

David the King

Lesson 26a — Shepherd Boy

Lesson 26b — David and Goliath

Lesson 26c — Two Friends

Lesson 26d — David Becomes King

OVERVIEW

Our second unit of this quarter is an in-depth character study of one of the most prominent people in the Bible, David — the shepherd boy, the giant-slayer, the friend, and finally, the king. Although the title of our unit reflects only this last position, interwoven through all of the lessons will be the thought of how God was preparing the man He had chosen for the job He had called him to do.

God's selection of David as the one to be anointed by Samuel marks the beginning point of this study. Destined to be Israel's most famous king and the prototype for the promised Messiah, David was Jesse's youngest son and a shepherd, when God's plan for his life began

to be revealed. David's deep trust in God, his courage, and his sense of justice fitted him for the position.

Drama and adventure are woven into this account, and it will be a series sure to capture the interest of your young students. There are valuable lessons to be learned from the story of David which apply even on the primary level. It is important that your students conclude the quarter with an understanding that God sees the heart, that He has promised to be with those who put their trust in Him, that true friendship is an expression of love in good times and bad, and that God's plan in each of our lives will be fulfilled if we yield to Him.

GAMES FOR REVIEW

Cut several "rocks" from brown paper, one rock for each word of the memory verse. (Do not write the words on the rocks.) Tape the rocks to the floor in a stepping-stone pattern across an imaginary river. As the children take turns stepping across the river on the stones they should say one word of the verse for each stone they step on. If they recite the verse correctly they can make it safely to the other side of the river. If they fail, they fall into the river (sit on the floor beside the stones) and must wait for someone to rescue them. When the next person comes by, the child in the "water" has a chance to try and recite the verse again. If he is correct he can be pulled from the water to safety. If not, he must wait for the next person to try to rescue him.

Have the children form a line facing you. Ask them, one at a time, a review question about the story of the day. If they answer the questions correctly they may take a giant step forward. If they fail to give the correct answer they must stay where they are or take a giant step backward.

Give each child a 3" x 5" card and a pencil. Let them draw a small picture using stick people to illustrate one of the stories in this unit. Put the cards in a basket and mix them up. Everyone chooses a card and takes turns identifying the lesson by the picture drawn on the card.

CONTEST IDEAS

At the beginning of the unit, give each child a sheet of construction paper which you have titled, **LEARNING FROM DAVID**. Cut out shapes of the lamb, sling, hearts, and crown for each student on which are written a task for each week (see Patterns). Each Sunday, give them the appropriate shape to go with the following week's lesson and tell them if they bring the shape back with the task completed, they may attach the shape to their construction paper background. At the end of the unit, each student who has accomplished all four tasks should receive a small reward.

Make a dot-to-dot crown chart on heavy paper for each child (see Patterns). At each dot insert a metal paper fastener so yarn can be wrapped around it to connect

the dots. Each week that the students know their memory verse, bring a friend, etc., they may string the yarn from one fastener to another for each deed. The first crown completed is the winner.

Compile a set of Psalms verse cards by writing some of the verses from Psalms that the children would enjoy learning (Psalms 23:1; 29:1; 34:3; 41:1; etc.). Write the complete verse on the card so the parents will have an incentive to help the child. Make enough so all the children will have a chance to learn as many as they want. Mix up the cards in a large box and have the children choose the cards they want. Each week they should bring back the cards they chose and give them to their teachers. At that time the teachers will have them recite the verses. If they are correct the teachers should put the students' name and their own name on the card. The cards are then put into a designated container and that student is awarded a small prize (a bookmark, a sticker, money, etc.) for each verse learned. At the end of the unit the cards are counted and the student who learned the most verses is the grand winner and receives something special (a Bible, a special book, etc.).

BULLETIN BOARD

Enlarge the shapes given with tasks written on them as described under Contest Ideas. Under a large heading, GOD PREPARES DAVID, arrange the shapes. On the lamb write the word "Thankful." On the sling write the word "Courageous." On the heart write the word "Friendly." On the crown write the word "Willing." You might also wish to leave space on your board for your students to post their projects using the same shapes so they can keep visual track of their progress.

This unit is ideal for focusing on the Psalms that David wrote. Prepare the bulletin board titled, POETRY OF KING DAVID (see Patterns). Display the large Bible in the center of your board and put music notes all around it. On each page of the Bible write the words given, "The Lord is my _____." Write this enough times so all of your students can fill in one or more spaces (whatever you choose). Help them a bit to get them started because they might all think they need to write "shepherd" in their blank. Suggest words such as: helper, comforter, encourager, friend, joy. Remember, there are no wrong answers.

UNIT PROJECTS

Copy enough of the Life of David placemats so each child will have a complete set at the end of the unit (see Patterns). Here are two ideas on how to use these:

1. Use four different colors of paper for the mats, one for each Sunday. Laminate each mat with clear contact paper or have them done professionally. Be sure that one side has the place setting and the other side has a memory verse picture. Present these to the children each Sunday and have a special place for them to be kept until they have a complete set at the end of the unit.
2. Each week give the children a copy of the memory verse mat for that Sunday. Let them color their mat and then put it in a special place which you have designated until the end of the unit, at which time you can back each of their mats with the place setting copies you have made and then you have them laminated. The children will have to wait one extra Sunday to receive their completed set.

CHART IDEAS

Make a copy of the David's Story chart for each child (see Patterns). Each week let the students cut out and glue the chosen squares onto the correct spaces.

Prepare a picture-strip chart for each child (see Patterns). Let the children pull the strip through the viewer to show the correct story for each week.

Give each of your students a copy of the crown chart (see Patterns). Each week give them a jewel (made from different colors of paper) to add to their crown.

SUPPORT MATERIAL

David and Goliath — coloring strip — 8 17" x 2' panels join to form a mural, Concordia
The Shepherd Psalm — bookmark, picture of shepherd, Standard Publishing
Stories About David — Pict-o-graph, Standard Publishing
Old Testament Bible Pictures to Color — 8 each of 6 pictures, Standard Publishing
David: Shepherd, Musician, and King — Biblearn Series, Broadman Press
David — book by Rebecca Daniel, Shining Star

TEXT I Samuel 13:14; 16:4-13; Acts 13:22

OBJECTIVE The students will be able to relate that the shepherd boy, David, was chosen to be king because he was a man after God's own heart. They will be able to explain that God looked on his heart and not on the outward appearance as does man.

MEMORY VERSE Man looketh on the outward appearance, but the LORD looketh on the heart. — I Samuel 16:7

Shepherd Boy

MEMORY VERSE IN ACTION

MAN — Point to self.

LOOKETH — Hold cupped hands around eyes.

ON THE OUTWARD APPEARANCE — Point to various parts of body.

BUT THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

LOOKETH — Hold cupped hands around eyes.

ON THE HEART — Using index fingers, outline the shape of a heart over your heart.

MEMORY VERSE VISUALIZED

This week our memory verse display features a boy holding a magnifying glass, and a large heart. (See pattern at the end of this lesson.) Cut apart the pieces on the heavy black lines and place them on your board in the correct sequence as your students recite the verse.

BIBLE LESSON OUTLINE

As your opener use the In-Class Activity which uses various boxes or containers familiar to children. Prior to class time, remove the original contents and substitute something else. Ask your students what they think is inside of each container. When you show them what is actually inside, explain that we judge the contents by the outside. We look at people in the same way, but God looks inside the heart and can see what is really there.

1. When King Saul failed to obey the Lord, the Lord told him his kingdom would not continue. This meant that another king must be chosen.
2. The Prophet Samuel told King Saul that God had chosen a man after His own heart to be the ruler of His people.
3. God sent Samuel to Bethlehem to anoint one of the eight sons of Jesse to be king of Israel.
4. Samuel thought Jesse's oldest son was surely the Lord's chosen one. But God revealed to Samuel that He looked on the heart.

Climax: God revealed that David, the youngest son

who was out tending the sheep, was the man He had chosen, and David was anointed.

Conclusion: David was not chosen because he was the oldest, the youngest, the biggest, or the strongest, but because He loved the Lord, and the Lord could see in his heart the qualities that were needed to be a faithful and good king.

Response: The students will be able to relate the events surrounding David's anointing as future king of Israel, and will be able to explain why God chose him.

BACKGROUND INFORMATION

David was the youngest of the eight sons of Jesse, a man of no great rank from the small community of Bethlehem. As a youth he had the unenviable job of tending his father's sheep. However, it pleased God to raise David from this humble state to be the ruler of His flock, the nation of Israel. As a shepherd David faced many hardships and dangers. He doubtless spent many lonely days and nights braving the elements and wild beasts as he faithfully fulfilled this humble task. David used this time wisely, though, by learning to play the harp and meditating on the Lord. Many of the Psalms are a direct result of David's time with God as he herded his father's flock on the hills of Bethlehem. David took his job seriously and when the flock was threatened he was willing to do whatever was necessary to protect it (I Samuel 17:34).

When Samuel was sent to anoint Saul's successor, God was looking for "a man after his own heart" (I Samuel 13:4) and that man was David, a man with a shepherd's heart, a man able to lead the flock of God and willing to lay down his life for the "sheep." This is in contrast to Saul whom God had rejected because he had become proud, jealous, and self-seeking.

SPECIAL UNIT INSTRUCTIONS

Prepare the "Shepherd Boy" place mat for your students, as described in the unit material under the heading Unit Projects.

IN-CLASS ACTIVITIES

For a snack treat related to your lesson this Sunday, make marshmallow lambs for each of your students using a large marshmallow for the body and smaller ones for the legs, head, and tail. Attach the smaller pieces with a small amount of confectioner's sugar icing. Eyes can be made from tiny pieces of gumdrops.

Make a set of eight paper-tube dolls. (Use paper towel tubes, toilet tissue tubes, or tubes from wrapping paper.) Draw nice faces and clothing on each tube to represent David and his brothers. To the inside of each tube tape a short piece of string which has a little paper heart taped on the other end. Leave seven of the hearts blank. On David's heart write the words "God's Choice." This will help you explain the memory verse telling how God looks on the heart while man can only see the outward appearance.

Bring a number of boxes or containers of articles familiar to children. Some possibilities: a cereal box, a band-aid box, a wrapper for a candy bar. Prior to class time, remove the usual contents and substitute something else. In your class presentation, ask the children what they think is inside each container. Use this to illustrate how we judge the contents by the outside but God looks inside and can see what is really there.

QUESTIONS

Who was Samuel? What do you remember about Samuel as a child?

How did Samuel know he should anoint David and not one of David's brothers?

What was it about David that caused God to want to use him?

How did Samuel indicate that David was God's choice?

Why doesn't God always choose the biggest, best looking, most popular people to do work for Him?

Look in a mirror. What do you see? Is this the way your friends see you? Is this the way God sees you?

How will you look on the outside if your heart is good on the inside? (Happy, etc.)

Tell how God has helped you when you needed Him.

Talk about some things that you can do for God.

PRESCHOOL SUGGESTIONS

Bring a doll and a fancy perfume bottle filled with

sweet-smelling oil. Demonstrate for the children what Samuel probably did when he anointed David.

Make a paper chain of seven "brothers" and a separate one of David. Show the hearts on the back of each brother as they are brought before Samuel. Tell the children that Samuel only saw their smiles but God saw their hearts. David's heart was the kind of heart God was looking for. David was God's choice.

Bring pictures of a lion and a bear to show how brave David was and how the Lord was with him to help him protect his sheep.

Make a series of hearts that open, using various colors of construction paper. If you wish, decorate the outside of each heart so it looks pretty. Tell your class that the hearts represent the hearts of David and his brothers. Inside seven of the hearts have nothing. In the last heart — David's — put a picture of Jesus and write, "God's Choice."

Let the children draw the curly fleece on the lamb (see pattern of lamb in 16b), while you talk about how David faithfully did his job of caring for the sheep.

REVIEW IDEAS

Bring some books to class and show them to the children with the idea that you can't always tell what is in a book by its cover. The same is true with people. Sometimes people might look really nice on the outside but on the inside they could be very mean. A book with a really nice cover might be empty inside.

Make eight large hearts (see Patterns). On the outside of them write different things: good looking, kind, good friend, nice, smart, etc. Inside the one that is David's, write "The Chosen One." Explain that we see people on the outside but God sees them on the inside.

Bring eight life-sized faces of David and his brothers and one crown (see Patterns). As you show each face talk about what Samuel probably thought when each of Jesse's sons were brought before him. When you show David's face and talk about him, have the crown ready to see if it fits even though he did not receive the crown at that time.

COORDINATING SONGS

"Into My Heart"

"You're Something Special" — The Bill Gaither Trio for Kids — song book

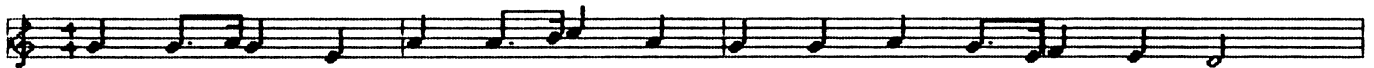
"I Have the Joy"

SUPPORT MATERIAL

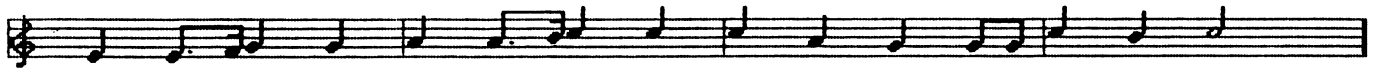
David the Shepherd Boy — inlay puzzle, Standard Publishing
The Shepherd Psalm — bookmark, Standard Publishing

David the Shepherd — Happy Day book, Standard Publishing
David the Shepherd Boy — Little Fish Surprise picture book series

MEMORY VERSE SONG

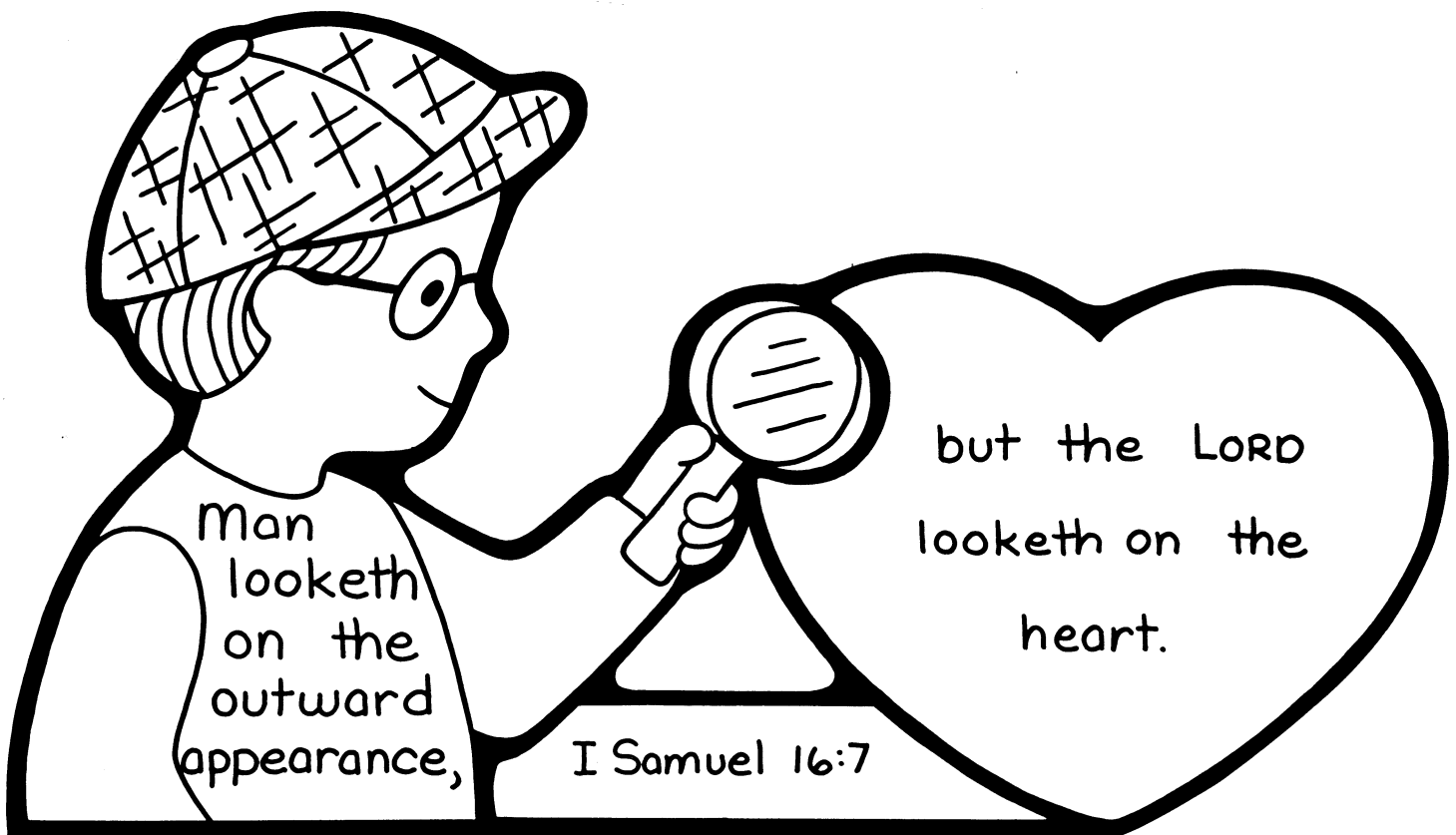


Man look-eth on the out - ward ap-pear - ance, but the LORD look - eth on the heart.



Man look-eth on the out - ward ap-pear - ance, but the LORD looketh on the heart.

MEMORY VERSE VISUALIZED



TEXT I Samuel 17:17-51; Isaiah 26:3

OBJECTIVE The students will be able to explain that David trusted in God because he had proven God to be his strength, and will be able to relate how this was proved in his encounter with Goliath. They will be able to tell what promise is given to those who trust God. (They will be kept in perfect peace.)

MEMORY VERSE I will trust, and not be afraid: for the LORD JEHOVAH is my strength and my song. — Isaiah 12:2

David and Goliath

MEMORY VERSE IN ACTION

I WILL TRUST — Hold fists on top of each other at eye level as though holding to an imaginary rope.

AND NOT BE AFRAID — Open eyes and mouth wide as you tremble hands at eye level.

FOR THE LORD JEHOVAH — Point up.

IS MY STRENGTH — Flex bicep muscle.

AND MY SONG — Touch fingers to mouth with both hands; move away from face while wiggling fingers.

MEMORY VERSE VISUALIZED

A little girl looking out the window beside her bed is the visualization for this week's verse. (See pattern at the end of this lesson.) Arrange the pieces on your board in the correct order as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Draw a face with large, scared eyes at the top of your chalkboard. Ask your class to tell some of the things they are afraid of, or things they know others fear. Write these down. Then explain that the things we are afraid of can be like a giant to us, but God promises to help us win the victory, even over giants!

1. David was sent by his father to take food supplies to his brothers in the army, and there he saw the giant Goliath.

2. God had helped David kill a lion and a bear, and he volunteered to fight the Philistine champion.

3. David refused to wear armor he had not proved, but instead took his sling and five smooth stones from the brook.

Climax: God helped David slay the giant.

Conclusion: David was able to win the victory because he trusted in the living God and not in his own ability. We can also have victory if we will trust God to help us.

Response: The students will be able to tell the story of how David slew the giant, and will be able to relate

this to how we can also trust God when we face problems or troublesome situations.

BACKGROUND INFORMATION

The familiar story of David and Goliath is still inspiring to all who study it. It must have been an amazing sight to see a stripling like David face the massive giant some nine feet tall. Saul's armor was of no use to David, for he chose to rely on the weapons he had proven, his sling and his God. There was also a spiritual side to this battle. Saul and his army were cowering before this man who defied God, apparently because they had forgotten God's promises and commands to never fear their enemies but to trust in the Lord (see Exodus 14:13,14; Numbers 14:9; Joshua 10:8). David recognized the problem immediately and said, "Who is this uncircumcised Philistine that he should defy the armies of the living God?" and a little later, "Let no man's heart fail because of him; thy servant will go and fight with this Philistine" (I Samuel 17:26,32). David's confidence was not in his own prowess but in the power of God (I Samuel 17:37). Through God's direction only one stone was needed to put the whole Philistine army to flight. A man skilled in the use of a sling could hurl a baseball-sized stone with great accuracy at the speed of 100 miles per hour.

Having rejected Saul's armor, David went out to meet the enemy with the equipment of a shepherd: a staff, a shepherd's bag, and a sling (I Samuel 17:40). And this was appropriate, seeing that he was the newly-appointed shepherd of the people going out to defend the threatened flock of God. He was willing to jeopardize his own life for the sake of the sheep, proving again that he was "a man after God's own heart."

SPECIAL UNIT INSTRUCTIONS

Prepare the "David and Goliath" place mat for your students.

IN-CLASS ACTIVITIES

Make a foot from colored paper for each child in your class (see Patterns). Let each of them finish the circles for the faces of David and Goliath.

Make a pencil box felt board for each child. Use a cardboard pencil box (found with the school supplies at the store) and cover the inside of the lid with felt. Use construction paper or some other type of heavy paper to make a copy of the David and Goliath story characters for each child (see Patterns). Glue a piece of felt on the back of each piece so it will stick to the felt board lid. The children may use this to help you tell the story and then store the pieces in the box, close the lid, and take it home!

Copy David, Goliath, and soldiers stand-up figures onto heavy paper (see Patterns). Cut out and give one to each child in your class to color. Have each child use these figures during the class time when you give the lesson.

QUESTIONS

Why wasn't David afraid of the giant Goliath?

What are some things that might seem like "giants" to us — things we might be afraid of?

Why wouldn't David use Saul's armor?

Do you think it was just a good shot that David hit the giant in the head or did God direct that stone to the giant's head?

Will God help us fight our battles?

What kinds of battles do Christians have?

Why did Goliath curse and make fun of David when he saw him?

How do you feel when people laugh and make fun of you? Do you run or stand up for what you know is right?

PRESCHOOL SUGGESTIONS

Make a small drawstring bag for each child. When you come to the part in your story where David goes to the river for five smooth stones, give each of the children

five pieces of rock candy to put into their bag to take home.

Bring some objects to class that might represent things children would be afraid of; for instance, a stuffed dog, a picture of a crowd of people, a flashlight (to represent the dark). Use these things along with a picture of Jesus to illustrate that no matter what frightens us, Jesus promises that if we trust in Him He will be with us and take care of us.

A class of boys would enjoy setting up two opposing armies of plastic figures in different colors. Have a plastic figure from a larger set, or a bendable action figure to represent Goliath. You may wish to set up your scene on a piece of large green felt with a strip of blue felt running through the middle to represent the stream. Place several small rocks on the stream bed and let one boy choose five smooth ones.

REVIEW IDEAS

Use people to act out the story of David and Goliath. To show the contrast in size, use the tallest man you can find in your church and one of the children in the Sunday school department. Tell the children that with God on our side even the smallest person can win the battle with a giant.

Set up a puppet show for the children, using whatever puppets you need, to tell the story of David and Goliath.

There are some excellent tape/record and book combinations telling the story of David and Goliath. Consider doing an overhead review using the book as the basis for your illustration, and the tape as the background narration.

COORDINATING SONGS

"Only a Boy Named David"

"Victory in Jesus"

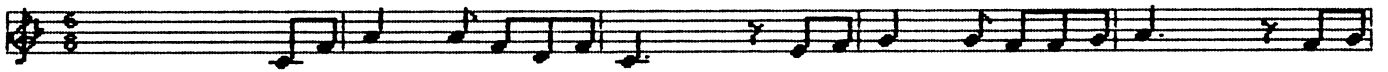
SUPPORT MATERIAL

The Boy With a Sling — Arch book, Concordia Bible Children — Classroom story and activity book, 8 each of 6 stories and pictures, Standard Publishing Bible Play Along — book and tape

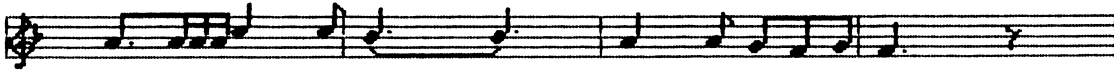
The Story of David and Goliath — coloring book by Dorothy Smith

David and Goliath — Stories That Live, Series 1, Book 3

MEMORY VERSE SONG

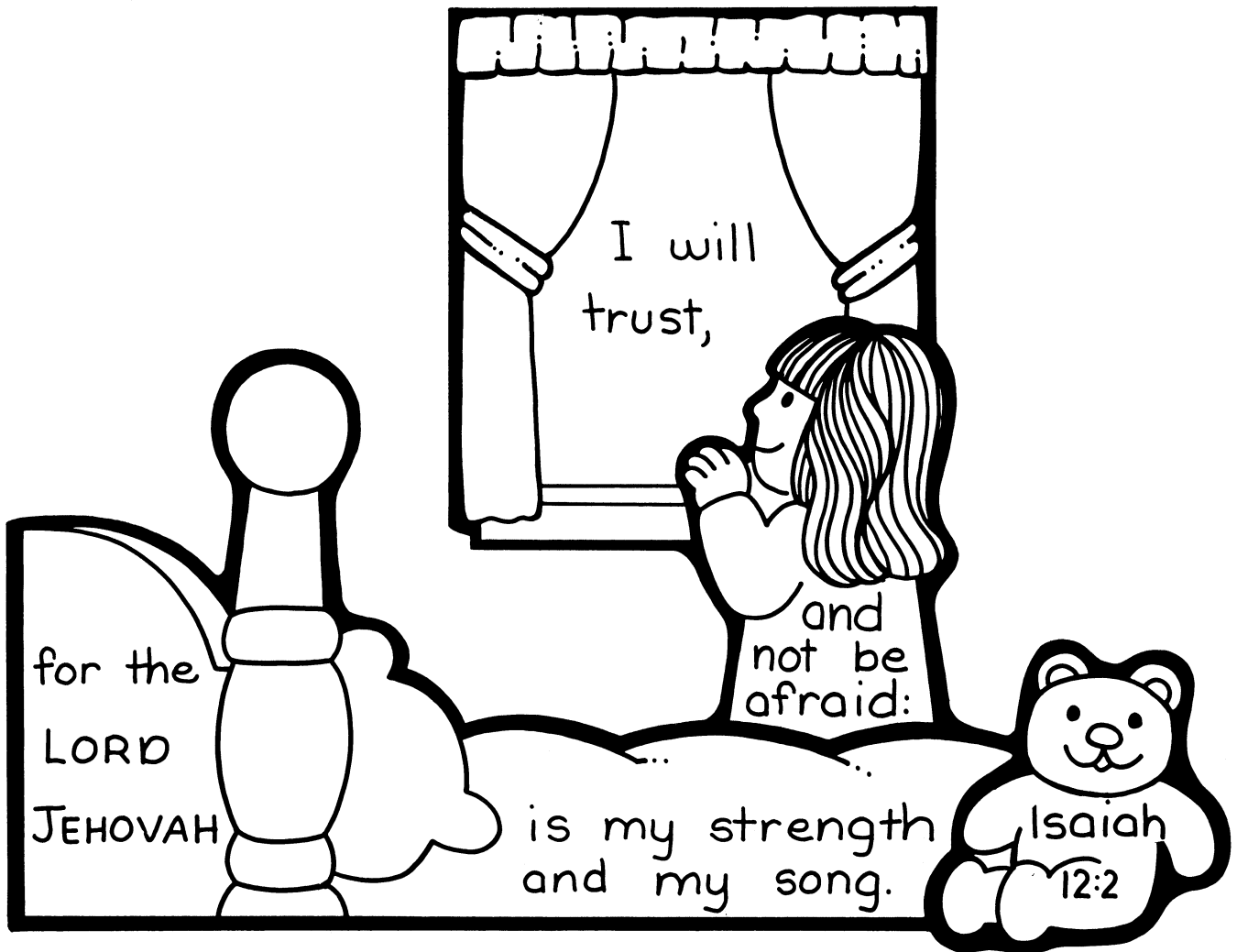


I will trust and not be a - fraid: I will trust and not be a - fraid: for the



LORD JEHOVAH is my strength, is my strength and my song.

MEMORY VERSE VISUALIZED



TEXT I Samuel 18:1-4; 19:1-7; 20:11-23,35-42

OBJECTIVE The students will be able to explain that David and Jonathan were true friends because they loved each other in good times as well as bad.

MEMORY VERSE A friend loveth at all times. — Proverbs 17:17

Two Friends

MEMORY VERSE IN ACTION

A FRIEND — Right hand shakes hands with left hand.
LOVETH — Cross fists over heart.
AT ALL TIMES — Point to wrist watch.

MEMORY VERSE VISUALIZED

This week our memory verse is depicted by two children sitting in a heart, holding on to the sides. (See pattern at the end of this lesson.) Arrange the pieces on your board one at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a number of pictures cut from magazines showing friends doing a variety of things together. Ask your students to define what they think a friend is. Do friends have to be the same age? Same nationality? Same background? Tell them that the Bible story for today is a beautiful example of a friendship in which the two people were very different.

1. Prince Jonathan recognized that the Spirit of the Lord was in David and became his true friend, even though David's background was very humble.
2. King Saul became jealous of David and wanted him killed, but Jonathan interceded for his friend and Saul promised not to kill him.
3. Saul's jealousy persisted, and Jonathan let David know that Saul was still determined to kill him.
4. David and Jonathan made a friendship pact before the Lord that was to endure forever.

Climax: Jonathan loved David as a dear friend even though he knew that David would one day be king instead of him.

Conclusion: True loving friendship is much deeper than just a surface relationship.

Response: The students will be able to describe the friendship of David and Jonathan, and will be able to explain that real friendship is more than just being nice to someone for personal advantage.

BACKGROUND INFORMATION

David talked to Saul at length after the defeat of Goliath. Most likely he spoke about how his faith in God

was the reason for his courage. As Jonathan, a man of kindred spirit, listened, he was attracted to David in such a way that the Scripture says "the soul of Jonathan was knit with the soul of David" (I Samuel 18:1). The two made a covenant that day and Jonathan sealed that covenant by giving David his robe, his weapons, and his belt (girdle). Jonathan's gift to David was a great honor. Most of Israel's soldiers had only crude implements but Jonathan's weapons were the very best. The belt was a folded woolen cloth tied around the waist and often used to hold a man's sword. The robe was an important part of a man's wardrobe and was certainly better than any the simple shepherd boy had ever owned. This may have also indicated Jonathan's recognition that David was to be the next king in his stead.

Although his father was an extremely jealous man, Jonathan showed no trace of jealousy, but willingly accepted David's appointment by God to the throne. Neither personal ambition nor family quarrels could separate these two friends. These were not "fair-weather friends." They stood true to each other though tested by many trials and troubles. Most importantly, however, their friendship was based upon a mutual, deep, and abiding faith in the God of Israel as evidenced by Jonathan's words in I Samuel 14:6,12 and David's words in I Samuel 17:37,46.

SPECIAL UNIT INSTRUCTIONS

Prepare the "David and Jonathan" place mat for your students.

IN-CLASS ACTIVITIES

Cut out a friendship van for each child in your class (see Patterns). Have the children color the van and then fold along broken lines. (Be sure you have cut around bottom half of the tires and the slit on the top of the van.) Paste the A flaps together and the B flaps together. Bend, but do not crease, the front of the van down and paste to the B flap. Do the same to the back of the van and paste to the A flap. Carefully open the slits at the bottom of each wheel, folding flaps to close the bottom of the van and paste together the areas

marked C. Have them fill in the name of a friend on the key sign and put it in the slit on top of the van. Allow them time to tell about the friend they chose. Then they may give the van to their friend.

Talk with your class about how we treat our friends. We don't say bad things about them, we help them when they need our help, and we give them nice surprises, such as a card. Give each child a piece of paper and have him make a card for one of his friends. On it could be written, "Thank you for being my friend," or "I'm so glad that you are my friend." Pass out crayons, stickers, and other such items with which the cards could be decorated.

Prepare a paper bag coat for each student to decorate (see Patterns). Use this when you talk about Jonathan sharing his coat and other things with David.

Give each child a set of the finger puppets representing David and Jonathan (see Patterns). These could also be glued on popsicle sticks for the children to hold as you relate the story.

Make two hearts from felt. Decorate one with fancy trim to represent Jonathan's heart. The other should be the same size, but very plain and simple. Sew one side of a Velcro strip to each heart, so the two hearts can be joined. Explain that the Bible tells us David's and Jonathan's hearts were joined together, they were that good friends.

QUESTIONS

Why does God want us to have good friends?

Why do you suppose David and Jonathan were such good friends?

What types of persons are bad for us to have as friends? Should we be friends with just anyone?

How should we choose our friends?

What are some things that make a good friendship?

What does it mean to be loyal? Explain how Jonathan was loyal to David and David was loyal to Jonathan.

Talk about some ways that you can be a better friend.

Tell about a time your friend has helped you.

PRESCHOOL SUGGESTIONS

Act out a story using finger puppets (see Patterns) or dolls. Have the characters playing nicely and then have

them start arguing, not wanting to share, etc. Talk about how important it is to treat our friends well if we want to keep them as friends.

Talk about what a friend is. Show pictures of children doing things together — playing, eating, sleeping, etc. Explain that Jesus puts special love in our hearts for our friends.

Use a series of stick puppets or pictures to show the contrast between David and Jonathan (see Patterns). On one side put David's simple shepherd's robe, on the other, Jonathan's princely attire. Continue through series, showing the tent and a palace, a sling and a fancy sword and bow, a simple hat and a crown, simple food and food on fancy dishes. Bring out that though Jonathan had much more than David, David was not jealous. And Jonathan was happy to share with his friend.

REVIEW IDEAS

Look over the children in your department and set up a chain of friendship. For example: Johnny and Billy are friends, Billy and Nancy are cousins and good friends, Nancy and Jill go to school together and play together, Jill and her brother Tommy are good friends, Tommy likes Paul who is in his Sunday school class. Sunday school class is a good place to make friends. Talk about how much fun it is to have friends and ways to make and keep friends. Give each child a tag which states, "Join the David and Jonathan Club! We like friends!" (see Patterns).

Think of some of the ways other teachers in your department have been friends to you. Make a large heart of construction paper for each kind deed or evidence of friendship you will talk about, and briefly write this on the heart. Start your review by telling the assembled group that you are going to introduce them to some of your friends. Call the teachers forward one at a time. Present each one in turn with a paper heart and talk about how they showed themselves as friends.

Fill six balloons with helium and tie a string on each. On the first one draw a happy face. (My friend likes me when I'm happy.) Then draw a crying face. (My friend tries to comfort me when I'm sad.) Continue on with a lonely face, a scared face, a hurt face (bandaid on cheek), and a wondering face. As you present each balloon, talk about how a true friend will react to each mood. Hand each balloon to a different person in the audience as you talk. At the end, call all the people holding balloons up and tell your group that these are all your friends. As you go through the different moods, be sure to bring in how Jonathan and David were friends in these times too.

COORDINATING SONGS

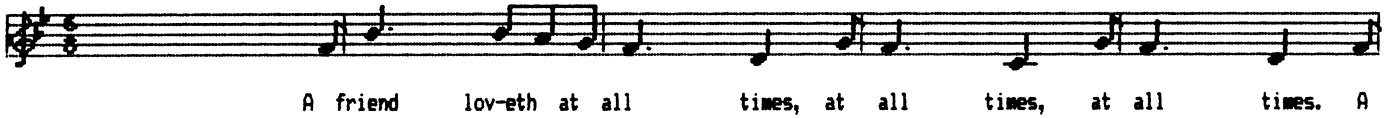
“What a Friend We Have in Jesus”
“Ha La La La” — The First Sunday Sing-a-long —
Maranatha for Kids
“We Can Be Friends” — What’s the Matter, Nan-
nybird?” — Maranatha for Kids

“That’s Him” — The Bill Gaither Trio, For Kids — song
book

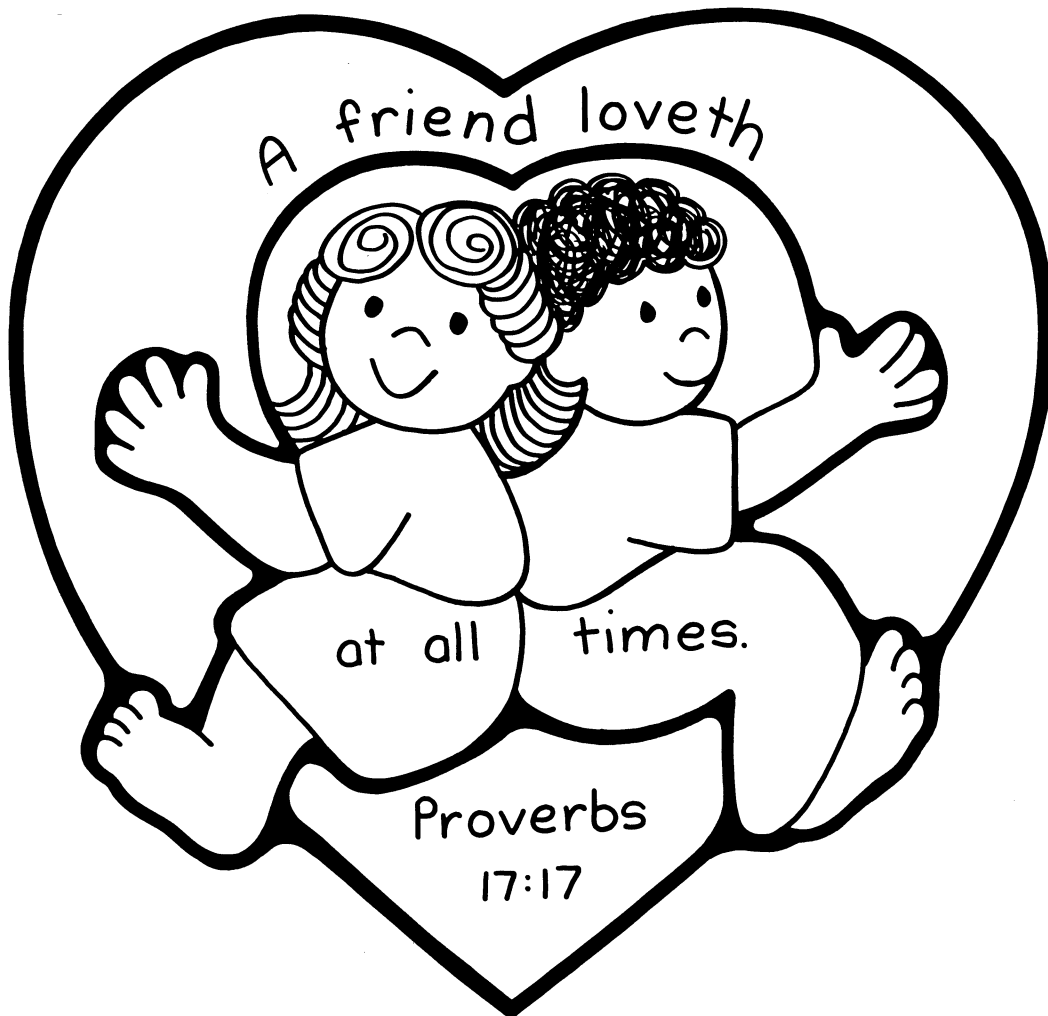
SUPPORT MATERIAL

Friends — book by Debby Anderson

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT II Samuel 2:1-7; 5:1-5

OBJECTIVE The students will be able to relate that God's anointed was at last made king.

MEMORY VERSE Thus saith the LORD God of Israel, I anointed thee king over Israel. — II Samuel 12:7

David Becomes King

MEMORY VERSE IN ACTION

THUS SAITH — The right index finger, pointing to the left, is held before the mouth and rolls forward in a circular movement.

THE LORD GOD — Point up.

OF ISRAEL — Extend only the right little finger and touch both sides of your chin.

I ANOINTED THEE — With the right hand cupped, make a motion as if pouring something over your head.

KING — Place an imaginary crown on your head.

OVER ISRAEL — Extend only the right little finger and touch both sides of your chin.

MEMORY VERSE VISUALIZED

A king with a crown is the main feature of our visualization of this week's memory verse. (See pattern at the end of this lesson.) Cut out the pieces on the heavy black lines, and arrange them in the proper sequence as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Use the Preschool idea using a "Quality Crown" for your class opener. Talk about the qualities of David as the children add each jewel to the crowns.

1. Saul and three of his sons were slain, and the men of Judah made David king over Judah.
2. The Lord had told David to go to Hebron, and from there he ruled over Judah.
3. After the death of Saul's son, the elders of Israel came to David and anointed him to be king over all of Israel.

Climax: David was chosen by God to be the king over Israel, and in today's lesson we read how this came to pass.

Conclusion: God knew that David had qualities that would make him a good leader, and so he was chosen and anointed king.

Response: Your students will be able to relate how David was made king, and will understand that if we are called by God to work for Him, He will, in His own time, make it possible.

BACKGROUND INFORMATION

In Bible times oils and ointments were considered

necessities of life. Both men and women would rub their skin with oil to protect it from the hot, dry climate, and this practice was only omitted during times of mourning. Sometimes people dabbed themselves with the "oil of gladness" as a sign of rejoicing. However, on certain occasions, a person was anointed with oil as a sign that he was being set apart as someone special. For instance, at times a guest would be honored by his host by having a few drops of scented oil brushed on his forehead. Certain objects were also set apart for special purposes in this manner, as in the case of the furniture and vessels used in the tabernacle worship by Moses and the Israelites. Priests were anointed as a sign that they were entering God's service for life. This was accomplished by pouring a specially blended oil over their heads. It was a symbol that the Spirit of God was upon this person, setting him apart for a special purpose. This was true of kings also, as they were not only to be political rulers but spiritual leaders as well, working with the prophets and priests to govern Israel. This gave the king the authority to act as "the Lord's anointed" serving as His representative.

The anointing of David by Samuel (I Samuel 16:13) and later by the elders of Judah (II Samuel 2:4) and finally by the elders of Israel (the northern ten tribes) (II Samuel 5:3) was a recognition by man of the true anointing of God upon David to be the shepherd of Israel. As the elders of Israel said, "The LORD said to thee, Thou shalt feed my people Israel" (II Samuel 5:2). This was a foreshadowing of the Good Shepherd who was anointed with the Spirit of the Lord to "preach the gospel to the poor . . . to heal the brokenhearted, to preach deliverance to the captives, and recovering of sight to the blind, to set at liberty them that are bruised" (Luke 4:18; Isaiah 61:1).

SPECIAL UNIT INSTRUCTIONS

Prepare the "King David" place mat for your students. They may take the set home this Sunday.

IN-CLASS ACTIVITIES

Give each child a tetrahedron on the life of David (see Patterns). They may color and assemble it in class as time permits.

Interview “King David” and ask him about his life and the things he had to go through before he became king. Ask him to tell what it feels like now that he has finally been crowned king.

Make a mobile of the life of David (see Patterns) and the ways you can use his life as an example. Use a different colored paper for each of the different pieces and string the mobile together with yarn.

QUESTIONS

Why did David finally become king?

God kept His word to David. Tell about a promise God made to you or your family and how that promise was kept.

Can men stop God’s will from being fulfilled? Why or why not?

David had to wait a long, long time before he could be king. Talk about times when you’ve had to wait a while before you could do something that you wanted to do.

David asked the Lord what he should do. How do we get to know God’s will for us?

How do we know that David didn’t hate Saul? How should we treat someone who says or does something bad to us?

Why did David reign over only one tribe of Israel at first? How long was it before he reigned over all Israel?

What are some of the character traits of David that God looks for in us too?

PRESCHOOL SUGGESTIONS

Make for each child a king from paper or a styrofoam cup (see Patterns). Turn the cup upside down and color the king’s robe. Draw a face on a small styrofoam ball and attach it to the cup by poking two toothpicks through the head and into the cup. Fashion the arms from pipe cleaners and attach to the sides of the cup with tape or staples.

Make finger jello from yellow jello and cut it into little crown shapes. This will make a fun snack as you talk about the crown David received.

Give each of the children a Quality Crown to add jewels to (see Patterns). As each jewel is glued onto a point of the crown, talk about that quality in David and how it can also be a part of each of their lives; i.e., Thankful: David wrote Psalms of thankfulness — we can show

Jesus we are thankful; Courageous: David was brave because he knew God would be with him — we can be brave also because God will be with us; Friendly: David was a true friend to Jonathan — we can learn to be a friend to people we know; Faithful: David had faith that God would someday make him king — we can trust God to keep His promises to us also.

REVIEW IDEAS

Make a large set of footprints and arrange them across the front of the area where you will be giving your review. Explain to your group that David had certain qualifications and did certain things that made him the one God chose to be king. You might say that each of these qualifications was a “footstep” leading to the goal. Call on volunteers to come forward and pick up one footprint at a time, and read the word written on it. Discuss how David exhibited this qualification, and also how we can show the same quality. Some possible word choices: thankful, faithful, obedient, willing, courageous, trusting, caring.

Adapt the Quality Crown idea from the Preschool Suggestions only have one large crown instead of small ones for each child.

Parallel David’s waiting to become king, to your waiting for your birthday. Begin by holding up a large calendar with a date circled in red. Explain the significance of the date. Talk about how hard it is to wait, and why you are looking forward to it. Tell them that on your birthday you might get to wear a special party hat (put one on) and maybe you will get some new clothes to wear (put on a sweater or fancy shirt). Then explain to your group that your story today is about a young man who had to wait for something exciting. He didn’t know the exact date, but he knew for sure it would happen because God had said so. When you tell them how David became king, replace your party hat with a crown. Replace your new shirt with a robe like a king might wear. (Perhaps this could be borrowed from Christmas costumes. Otherwise, a fancy piece of brocade material could work.)

COORDINATING SONGS

“Have Patience” — Maranatha Song — Herbert the Snail.

“God Can Do Anything But Fail”

“I Am A Promise” — The Bill Gaither Trio for Kids — songbook

“My God Is So Great”

SUPPORT MATERIAL

See Support Material for this Unit

Make Way for the King — by Eliz. Campbell Murphy
ABC Bible Characters — by J. M. Stifle

MEMORY VERSE SONG



Thus saith the LORD God of Is - ra - el, of Is - ra - el, of Is - ra - el.



Thus saith the LORD God of Is - ra - el, I a-noin-ted thee king o - ver Is - ra - el.

MEMORY VERSE VISUALIZED

