

## Lesson 78

# Jonathan Warns David

Jonathan warned his friend David that Saul wanted to kill him.

# Studying God's Word

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

## Introduction

In today's lesson, we'll be talking about a great friendship. The Bible has a lot to say about friendship and choosing friends, because our friends have a big influence on us for either good or bad. We're going to play a game of Friend Bingo to learn more about our friends in this class!

Pass out Friend Bingo sheets and pencils/pens to the students. When I say "Go!" your job is to move around the room and get different classmates to initial (or sign their first name) in the boxes that apply to them. No student may sign each sheet more than \_\_\_\_\_ time(s) (specify the number based on your class size, e.g., once or twice for larger classes, more for smaller classes). When your whole sheet is filled, yell BINGO! Everyone ready? Go! Allow students to race around, completing the Bingo sheets. You may choose to stop the game after the first student reaches BINGO or play for a set time.

Great job, everyone! What was the easiest box to fill? Allow answers.

What was the hardest box to fill? Allow answers.

How many of you learned something you didn't know about someone in our class? Show of hands. Allow some students to share what they learned.

Getting to know people and asking questions about them is a great way to start a friendship. It may surprise you how many things you have in common! Before we find out about the friendship in today's lesson, let's review our most recent lessons.

Slide #3

Slide #4

Refer to Lesson 76 Theme Poster. We learned that because of Saul's disobedience, God rejected him as king and sent Samuel to anoint Jesse's youngest son, David, to be the next king of Israel.

Who remembers why David ended up being called to serve King Saul? What was troubling Saul? Saul was troubled by a harmful spirit. David was called to play the lyre to calm him.

At this time, David was splitting his duties between serving King Saul as a musician and armor-bearer and keeping the sheep for his father.

Refer to Lesson 77 Theme Poster. Then war broke out between the Israelites and the Philistines. David's three older brothers

served in Saul's army, and David took supplies to them.

When he came to their camp, David heard the challenge of the Philistine champion, Goliath, to send an Israelite to fight him. How did King Saul and the Israelites respond to Goliath's challenge? They were afraid. They fled.

The Israelites were afraid of Goliath and his outward appearance of power and strength. David was upset that Goliath was defying the Lord and offered to fight him. David came against the well-armed Goliath with just his shepherd's weapons: a staff, his sling, and five stones.

Where did David get the courage to face the giant Goliath? From God.

David trusted that the battle was the Lord's and God would give him victory. All it took was one stone from David's sling. It sank into Goliath's forehead, and the giant was defeated. Then the Israelites chased the Philistine army back to their cities.

## **Jonathan and David's Friendship**

Pass out the Class Notes.

Turn to 1 Samuel 18 in your Bibles while I tell you what happened at the end of chapter 17. David defeated Goliath and then was brought

before King Saul. Saul wanted to learn about David's family since he had promised wealth and his daughter in marriage to whoever defeated Goliath.

## 1 Samuel 18:1–5

### Slide #5

### Slide #6

Let's continue the account in 1 Samuel 18. Who will read verses 1–5? Assign readers. We meet an important person in these verses. What is the name of the man who befriended David? Jonathan. Jonathan was Saul's son. He was a brave warrior, like David. What do you think it means when it says that Jonathan loved David as his own soul? Allow answers.

Jonathan's love for David was based on loyalty and devotion. It was a selfless love between friends, not the romantic kind of love.

In verse 3, Jonathan made a covenant with David. Who remembers what a covenant is? Serious promise.

Right. David and Jonathan promised to be loyal friends before the Lord. Because their promise involved the Lord, it was serious and could not be broken.

What did Jonathan give David in verse 4? His robe, armor, sword, bow, and belt.

These gifts were very valuable. Jonathan was clothed and armed as a prince of Israel. By giving his princely robe and weapons to David, Jonathan was likely showing that he understood David would be the next king rather than him.

Wow! That's a great friend! Not many people would give up the power of being king to someone else. But Jonathan loved and trusted God, and he seems to have recognized that David was God's choice to be king.

What did Saul do in verse 2? Kept David in his service and did not let him return home.

Remember that David had been traveling back and forth between Saul's court and his father's home in Bethlehem. Here, King Saul brought David into his court for full-time service.

How did David do wherever Saul sent him? Look in verse 5. He was successful.

### Slide #7

Let's review what we've covered so far in the Class Notes. You will write a word from the word bank in the crossword for each statement.

Who will read #1? Choose a reader.

Jonathan. Have students complete #1.

And #2, who was Jonathan? Choose a reader. Prince. Complete #2.

What did Jonathan give to David in #3?  
Choose a reader. Robe. Complete #3.

## Saul's Jealousy

Things looked like they were going well for David. He was a hero for killing Goliath, he was best friends with Jonathan, and he was successful in all his work. The women of Israel even sang songs about David's victories!

How do you think Saul felt when he heard these songs? Allow guesses.

He was angry and jealous!

1 Samuel 18:10–14

Slide #8

Slide #9

Let's read 1 Samuel 18:10–14 together. Assign readers.

What was wrong with King Saul that made him attack David? A harmful spirit from God came upon him.

Normally, when David played the lyre, it would calm King Saul when the harmful spirit troubled him. But on this day, Saul was too angry and jealous. What was Saul trying to do when he threw the spear at David? Kill him! Pin him to the wall.

How many times did David get away and avoid the spear? Twice.

Saul went from thinking jealous thoughts to committing violent actions against David. But God protected David. Soon Saul became afraid when he realized that God was helping David.

What position did Saul give David to get him out of his presence? He made David the commander of a thousand.

Why do you think Saul gave David this position leading a thousand soldiers? Did he want him to do well? Allow discussion.

Saul was probably hoping that David wouldn't succeed or that he would get hurt or killed fighting the Philistines. Instead, David was even more successful! This made Saul more jealous and fearful, but all the people of Israel and Judah loved David.

Saul eventually gave Michal, his younger daughter, to David in marriage, hoping that she would stay loyal to him rather than David. But Michal loved David, so she was loyal to him.

Life seemed to be going well for David: he was now the king's son-in-law, his friendship with Jonathan was strong, and he was fighting battles against the Philistines and becoming famous in Israel.

1 Samuel 19:1–7

Slide #10

Slide #11



Slide #12Slide #13

Saul had enough of David's success, and he devised another plan to harm David. Who will read 1 Samuel 19:1–7? Assign readers. Who did Saul command to kill David in verse 1? Jonathan his son and all his servants.

What did Jonathan do when he heard his father's command? Told David what Saul planned; warned David to be on his guard and hide until he could talk to his father. What did Jonathan say to Saul to convince him to spare David's life? What things did he remind him that David had done? Look in verses 4–5. Not sinned against him, done good deeds, killed Goliath (the Philistine), was innocent.

Notice that Jonathan gave God the glory for David's victory over Goliath when he said, "The Lord worked a great salvation for all Israel." He also reminded Saul that he would be sinning if he killed the innocent David.

Do you think it was hard for Jonathan to go to his father and tell him he was wrong for wanting to kill David? Allow discussion.

His father was the king, and he was known for his temper (throwing spears!) and rash decisions. But Jonathan cared enough about David to talk to Saul. That was brave!

How did Saul respond to Jonathan's plea for David's life? He promised not to kill David.

What a relief! Saul listened to Jonathan, and Jonathan could now get David and bring him back to Saul's house.

Slide #14

Slide #15

Let's complete #4 in the Class Notes. What happened to Saul when he saw David's success? Choose a reader. Jealous.

Complete #4.

And #5? What did Saul do when David was playing the lyre to calm his harmful spirit? Choose a reader. Spear. Complete #5.

Who will read #6? Choose a reader.

Married. Complete #6.

What did Jonathan say to Saul after he commanded him and his other servants to kill David? Choose a reader. Sin. Complete #7.

## **Jonathan's Warning**

After another victory against the Philistines, David was playing the lyre for Saul when the harmful spirit came upon him. Saul picked up a spear and again tried to kill David with it. But David dodged, and the spear went into the wall. David feared for his life!

Saul sent messengers to David's house so he could kill him the next morning. But David's wife,

Michal, helped him escape out a window. While David ran away, Michal stalled for time by telling the messengers that David was sick. She laid a statue in the bed and covered it with goats' hair and clothes to look like David was sleeping. Saul's messengers eventually came to the room, demanding to see David and discovered that he wasn't there. He had already escaped! When the messengers came back empty handed, King Saul was furious!

David kept running from Saul, and he eventually met up with his friend, Jonathan. He asked Jonathan why Saul wanted him dead. Jonathan didn't believe that his father would go back on the promise he'd made before, but David knew that Saul wasn't telling Jonathan his plans because of their friendship.

The two friends came up with a plan. Instead of coming to a special meal, David would hide out in a field. Jonathan would go to the meal, and when Saul asked where David was, he'd say he'd given him permission to go visit his family. If Saul didn't mind that David was gone, they would know that he was safe. But if Saul became angry, they would know that he really did want to kill David.

Both friends were worried about each other's safety. Before they parted ways, they made a special promise to protect each other and their families. Jonathan asked David to show kindness to his family after he was gone, and David

promised he would. Then Jonathan returned to the city to attend the meal.

The first night that David missed dinner, Saul didn't say anything. Raise your hand if you think David is safe. Show of hands.

1 Samuel 20:31–33

Slide #16

Slide #17

On the second night at dinner, Saul asked Jonathan where David was. Jonathan said David had gone to visit his family. Saul became angry and insulted Jonathan. Listen to what he said next, starting in 1 Samuel 20:31. Read verses 31–33.

What did Saul say Jonathan would never get as long as David lived? The kingdom. Jonathan asked what David had done to deserve death, but Saul had no answer. Instead, what did Saul do next? He threw a spear at Jonathan!

He'd thrown a spear at least three times at David, and now he threw one at his own son! Jonathan left the meal angry and sad that his father was acting so disgracefully.

Jonathan had set up a special way to warn David if Saul wanted him dead. Remember that David was still hiding in the field, waiting to hear from Jonathan. Because Saul's servants were all around, Jonathan

had to warn David secretly without them knowing.

## 1 Samuel 20:35–42

Slide #18

Slide #19

Slide #20

Slide #21

Slide #22

Let's see how Jonathan used his bow and arrows to warn David. Who will read 1 Samuel 20:35–42? Assign readers.

So, Jonathan went out to the field in the morning with a young boy. He took his bow and arrows so it would look like he was going to the field to practice.

What did Jonathan tell the boy to do? What was his job? To run and find the arrows he shot.

David and Jonathan had worked out two messages Jonathan could give when he shot his arrows. One would be the signal that it was safe for David to return to Saul, and the other would warn David that he must flee. So, whatever Jonathan called out to the boy chasing arrows was actually meant for David!

What did Jonathan say to the boy? Is not the arrow beyond you? Hurry! Be quick! Do not stay!

What message do you think Jonathan was giving David: was he safe or in danger? In danger.

### Slide #23

Refer to the Lesson Theme Poster. Jonathan warned David that Saul was still angry and he would have to flee.

Did the boy know that David was hiding nearby or that Jonathan was warning him? What does verse 39 say? The boy knew nothing.

Right. Jonathan sent the boy back to the city. Then David came out from his hiding spot to say goodbye to Jonathan.

How did they feel about this parting? Look in verse 41. Sad. They wept.

Some of you may know how this feels, to say goodbye to a best friend. Maybe you or a friend had to move, or maybe you made friends at camp and then had to leave. How many of you have had this happen? Show of hands. If time, allow several students to share a time they moved or had to leave a good friend.

It is hard! David and Jonathan didn't know if they'd see each other again. Jonathan returned to the city, but David would have to run for his life. Next lesson we'll follow David as he gets chased by Saul.

### Slide #24

### Slide #25

Let's finish the crossword. Who will read #8 about what happened at the second meal? Choose a reader. Angry. Have students complete #8.

And #9? What did Jonathan do with his bow and arrows? Choose a reader. Warn. Have students complete #9.

What about #10? Who will read that? Choose a reader. Hiding. Have students complete #10.

What would David have to do since Saul still wanted to kill him? Who will read #11? Choose a reader. Leave. Have students complete #11.

And #12? What did the two friends do when they said goodbye? Choose a reader. Wept. Have students complete #12.

## **Application**

Today we saw an example of true, godly friendship between David and Jonathan. They both loved and followed the Lord, they were both brave warriors, and they both promised to show kindness to each other's families. Their friendship was tested because of Saul's growing jealousy of David.

### Slide #26

Refer to the Lesson Theme Poster. How did Jonathan use his bow and arrows to warn David? He pretended to be practicing

archery, but the things he said to the boy with him were actually for David.

It was dangerous for Jonathan to go against Saul's command and warn David, but Jonathan chose to do what was right. He knew God had chosen David to be the next king, and he knew David hadn't done anything wrong to Saul. Jonathan was faithful and loyal to David.

David and Jonathan were brave, loyal, and honest. What are some qualities you think are important in a friend? Allow discussion. Answers may include loyalty, honesty, kindness, sharing, forgiveness, similar interests, etc.

Friendship is a gift from God. Our friends can have a great influence in our lives, which is why we must choose our friends carefully.

What are some ways our friends can influence us? Allow discussion. The way we talk and act, the activities we choose to do, our attitudes toward others, etc.

Why do you think it's important to have good Christian friends? Allow discussion.

With Christian friends, those who really love the Lord and want to follow him, you can encourage each other in spiritual things, like reading the Bible, praying for each other, and choosing good uses of your time. Non-Christian friends won't always understand



why you want to obey God and study the Bible. They may pressure you to do what they're doing and to talk the way they talk.

You may go through times when you feel like you don't have a good friend. If that happens, remember that Jesus is the best friend you could ever have! He's always there to listen, and he loves you more than anyone. Friends here on earth may disappoint us, but Jesus never will.

Now think about what kind of influence you are to your friends. Do you encourage them to do what's right and follow God? Are you kind? Do you put others' needs before yours? Are you loyal and honest? Do you talk about your friends behind their backs? If any of these areas is a problem for you, in our prayer time, ask God to forgive you and help you be a better friend.

## **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

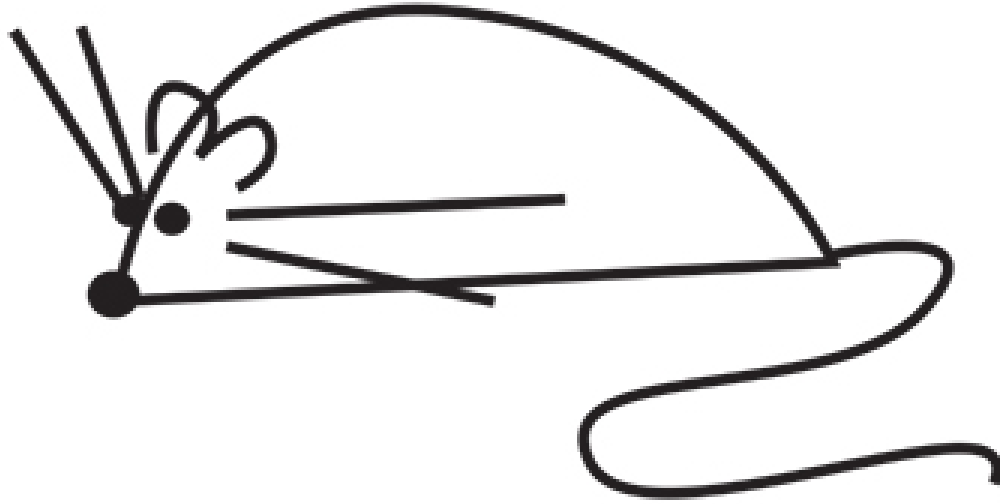
Review Questions (included in lesson)  
One drawing area for each team (paper, white board, etc.)  
Pencils or white board markers  
One die

## 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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