

Lesson 76

God Chooses David

God sent Samuel to anoint David as the next king of Israel.

Studying God's Word

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

Introduction

Note: This taste test uses the same supplies as the Heart Cookies activity, so you can prepare for both at the same time.

Bake two heart-shaped cookies before class and frost them. Add extra salt to the frosting on one cookie (either mixed into frosting or sprinkled on top) and decorate it to look nicer than the other cookie. Make the other cookie with the unsalted frosting look messy with no sprinkles or decorations. Have cookies covered on a plate nearby. Optional: have a cup of water available for volunteer.

To start today, I need a volunteer. Choose a volunteer.

I have two cookies here for you to sample. Show class the two cookies.

Which cookie looks better? Class should choose the nicely decorated cookie.

Go ahead and take a bite. Have volunteer take a bite of nicely decorated (but salty!)

cookie.

How did it taste? Good or bad? Sweet or salty? Allow volunteer to describe the taste.

Now, take a bite of this cookie. Have volunteer sample the poorly decorated (but tasty!) cookie.

How did this one taste? Better than the other one? Allow answer.

Refer to the cookie samples. One cookie looked really nice on the outside; its frosting and decorations were nice. But it didn't taste good! It was too salty. But the other cookie that wasn't decorated well tasted the way a cookie should—sweet! Let volunteer finish the good cookie and return to seat.

If you plan to do the Heart Cookies activity, you may want to tell students that they'll get to decorate their own heart cookie later.

What do you think I wanted you to learn from the two cookies? How do we usually judge whether something is good or bad? What do we look at? Allow discussion. How it looks on the outside.

We judge things all the time by outward appearance. We look at food, toys, books, and other items and decide if they are tasty or gross, good or bad, pretty or ugly, valuable or cheap. Sometimes our judgment

is correct, but sometimes what we think about something by looking at it can be wrong.

You know, we also do this with people. We may see people who look different from us and think they are strange. We may not want to be near a person who looks poor or dirty. We may be nervous around someone who has a physical disability like blindness or not being able to walk. Then, we may do the opposite and want to be near people we think are smart, athletic, good-looking, or important.

In our lesson today, we'll see that Samuel did the same thing! He looked at the outward appearance of a man and thought he would be a good king. But God had to remind him that he looks at what a person is like on the inside—the heart.

Refer to the Exodus to Malachi Timeline. Let's review where we are in our timeline. Samuel was God's prophet, a priest, and a judge. But the Israelites didn't want to be ruled by judges or by God. They asked Samuel for a human king. Even after Samuel warned them, the people still insisted; they wanted to be like other nations with a king. What was the name of the first king God chose? Saul.

Slide #3

Refer to Lesson 75 Theme Poster. Yes, God chose Saul to be Israel's first king. But Saul's heart was not right with the Lord, and he failed to trust and obey God. He offered a sacrifice without waiting for Samuel. Then when he was told to completely destroy the Amalekites, Saul let the king and the best animals live.

Who remembers one of the consequences Saul had because of his disobedience? Allow answers. He lost the kingdom, his friendship with Samuel, and the Spirit of God. A harmful spirit was sent to trouble him.

God told Saul that his kingdom would be taken away. But who would take Saul's place? It makes sense that God would choose a man with an obedient, faithful heart since Saul failed in these areas. And that is what God did—he chose someone who wanted to do his will. Today, we'll find out who the Lord chose.

Who thinks they know whom God chose to be the next king? Allow discussion.

Let's find out who's right.

Samuel Anoints David

Samuel was sad that King Saul was no longer following and trusting God. But the Lord told Samuel to quit feeling sorry about Saul and go see Jesse, a man who lived in Bethlehem. God

had chosen one of Jesse's sons to be the next king.

Slide #4

Refer to Lesson 73 Theme Poster. Remember Ruth from several lessons ago? She was from Moab, but she left her country and family to return to Bethlehem with her mother-in-law, Naomi.

Who did Ruth end up marrying? Boaz.

Right! Ruth and Boaz had a son named Obed, and Obed's son was Jesse. So, Jesse was Ruth and Boaz's grandson! And that's who Samuel was going to see.

When Samuel arrived in Bethlehem, he invited Jesse and his sons to join him for a sacrifice. When Jesse and his sons got there, Samuel wondered which one of these fine-looking young men would be the next king.

1 Samuel 16:6–10

Slide #5

Slide #6

Refer to the Books of the Bible Poster. Turn to 1 Samuel 16. Who will help us read verses 6–10? Assign readers.

Let's answer some questions to better understand what God is saying!

Look at verse 6. Who did Samuel think would be the next king at first? Eliab. Was Eliab the one God had chosen? What did God say in verse 7? No. "I have rejected him."

What was Samuel looking at when he thought Eliab would be the next king? His outward appearance.

That's right! What does God look at? The heart.

God sees differently than man sees, doesn't he? Samuel saw that Eliab was a tall, strong young man, so he immediately thought that Eliab was the best choice for a king. But God looked deeper than the outward appearance of Eliab. God looked into his heart to see if he loved the Lord and wanted to follow him. But God rejected Eliab.

How many sons passed before Samuel in verse 10? Seven.

Right. Seven sons came one by one before Samuel. But what did God say about each one? No. None of them were chosen.

Hmm. Samuel knew he was in the right place, but so far, he hadn't gotten the okay from God to anoint any of them as the new king.

1 Samuel 16:11–13

Slide #7

Slide #8

So now what? Let's keep reading. Who will read verses 11–13 for us? Assign readers. What did Samuel ask Jesse? Are all your sons here?

Which of Jesse's sons had not come before Samuel? The youngest son.

What was the youngest son doing? Keeping the sheep.

How was he described in 1 Samuel 16:12?

What did he look like? Ruddy, beautiful eyes, and handsome.

Does anyone have a guess what "ruddy" means here? Allow answers.

Ruddy means healthy-looking or rosy, kind of like when your cheeks are rosy after you've been outside on a chilly day.

Was this son chosen to be the next king? Yes!

What was this young man's name? Look in verse 13. David.

David was the one God had chosen to be the next king. He was the youngest—the one who was out caring for the sheep.

What did the Lord tell Samuel when David was brought before him? The answer is at the end of verse 12. Arise, anoint him, for this is he!

Slide #9

Show the Lesson Theme Poster. Samuel poured oil on David's head to anoint him as

the next king. His family was probably surprised that God's prophet chose David. Remember that the oldest son in the family was usually chosen to lead back then, but here God chose the youngest son that was out with the sheep to lead the entire nation of Israel!

What happened to David after Samuel anointed him in verse 13? The Spirit of the Lord rushed upon him.

God sent his Spirit upon David, which would lead and guide him. So, we have learned that David was a shepherd, the youngest son, and handsome. But these outward things were not why God chose him.

1 Samuel 13:14

Slide #10

Why would God choose David? Turn back to 1 Samuel 13:14. This was when Samuel told Saul his kingdom would be taken away from him. It tells us what kind of person the Lord wanted to be king instead of Saul. Listen carefully. Read the verse.

Did you hear that? The Lord sought a man after his own what? Heart.

The word "heart" here is talking about the part of a person that controls how he feels, what he thinks, what he wants, and the choices he makes. The man God would choose as the next king would want the

same things that God does. And God knew that man was David. He had a heart that would seek after what God wanted. And for his entire life, he would try to follow the will of the Lord.

Pass out the Class Notes.

Let's review what we've covered so far in the Class Notes. Each sentence has two choices. Decide which one is the correct answer and circle it.

Slide #11

Slide #12

Who will read and answer #1? Choose a reader. Jesse. Have students complete #1.

And #2, who did Samuel think would be chosen at first? Choose a reader. Eliab.

Complete #2.

Who did God choose? That's #3. Choose a reader. Youngest. Complete #3.

How is David described in #4? Choose a reader. Shepherd. Complete #4.

Why did God choose David? Who will read #5? Choose a reader. Heart. Complete #5.

David Comes into Saul's Service

Even though David had been anointed to be the next king, God wanted Saul to be king for a while longer. You know how we read that the Spirit of the Lord had come upon David? Well, a different spirit came upon Saul. We talked about it in the last lesson as a consequence of Saul's disobedience.

1 Samuel 16:14–19

Slide #13

Slide #14

Slide #15

Who will read 1 Samuel 16:14–19 for us?

Assign readers.

What was wrong with King Saul? 1 Samuel 16:14. The Spirit of the Lord had left him, and a harmful spirit from the Lord tormented him.

King Saul was very troubled by this harmful spirit, and his servants noticed it. They wanted to help him. They had an idea about what might make the king feel better.

What was their idea? 1 Samuel 16:16. Find someone who could play the lyre when the king was troubled. This would make the king well.

What is a lyre? Anybody know? Allow guesses.

Slide #16

Show Illustration. A lyre is a stringed instrument like a small harp.

Who did the servants suggest come and play the harp to make the king feel better? Jesse's son, David.

Interesting! 1 Samuel 16:18 tells us more about David. What do we learn about him here? Skillful in playing music; man of valor; man of war; prudent in speech; man of good presence; the Lord is with him.

Slide #17

Let's define a couple of those words. A "man of valor" means someone who is brave or courageous. And "prudent" means wise or sensible.

David was still a young man (probably about 15 years old), but some people already knew about his musical ability, bravery, and wise speech.

God is truly amazing! He is sovereign, in control of all things. Saul probably knew nothing about David before this time. And now, after being anointed as the next king to take over after Saul, David was called to Saul's royal home. David's music helped Saul, and Saul loved David.

Not only that, but Saul eventually made David his armor-bearer—which meant that David spent even more time around King Saul. See how God was working every detail of history into place so that his plan would be accomplished?

Slide #18

Slide #19

Let's finish the Class Notes. Who will read #6 about David? Choose a reader. Music. Have students complete #6.

And #7? Why did Saul bring David into his service? Choose a reader. Lyre. Have students complete #7.

See the sentence at the bottom? What should you draw in the box to complete the sentence? Choose a reader. Heart. Have students draw a heart in the box.

Application

Slide #20

Refer to the Lesson Theme Poster. Samuel came to Bethlehem and anointed David to be the next king of Israel.

Why did God choose him over his seven brothers? Allow discussion.

David was the youngest brother who watched over the sheep. He was the least likely of his brothers to be chosen by God—according to what the world would say. And yet, because his heart trusted God, David was chosen by God to become the next king after Saul.

We often think that God will only use the smartest, the bravest, and the strongest people. But that's not so. The Lord doesn't look at how tall or short we are, whether we have dark hair or light hair, or how beautiful or handsome we may think we are. Those are all outward appearances.

We aren't called by God because we are smart or strong or rich or beautiful. We are called if, like David, our hearts are soft and

obedient to God. The Bible says that God chooses the smallest and the lowest to do his work so that he will get the glory.

Do you want to be used by God? Be humble. Don't try to be the greatest just to show off. But do your best for God. Give God the glory for the talents and abilities he's given you! Then wait for God to show you what he wants you to do with them. He's always looking for obedient hearts to use.

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.)

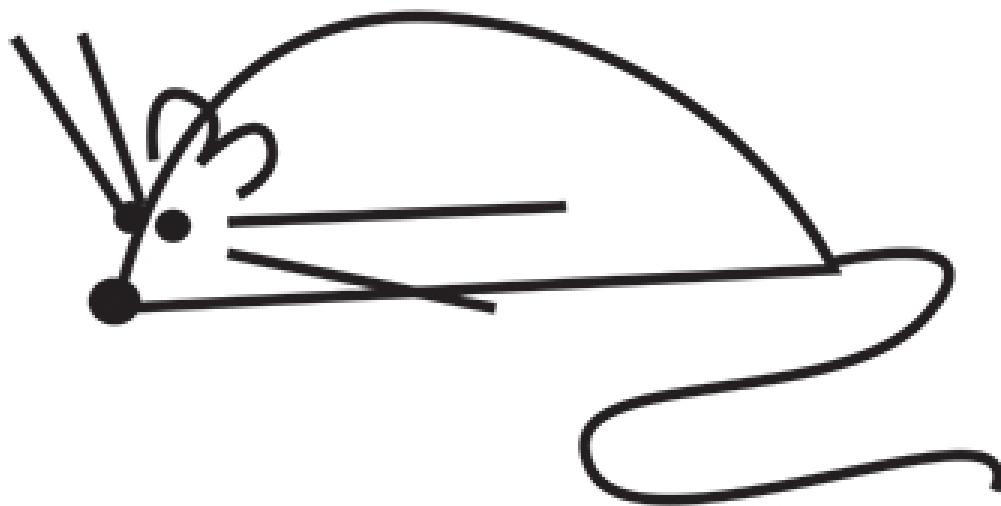
Pencils or white board markers
One die

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.

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!

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!

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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