

## Lesson 77

# David Defeats Goliath

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

# Studying God's Word

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

## 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 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 account from the Bible our scene represents? What very tall person fell because of a stone? Allow guesses. David fighting 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 that was found at the battle scene and Bible verses that tell about that evidence. But the verses have some words that have been 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. Then we'll put all these clues together to figure out what happened. 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 the battle scene. We'll fill in our Battle Reports as we go. We looked up the evidence in the most trustworthy source—the Bible, so we know it's true! 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? Choose a reader from that group.

Your evidence was about the area around the battle scene. There were two army camps found on mountains across from each other with a valley in between.

What did you find out in your verse about the two groups who were fighting? Who were they? Philistines and Israel.

We've heard of the Philistines before. They were a mean, warlike people. And once again, 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 the verses from card #2? Choose a reader 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! He was nearly 10 feet tall!

Does this description match anything you saw at our scene? The outline on the floor.

Yes! The outline you saw was about 9 feet, and that was without the head!

What did the Israelites think of Goliath? They were afraid and fled.

As detectives, we want to not only examine evidence but also answer the question "why?" Why were the soldiers so afraid of Goliath? The Bible tells us why.

### Slide #8

Refer to Goliath and his armor on the Lesson Theme Poster. Besides being a man of giant height, he had a huge amount of armor and weapons. Goliath had a helmet, a coat of mail, and even armor on his legs. He had a javelin (throwing spear) on his back, another spear, a sword, and a shield. His coat of mail weighed 125 pounds, and the head of his spear weighed 15 pounds. He had to be strong to handle armor and weapons that heavy. No wonder he was the champion of the Philistine army!

As champion, Goliath challenged the Israelites, daring them to send someone to fight him. He wanted a one-on-one fight between himself and a brave Israelite. The army of the loser would be the servants of

the army of the winner. He was confident he would win, no matter who came from the Israelites' camp.

Think about it: by daring the Israelites this way, Goliath was also mocking and insulting the 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 all too scared of Goliath to fight him!

Slide #9

So how would you fill in the blank for #2 in the Battle Report? Goliath. Have students complete #2.

## 1 Samuel 17:17–18

Slide #10

Slide #11

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

Bread crumbs and cheese leftovers? What do they have to do with this battle scene? Tell us what you found out from your verses. Read them for us. Choose a reader.

Who did Jesse send to the army camp?  
David.

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

## Slide #12

Show Lesson 76 Theme Poster. Remember, we learned that Jesse had eight sons, and 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 royal court, where he played his lyre for Saul and served as his armor-bearer.

David's three oldest brothers were soldiers in Saul's army, and that's who Jesse sent him to see.

## Slide #13

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 shouted his challenge to the Israelites, which he had been doing every day for 40 days!

David understood that Goliath's challenge to Israel was actually mocking God. But his people were too scared to do anything about it! So, it wasn't long before David stood before King Saul.

1 Samuel 17:32–33

## Slide #14

Who will read the evidence from card #4?

Choose a reader.

Who do you suppose that was? David.

Slide #15

Slide #16

What did Saul say when David volunteered to fight Goliath? Someone read the verses. Choose a reader. He said David couldn't go because he was a youth and Goliath had been fighting for longer than him.

These verses call David a youth, 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's not accurate. Earlier in chapter 16, David was described 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 #4 in the Battle Report about David? Choose a reader. Young man. Have students complete #4.

To convince Saul to let him fight, David told Saul of times as a shepherd when he protected his sheep from dangerous animals like lions and bears, and he believed God would help him strike down this giant, too. Saul agreed to let David fight, and he even said David could wear his armor for protection. After trying it on though, David



decided he shouldn't wear something into battle that he wasn't used to.

## Battle Evidence

Let's see if that matches the evidence from our scene.

1 Samuel 17:40

Slide #17

Slide #18

Slide #19

Who will read the evidence and verse from card #5? 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 ones at our scene. Whose footprints were at both places? David's.

Right! David went to the stream to collect stones to use in his sling.

How will you answer #5 in the Battle Report? What weapons did David take? Sling. Have students complete #5.

Goliath shouted and mocked David when he saw him coming with his shepherd's weapons. Compared to Goliath and his strong, shiny armor and heavy weapons, David looked like he didn't have a chance!

# 1 Samuel 17:49

Slide #20

Slide #21

Let's find out more. Who will read the evidence from card #6? Choose a reader.

That matches up with the fact that David collected stones for his sling. Someone read the verse now. Choose a reader.

How many stones did it take for David to knock down Goliath? Just one.

Slide #22

Slide #23

Show Illustration. Slings back in Bible times were important weapons, not like the toy slingshots we have today. A good slinger could hurl a stone as far as a good archer with a bow and arrow. Surprisingly, some archaeologists believe that stones were slung with an underhand motion (like a softball pitch windup) rather than overhead. Slinging underhanded was more accurate, and stones could leave the sling at speeds of over 60 miles per hour! That's fast—like driving on a freeway.

Where did David's stone hit the giant? In the forehead.

A perfect shot! David had God guiding his aim.

How does the verse match the evidence we saw at our scene? We found one stone, and the outline of the body matches Goliath falling flat.

Who will read #6 in the Battle Report? Choose a reader. Stone. Have students complete #6.

## 1 Samuel 17:51

Slide #24

Slide #25

Slide #26

So, we solved the evidence of the stone from our scene. But what about the missing head? Who will read card #7? Choose readers.

What happened to Goliath's head? David cut it off with Goliath's own sword!

What did the Philistine army do when they saw David kill their champion? They fled.

Let's enter this evidence into the Battle Report. Who will read #7? Choose a reader. Head. Have students complete #7.

After watching David's courageous victory over Goliath, the Israelites shouted and chased the Philistines, wounding many who were trying to escape back to their own cities.

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 could he face Goliath when all the other Israelites were so afraid?

1 Samuel 17:45–47

Slide #27

Slide #28

Slide #29

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 more powerful than this giant on his side! 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? 1 Samuel 17:46. His head!

And we saw from the evidence 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 Goliath into his hand.

Slide #30

Slide #31

Slide #32

How will you complete #8 in the Battle Report? Trusted. Have students complete #8.

Refer to the Lesson Theme Poster. God sovereignly arranged for David to be sent to the battle to hear Goliath's challenge. David didn't like to hear the Philistine champion mocking the Lord, so he chose to fight. He knew that it wasn't up to him to win; God would give the victory. And God showed that he was stronger than the enemy by using David to defeat the giant, Goliath. Let's complete #9 on our Battle Report. What did we learn about God from the account in 1 Samuel 17? Powerful. Have students complete #9.

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 #33

Refer to the Lesson Theme Poster. We saw today that God used David in a big way! David was not fighting to show off or to get rewards. He was fighting to uphold the power and glory of God! And because of this, God gave David great courage. This is an important lesson for us.

We can only do what God asks us if we put our faith in God and know that he alone has the power to help us. We MUST trust him, remembering that he has helped his people in

the past and will help us, too. God is the same today as he was back in David's time.

We won't face actual human "giants" in our lives, but what are some problems or fears 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.

The more we know about God through prayer and reading his Word, the more we will be able to trust 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)



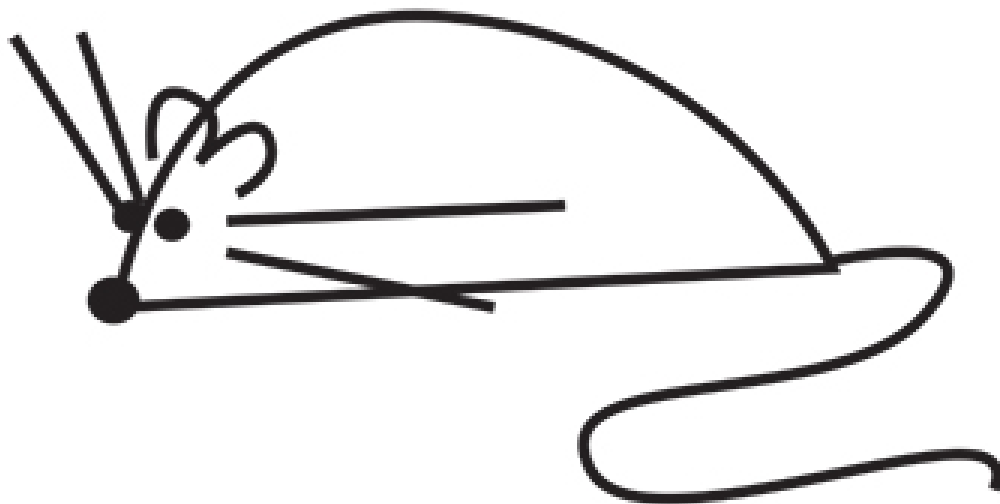
One drawing area for each team (paper, white board, etc.)  
Pencils or white board markers  
One die

## 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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