed him as king over Israel.

Wow! David became king over all Israel, just as God promised would happen. Let's find out more. Listen to the next verse. Read verse 4.

How old was David? 30.

How many years does it say he reigned as king? 40.

Refer to David as king of Israel on the Flip Chart. God rewarded David for his faith and patience to wait for God to make this happen. Now David was king over all the tribes of Israel, and God would help him lead and protect them. David chose Jerusalem to be his new capital city. It would become an important city in the history of Israel—and also the world!

Continue with the Lesson Review Game below.

## **K-1st Lesson**

### **Review**

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King Achish liked David and let him stay and work for him. He even gave David the city of Ziklag for him and his men and their families to live in.

Show the Lesson Flip Chart. Here is David dressed for battle. David and his men went out and secretly attacked the enemies of Israel. But when they showed the king all the things they brought back, he thought they had taken it all from the Israelites. This made Achish think David was on his side now. The king trusted David and wanted him to fight against King Saul and the Israelite army!

Uh oh! Do you think David wanted to fight against his own people?  
Allow discussion.

David loved the Israelites, and he respected Saul as their king. So he was probably glad when the Philistine army commanders told him to go home. God got him out of there just in time!

When David and his men went back to Ziklag, they discovered something terrible had happened! Another enemy, the Amalekites, had stolen everything! They captured all the women and children and burned down the city.

David's men were really upset and blamed David for what happened. They even wanted to throw stones at him to kill him!

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David asked God what he should do. God told him to take his men and go after the Amalekites. And that's what they did! They attacked the Amalekite camp and found all their wives and children! They took them home along with all the animals and things that had been stolen.

## Saul and Jonathan Die in Battle

So God helped David and his men fight the Amalekites and save their families. But while that was happening to David, the Philistines were fighting the Israelites. King Saul was terrified when he saw the huge Philistine army. Sadly, when Saul stopped trusting and obeying God, he lost his faith and courage.

## 1 Samuel 31:7

Let's read how this battle turned out in 1 Samuel 31:7. Read the verse.

Three of King Saul's sons, including Jonathan, David's best friend, were fighting against the Philistines.

What happened to Saul and his three sons? They all died.

This was a terrible battle. Many of the Israelite soldiers died, too. The rest of them ran away from the enemy.

Refer to David mourning on the Flip Chart. When David heard the bad news of the battle, he wasn't happy about it. He didn't say, "Yay! I can be the king now." No. David was so sad that he tore his clothes, mourned, cried, and fasted.

Back in Bible times, tearing your clothes, crying, and not eating (fasting) were ways people showed how sorry and sad they were. David respected Saul as the first king of Israel. He even wrote a song the people would learn and sing to remember King Saul and David's best friend, Jonathan.

## **David Becomes King of Judah and Israel**

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## 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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