

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. In our last lesson we saw a great friendship between David and Jonathan.

Who was Jonathan's father? King Saul.

Both friends loved and trusted God. They were both 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.

How did Jonathan warn David that his father wanted to kill him? Pretended to practice shooting arrows in the field where David was hiding. His instructions to the boy gathering the arrows were really messages for David.

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.

Today, we're going to pick up from where we left off in Gibeah. On your Class Notes, we will be following David. An important event occurred at each place along David's journey, and you'll be copying pictures to remind you of what happened in each place. These six pictures are 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. 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 to a city of priests called Nob. The high priest, Ahimelech, gave David bread and Goliath's sword, which was kept there. He didn't know David was running from Saul.

Slide #4

Pass out the Class Notes.

For Nob, the city where the priests lived, what illustration goes with the things

Ahimelech gave to David? Bread and sword.
Have students complete #1 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 #5

Slide #6

Listen to what David did so the Philistine king
wouldn't kill him.

Read 1 Samuel 21:12–15.

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

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 how
David was acting? He thought he was mad
(crazy) and wanted him out of his house.

Slide #7

Slide #8

What picture do you think goes in #2 for Gath? Crazy face emoji. Have students complete #2 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, so he now had command of these men.

What will you draw for #3? Cave. Have students complete #3 drawing.

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 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 and his men had to run again.

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 safe—for now.

Slide #9

What will you draw for #4? Mountain with arrows. Have students copy #4 drawing.

David Spares Saul in the Cave

Saul soon took up the hunt for David again. Saul learned that David was in the wilderness of Engedi, a place that had fresh water, plants, trees, and lots of caves where they could hide.

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

1 Samuel 24:4–7

Slide #10

Slide #11

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? The Lord 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 God was giving him this chance to kill Saul.

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

How did David feel after he cut off a piece of 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? What did he feel that he had done? Look in verse 6. He felt like he'd put out his hand against the Lord's anointed.

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 Saul as 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 him. He showed Saul the section of robe he had cut off to prove he had been close enough to kill him—but didn't.

Slide #12

What picture will you draw for Engedi and what happened in the cave for #5? Knife and piece of robe. Have students complete #5 drawing.

David Spares Saul in the Camp

Sometime later, some people 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 out to the wilderness, and he and his men camped on a hill. David's spies reported that Saul was camped nearby.

Have copies of the Sleeping Saul Skit and props ready.

We'll act out what happened next. I need some volunteers for a skit. Choose students for the parts and give them each a copy of the skit. Keep one copy for you as the Narrator. Set up the scene as directed and hand out props.

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 then continue with the lesson.

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. He 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 #13

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 because God caused everyone to fall into such a deep sleep!

What did David say when Abishai offered to kill Saul with his own spear? David told him no.

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

Right. The men took the spear and jar and left the camp. 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.

As the commander of Saul's army, Abner was responsible for Saul's safety. David scolded him for failing in his duty to 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.

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

Slide #14

What will you draw for #6 in your Class Notes to represent what happened on the hill where Saul camped? Spear and water jar. Have students complete #6 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. But David believed it was more important to be righteous and obedient to God rather than taking his own revenge.

Application

Look at the pictures you drew on your Class Notes. David ran to a lot of different places in today's lesson.

Slide #15

Refer to the Lesson Theme Poster. Then David and Abishai, sneaked into Saul's camp and got right next to Saul without anyone waking up!

What did Abishai want to do? Kill Saul with his own spear.

But David didn't let him. Instead, David trusted God to make him king at the right

time. He did not want to sin by getting revenge on King Saul.
What is revenge? Allow answers.

Slide #16

David had some opportunities to get revenge. He could have killed Saul twice! Saul had tried to kill David many times for no reason, which was clearly wrong. But David chose to show mercy and forgiveness.

Why did David do this? He wanted to obey God. 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. We see this idea a lot in movies and on TV. But this is the opposite of what the Bible teaches. God wants us to forgive others and to love our enemies.

Do any of you have an example of a time when you wanted to get revenge on someone, but didn't? 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 getting revenge. God can help us do what's right if we ask him.

Group Prayer

Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.

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

Thank God for his protection and help in times of trouble.

Ask God for help to show mercy and forgiveness to those who wrong us.

Lesson Review

We encourage you to play a lesson review game.

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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

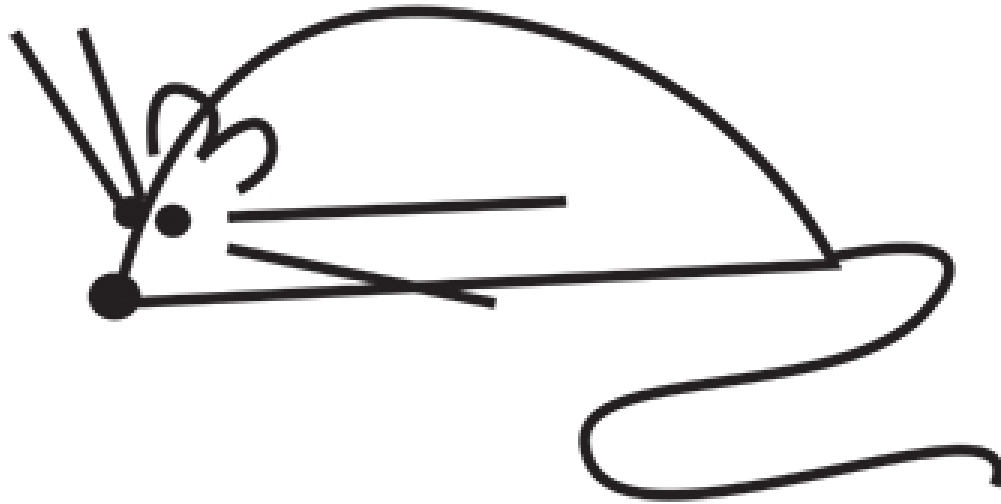
Review Questions (included in lesson)
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

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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