Lesson 77

David Defeats Goliath

God gave David victory over the giant, Goliath, because he trusted in him.

Studying God's Word

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

Battle Scene Introduction

Print and gather materials from the Battle Scene Introduction to start the lesson.

Prepare the materials and follow the instructions and discussion for Option 1 or 2 in the Battle Scene Introduction. After students have collected the evidence cards and visited the scene or viewed the illustration, continue with the questions below.

What clues did you learn from the scene (either the illustration or the actual "battle" scene)? Allow discussion. Answers should include an outline of a large body missing the head (someone died), a stone, and footprints leading away from the scene (someone lived).
What do you think happened? Two people fought. One was killed and one left the scene.
Who knows what biblical account our scene represents? If the body outline represents a very tall person, what giant fell because of a stone? Allow guesses. David and Goliath.

Great job! Now, let's get more details from the evidence cards you collected. Raise your hand if you have a card, and we'll get in groups for each one. Bring your Bible with you to your group. Divide students into pairs/groups to work on the evidence cards.

Each card has evidence and support based on a Bible passage. But the verses have some words that have been redacted, which is a fancy word for text that's been hidden or crossed out. In your groups, your next task as detectives is to look up the verses and write the missing words above the crossed-out sections. Allow time for groups to look up verses and complete their cards.

Background Evidence

Pass out the Battle Reports (Class Notes).

Okay! Let's see what evidence you uncovered to help us understand what happened at our fight scene. As we go through the evidence, we'll use the information to complete our Battle Reports. This will be the official report of what happened at our scene, so we need to make sure it's accurate. That's why we verified everything with the most reliable source—the Bible! Keep your Bibles open to 1 Samuel 17.

1 Samuel 17:3

Slide #3

Slide #4
Slide #5
Will someone from the group with card #1 read your evidence and then your completed verse? Choose readers from that group.
Your evidence was about the area surrounding our battle scene. There were two army camps found on mountains across from each other with a valley in between. Who were the two groups fighting, based on your support verse? Philistines and Israel.

Good work! We've found some important information about what was going on around our scene. The Philistines were a warlike people that often attacked the Israelites. They had gathered their armies together to fight the Israelites, who were led by King Saul.

Let's go to our Battle Reports. How would you fill in the blank for #1? Who will read that? Choose a reader. Valley. Have students complete #1.

1 Samuel 17:4, 17:24

Slide #6
Slide #7
Who will read the evidence and support from card #2? Choose readers from that group.
Uh oh! The Israelites were afraid of someone. Who was it? Goliath of Gath.

How tall does it say he was? Six cubits and a span.

This guy was a giant! When we convert cubits to inches and feet, we learn that Goliath was about 9 feet 9 inches tall. That's almost 10 feet tall! He was likely descended from the giants in Gath who were not driven out by the Israelites during the days of Joshua.

How did the Israelites respond to Goliath? They were afraid and fled.

1 Samuel 17:5–11
Slide #8
Slide #9
Slide #10
Slide #11

As detectives, we want to not only examine evidence but also answer the question "why?" Why were the soldiers so afraid of Goliath? Listen to this description of Goliath and what he said. You can follow along in 1 Samuel 17 starting at verse 5. Read the passage.

What kind of armor and weapons did he have? 1 Samuel 17:5–7. Helmet of bronze, bronze coat of mail, bronze armor on his legs, a javelin of bronze, a heavy spear with an iron tip, and a shield.

Slide #12

Refer to Goliath and his armor on the Lesson Theme Poster. Goliath was tall, strong, and well-protected! The javelin on his back was a lighter throwing spear. His coat of mail weighed 125 pounds, and the head of his big spear weighed 15 pounds. He had to be strong to handle armor and weapons that heavy. He was the champion of the Philistine army.

As champion, Goliath challenged the Israelites to send someone to fight him. What did he offer the Israelite who was brave enough to face him? 1 Samuel 17:9. If he won, the Philistines would be his servants.

Instead of both armies fighting each other, Goliath wanted a one-on-one fight with a brave Israelite. The army of the loser would be the servants of the army of the winner. In verse 10, Goliath defied the army of Israel. In other words, he dared them to come and fight. He was confident he would win, no matter who came from the Israelites' camp.

It is important to realize that Goliath wasn't just defying or daring the army of Israel to come and fight him. By defying the people of God, he was actually mocking and insulting the powerful God of Israel. Goliath wanted to see if the Israelites really believed that their God was more powerful than he and the Philistines were. But the

Israelites were scared and overwhelmed by Goliath! They were afraid of him because of his size and strength. Even his weapons were superior to theirs!

Slide #13

Based on what we've read, how would you fill in the blank for #2 in the Battle Report? Goliath. Have students complete #2.

1 Samuel 17:17–18

Slide #14
Slide #15
Slide #16
Slide #17

So, we learned about the Philistine giant who scared the Israelites. Let's find out who else was at the scene. Who will read the evidence and support on card #3? Choose readers.

Who did Jesse send to the battle? David.

What did he bring for his brothers? Grain, loaves of bread, and cheese.

Who remembers from last lesson how many brothers David had? He was the youngest of how many sons? Eight.

Show Lesson 76 Theme Poster. Right! Samuel the prophet came to Jesse in Bethlehem because God told him the next king after Saul would be one of Jesse's sons. After Samuel met the oldest seven sons, God told him it wasn't any of them. It was David, the youngest son, that Samuel

anointed as the next king. But David wasn't king yet. He was still going back and forth from his home, where he cared for the sheep, and Saul's court, where he served as a musician and armor-bearer.

David's three oldest brothers were serving in Saul's army, and that's who Jesse sent him to.
What is the answer for #3 in the Battle Report? Food. Have students complete #3.

We know that David came to the battleground with supplies. While he was there, Goliath came into the valley and yelled his challenge to the Israelites, which he had been doing every day for 40 days!

1 Samuel 17:26

Slide #18
Slide #19
Slide #20
Who will read card #4 about what David did next? Choose readers.
What did David want to know? What would be done for the man who killed Goliath.
What did David say Goliath was doing when he kept challenging them? Defying the armies of the living God.

David recognized that Goliath's challenge to Israel was actually a mocking challenge against God. And his people were too scared to do anything about it! David's

attitude was different from Saul's soldiers. He wanted this insult to the Lord to end.

The men told him that King Saul would give great riches and his daughter in marriage to the man who would stand up to Goliath, but no one had volunteered—yet!
Who will read #4 in the Battle Report? Choose a reader. Defied. Have students complete #4.

1 Samuel 17:28

Slide #21
Slide #22
Slide #23
And who will read the evidence and verse from card #5? Choose readers.
Who heard David's conversation with the Israelite soldiers? His oldest brother, Eliab. How did Eliab feel about David being there and asking questions about Goliath? Angry.

Eliab was angry at David. He accused him of leaving his responsibilities with the sheep to watch the battle.

Was that true? Why did David come to the battle? He was obeying their father, Jesse, who told him to come down.

Eliab maybe felt a bit jealous that David had been chosen as the next king instead of him. He may also have felt ashamed that he

was afraid of Goliath while his younger brother wasn't.
Who will read #5 in the Battle Report about Eliab? Choose a reader. Battle. Have students complete #5.

David didn't let his brother's anger stop him from asking about what would be done about Goliath. Saul's men reported what David was saying, and David was brought before Saul.

1 Samuel 17:32–33

Slide #24
Slide #25
Slide #26
Who will read the evidence and support from card #6? Choose readers.
What was Saul's response when David volunteered to fight Goliath? He said David couldn't go because he was a youth and Goliath had been fighting for longer than him.

These verses describe David as a youth, or a young man, but that doesn't mean he was a little boy. You may have seen pictures of David as a small boy facing Goliath, but that is not accurate. David was described before this fight as a man of valor and a man of war (1 Samuel 16:18). He was not a child, but a young man in his late teens. Still, compared to Goliath, he would've seemed small.

Who will read #6 in the Battle Report about David? Choose a reader. Young man. Have students complete #6.

To convince Saul to let him fight, David told Saul of his experiences as a shepherd protecting his sheep from dangerous predators like lions and bears. He struck them down in the same way he believed God would help him strike down the giant.

Saul agreed to let David fight, and he offered David his armor for protection. After trying it on, David decided he shouldn't wear something into battle that he wasn't familiar with.

Battle Evidence

1 Samuel 17:40

Slide #27
Slide #28
Slide #29
Let's see if that matches the evidence from our scene. Who will read card #7? Choose readers.
What weapons did David choose to take to fight Goliath instead of Saul's armor? Staff, five smooth stones, and his sling.
This evidence explains how the footprints at a nearby brook (stream) match the footprints at our battle scene. Whose

footprints were they at both locations? David's.

Right! David went to the stream to collect stones before he faced Goliath.
How will you answer #7 in the Battle Report? What weapons did David take? Sling. Have students complete #7.

Goliath mocked David when he saw him approach with his shepherd's weapons. Compared with Goliath's impressive armor and weapons, David looked like he didn't have a chance!

1 Samuel 17:49

Slide #30
Slide #31
Slide #32
Who will read card #8? Choose readers.
Who won the fight between David and Goliath? David.
How many stones did it take for David to knock down Goliath? Just one.

Slide #33
Show the Lesson Illustration. Slings back in Bible times were important weapons, not just toys like we have today. The longer the sling, the farther the stone could travel. A good slinger could hurl a stone as far and as accurately as a good archer. Surprisingly, some archaeologists believe that stones were slung with an underhand motion (like

a softball pitch windup) rather than slung overhead. Underhanded releases were more accurate, and stones could leave the sling at speeds of over 60 miles per hour!
Where did David's stone hit the giant? In the forehead.

That's an accurate shot! But David had God guiding his aim.

How does the verse match the evidence at our scene? There was one stone next to the outline of the body.
Who will read #8 in the Battle Report? Choose a reader. Stone. Have students complete #8.

1 Samuel 17:51

Slide #34
Slide #35
So, we solved the evidence of the stone from our scene. But what about the missing head? Who will read card #9? Choose readers.
What happened to Goliath's head? David cut it off with Goliath's own sword!
What did the Philistines do when they saw David kill their champion? They fled.

1 Samuel 17:52

Slide #36
Slide #37

Let's hear the evidence from card #10. Who will read that? Choose readers.
What did the Israelites do when they saw that Goliath was killed and the Philistines were running away? They chased them.

Yes! Encouraged by David's courageous victory over Goliath, the Israelites shouted and pursued the Philistines, wounding many who were trying to escape to their cities.

Slide #38
Let's fill in some more of the Battle Report. What's the answer for #9? Head. Have students complete #9.
And #10? What did the Israelites do? Chased. Have students complete #10.

Great work, everyone! We have figured out who was fighting in the battle, David and Goliath; who won, David; what weapons he used, sling and a stone; and what happened to Goliath's head, David removed it. But let's answer one final, important question. What made David so brave? Why was he willing to face Goliath when all the other Israelites were so afraid?

1 Samuel 17:45–47
Slide #39
Slide #40
Slide #41

Listen to what David said to Goliath before the fight. Read the verses dramatically.

Goliath came at David with a sword and spear, but David came with someone on his side—someone powerful! Who was it? 1 Samuel 17:45. The Lord of hosts, the God of the armies of Israel.
David promised to take something from Goliath. What was it? His head!

And we saw from the fight that David kept his word! David was confident that he would win because the battle was the Lord's. He trusted that God would give the Philistine into his hand.

Slide #42
Slide #43
Slide #44
How will you complete #11 in the Battle Report? Trusted. Have students complete #11.

Show the Lesson Theme Poster. Today's lesson was a bit different than usual. We started by looking at the final scene, examined evidence, then recorded what we found. God sovereignly arranged for David to be sent to the battle to hear Goliath's challenge. The Israelite soldiers along with King Saul were afraid of Goliath. They didn't trust that God could deliver them. David was offended that the Philistine champion mocked the Lord. He offered to fight. Taking the simple weapons he was familiar with as a shepherd, David ran to face Goliath in the

valley. He knew that it wasn't up to him to win; God would give the victory. And God showed himself strong by using David to defeat Goliath.
Let's complete #12 on our Battle Report. What did we learn about God from the account in 1 Samuel 17? Powerful. Have students complete #12.
Refer to the Attributes of God Poster. Which attribute from our poster describes God as all-powerful? Omnipotent. Have a student read the definition.

Application

Slide #45

Refer to the Lesson Theme Poster. We saw today that David was not fighting for his own glory or the rewards that Saul offered. He was fighting to uphold the power and glory of God. David went into battle knowing that the battle was the Lord's and that the victory would be the Lord's as well. David's courage came from God. This is an important lesson for us.

God uses people every day to do his will. We can only do what God asks us if we cling to our faith in God and know that he alone has the power to help us. God can use us to do his will. But we must trust him, remembering that he has helped his people in the past and he will help us, too. God is the same today as he was back in David's time.

We won't face an actual human "giant" in our lives, but what are some problems or situations that may seem "giant" to us today? Something we can't do on our own? Allow discussion or share a personal example of a trial you couldn't handle in your own strength and wisdom. Encourage students to think of things God may ask them to do that seem scary or challenging.

The more we know of God through his Word, the more we will be able to rely on him to get us through any situation with strength and courage.

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.
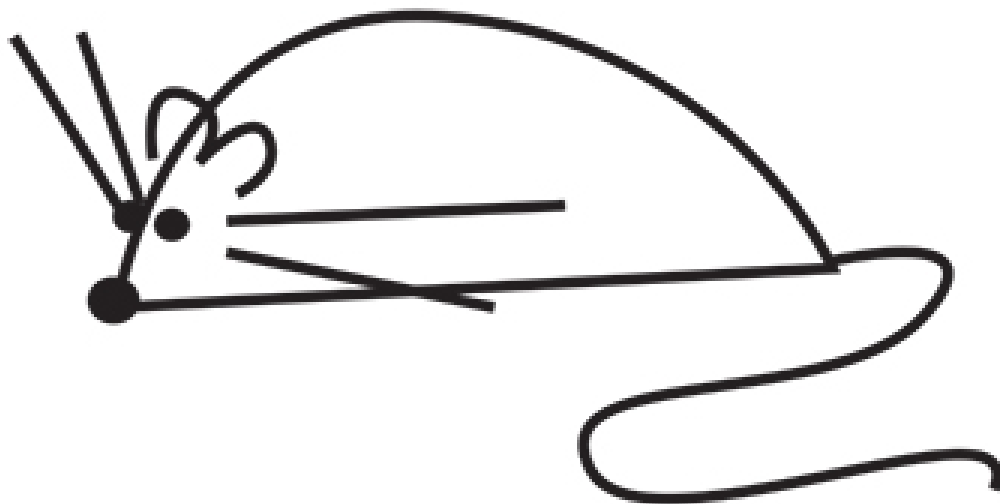
They can draw according to the numbers below:

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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