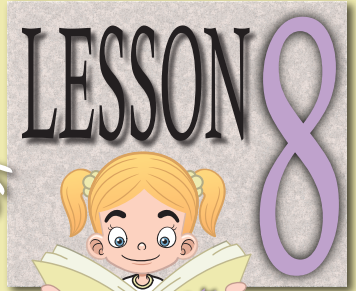


Hannah Prays for a Son



1 Samuel 1:1-2:11



Old Testament 5
Part 2: Samuel and King Saul

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 1:1-2:11,18-21

MEMORY WORK:

YOUNGER CHILDREN: "I called upon the Lord, and...He heard my voice" (Psalm 18:6b).

OLDER CHILDREN: "In my distress I called upon the Lord, and cried out to my God; He heard my voice from His temple, and my cry came before Him, even to His ears" (Psalm 18:6).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Hannah's Prayer"](#)
- ["Samuel Was His Name"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Write the letters "S-A-M-U-E-L" vertically on the chalkboard and make an acrostic as you tell the story. Example:
 - S = Sad (Hannah was sad that she had no children.)
 - A = Announced (Eli announced to her that she would have a son.)
 - M = Months later Hannah had a baby boy.



U = Unusual promise (Hannah promised to give her baby back to God.)

E = Eli was the priest in Shiloh.

L = Left (Hannah left Samuel with Eli.)

- **Any visuals/teaching aids on prayer**
- **Map of the Twelve Tribes of Israel during the period of the judges (provided in activity sheets)**
- **The teacher, or another woman from your congregation, could dress up as Hannah and tell the story from Hannah's point of view. She could bring with her a large "photo album" of her family to tell the story.**

PERSONAL APPLICATION:

- God cares when I am troubled (worried, upset) and is always ready to listen to my problems and help me get through them.

LESSON STARTS HERE

INTRODUCTION:

Have you ever wanted something so badly that it was all you could think about? What was it? Did you pray about it and ask God for it? Did you ask your parents for it? Hannah wanted a baby so badly that she couldn't stand it. Today we'll find out how God answered her prayers.



NOTE: The book of First Samuel is often considered to be a transition between the judges (a **theocracy**) and the beginning of the **monarchy** with Saul. The book begins toward the end of the time of the judges and the Israelites' perpetual cycle of idolatry, then pleading with God for help, then returning to God.

POINTS TO EMPHASIZE:

1. Toward the end of the time of the judges, a man named Eli was supposed to be the main spiritual leader of the Israelites. At that time, a man named **Elkanah** lived in Shiloh with his two wives (Peninnah and Hannah). Elkanah was very devoted to God, and every year he went to the tabernacle in **Shiloh** to offer sacrifices to the Lord. He was a godly man, but his home was not a happy one.



HISTORICAL NOTE: 1 Chronicles 6:26,33,34 describes Elkanah as a descendant of Kohath (a son of Levi). He lived in Ephraim and therefore, was called an Ephraimite (1 Samuel 1:1), but he was not actually a descendant of Ephraim. The Levites were not given their own land but were assigned to live among the other tribes. Many of the Kohathites were assigned to live among the tribe of Ephraim (Joshua 21:5; 1 Chronicles 6:66). So Elkanah was not an Ephraimite by blood but because of where he lived.



HISTORICAL NOTE: Shiloh (its location is described in Judges 21:19) is the town where the Israelites assembled when they ceased their conquest of the Promised Land, and the place where land assignments were made for each of the 12 tribes. It was also the main place of worship for the Israelites during the time of the judges and Samuel’s “base” during the time he served the people of Israel.

2. **[With PRESCHOOL CHILDREN skip this paragraph]:** To have more than one wife (“polygamy”) was not part of God’s plan for the home from the beginning. God allowed it [because of men’s “hardness of heart”; see Matthew 19:8], but there were always heartbreaking consequences. [Some results of polygamy are given in Deuteronomy 21:15-17.] One result of having two wives was the hard feelings that resulted when one of Elkanah’s wives, Peninnah, had several children, and the other, Hannah, had none. Peninnah enjoyed “provoking her (Hannah) bitterly to irritate her.” Hannah became very sad, depressed, and desperate. Elkanah did not understand; he thought Hannah should be happy just to be his wife!
3. The family went to Shiloh “year after year” to worship God. During at least one of these visits, Hannah went to the Tabernacle to pray. Hannah prayed and cried, pouring out her heart to God. The priest Eli was sitting at the door of the Tabernacle, watching Hannah. He saw her mouth moving, but he couldn’t hear her words. So he went over to her and accused her of being drunk. After Hannah explained why she was so upset, Eli realized he was very wrong about her. Then he said to her, “Go in peace, and [may] the God of Israel grant your petition which you have asked of Him.”



NOTE: The word “temple” is used in 1 Samuel 1:9 (in the KJV) but does not refer to the place that would be built by Solomon in Jerusalem, since it had not been built at this point. It refers to the Israelites’ place of worship, which at this point would have been the Tabernacle.



RECOMMENDED READING FOR TEACHERS: See the article “[How Could Samuel Have Inhabited the Temple?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about why the word “Temple” is used in places where “Tabernacle” seems more appropriate.

4. In her prayers, Hannah promised God that if she had a son, she would bring him back to Shiloh to serve the Lord all his life. She promised God that her son would be devoted to Him. [She promised that Samuel would be a Nazirite. See Numbers 6 and 30:6-16 for details about Nazirites. Remind older children that Samson was also a Nazirite.]
5. Hannah had a baby boy the following year. She named him **Samuel**, which means “name of God” or “asked of the Lord.” Hannah took her son “although he was young,” to Shiloh to live with Eli and serve the Lord there for the rest of his life, just as she had promised. She made an offering to God (Numbers 15:8-10) and offered a beautiful prayer of praise and thanksgiving to God (much like Mary’s in Luke 1), calling herself God’s “maidservant.”



RECOMMENDED READING FOR TEACHERS: See the article “[God’s Providence and the Problem of Evil](#)” by Kyle Butt on the Apologetics Press Web site for a response to an allegation against God concerning His apparent lack of action against evil at times.



NOTE: We do not know how young Samuel was when Hannah left him with Eli, but it was common in Bible times for women to wean their children at, or just before, the age of three.

6. Every year Elkanah and Hannah returned to Shiloh, and every year Hannah took Samuel a new coat which she had made for him. The Lord blessed Elkanah and Hannah with three more sons and two daughters. Hannah was blessed because she trusted God. She talked to God when she was sad and upset and didn't know what to do. She had a problem. She talked to God about it, and let Him do what He thought was best—best for her and best for His people.
7. God cares about us all the time, and He is never too busy to listen when we are sad or afraid or upset. Things happen to us sometimes that we don't understand, and God always cares about what is happening in our lives. God does not promise to always give us what we ask for, but He does promise to give us what is best for us when we ask Him.



RECOMMENDED READING FOR TEACHERS: See the article "[The Biblical View of Women](#)" by Kyle Butt on the Apologetics Press Web site for a response to the allegation that Scripture depicts women as inferior to or less valuable than men.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- "[Hannah Prays for a Son Coloring Sheet](#)" (provided in activity sheets)
- Have baby dolls, baby blankets, and toy baby bottles for children to practice swaddling, feeding, etc. Emphasize that all babies are special gifts from God—special little people who need special care and lots of love. Talk to the children about what grownups do to take care of babies and how they can help grownups take care of babies in their families.
- Draw a very basic outline of a young boy (Samuel), and under the outline write "God blessed Hannah with a baby boy." Make a copy on cardstock or construction paper for each child in your class. From scraps of fabric, cut out very simple "coats" that the children can glue onto the figures. They can also add facial features (hair, etc.).

1st-2nd Graders:

- "[Hannah Prays for a Son Word Search](#)" (provided in activity sheets)
- "[Samuel Acronym](#)" (provided in activity sheets)
- Play Hang Man with important words and names from this lesson.
- Memory Verse Review #1: Write the memory verse on the board, and ask the students to read it together. Then ask the children to cover their eyes or put their heads on the table while the teacher erases one or two words. When the children look at the board again, they determine what word(s) is(are) missing, then say the entire verse together again. Repeat this process until all the words are erased and the students can say the entire verse without any help.
- Memory Verse Review #2: Write the words (or phrases) of the memory verse on large index cards or sentence strips. Scramble the cards and have the students put them in the correct order. This can be done individually or in teams.

3rd-4th Graders:

- “[Hannah Prays for a Son Word Search](#)” (provided in activity sheets): On a copy machine, enlarge the word search by 200%, and make 2-4 copies (enough so that you can divide the class into teams). Glue the puzzles onto pieces of posterboard. Laminate. Divide the class into teams and let them race to see who can find all the words the fastest.
- “[Samuel Acronym](#)” (provided in activity sheets)
- Play Hang Man with important words and names from this lesson.
- Memory Verse Review #1: Write the memory verse on the board, and ask the students to read it together. Then ask the children to cover their eyes or put their heads on the table while the teacher erases one or two words. When the children look at the board again, they determine what word(s) is(are) missing, then say the entire verse together again. Repeat this process until all the words are erased and the students can say the entire verse without any help.
- Memory Verse Review #2: Write the words (or phrases) of the memory verse on large index cards or sentence strips. Scramble the cards and have the students put them in the correct order. This can be done individually or in teams.
- Have the children read the following:
 - 1 Samuel 1-2
 - “Hannah’s Prayer Is Answered” article from *Discovery* magazine: [December, 2001](#)
 - *A Mother Who Prayed*, Arch books, by Leslie Santamaria
 - *Hannah: The Mother Who Prayed*, by Carine Mackenzie, Christian Focus Publications (DISCLAIMER: p. 4—remove “best of all”)

SONGS:

“THE JUDGES”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

There once were Jewish judges,
After Moses and Joshua lived.
They helped to bring God’s judgment,
On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,
Gideon, Tola, and then Jair,
Jephthah, Ibzan, Elon, Abdon,
Samson, Eli, Samuel.

“HANNAH’S PRAYER”

Author: Jewel Kendrick

(Tune: “Down in the Valley”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“SAMUEL WAS HIS NAME” ([Click to Hear](#))

Author: Unknown*

(Tune: “Blessed Be the Name”)

Hannah desired a baby boy.
She prayed and prayed that day.
Eli said that God would hear, and
For her to go her way.

CHORUS:

Samuel was his name; Samuel was his name;
Samuel was the name of the lad.
Samuel was his name; Samuel was his name;
Samuel was the name of the lad.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

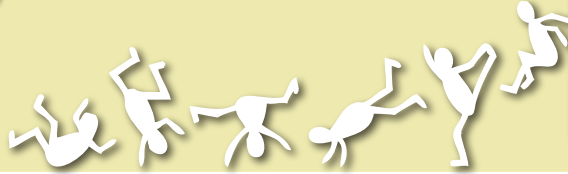
*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Hannah Prays for a Son



I Samuel 1:1-2:11



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 1:1-2:11,18-21

MEMORY WORK:

YOUNGER CHILDREN: "I called upon the Lord, and...He heard my voice" (Psalm 18:6b).

OLDER CHILDREN: "In my distress I called upon the Lord, and cried out to my God; He heard my voice from His temple, and my cry came before Him, even to His ears" (Psalm 18:6).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Hannah's Prayer"](#)
- ["Samuel Was His Name"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Write the letters "S-A-M-U-E-L" vertically on the chalkboard and make an acrostic as you tell the story. Example:
 - S = Sad (Hannah was sad that she had no children.)
 - A = Announced (Eli announced to her that she would have a son.)



M = Months later Hannah had a baby boy.

U = Unusual promise (Hannah promised to give her baby back to God.)

E = Eli was the priest in Shiloh.

L = Left (Hannah left Samuel with Eli.)

- **Any visuals/teaching aids on prayer**
- **Map of the Twelve Tribes of Israel during the period of the judges (provided in activity sheets)**
- **The teacher, or another woman from your congregation, could dress up as Hannah and tell the story from Hannah’s point of view. She could bring with her a large “photo album” of her family to tell the story.**

PERSONAL APPLICATION:

- God cares when I am troubled (worried, upset) and is always ready to listen to my problems and help me get through them.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

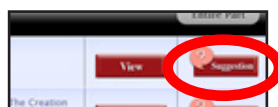
POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Eli had two very wicked sons, Hophni and Phinehas. They were priests who were supposed to show the people how to obey God, but Hophni and Phinehas refused to follow His laws (1 Samuel 2:12-17,22-25). Eli didn’t discipline his sons as God expected him to do, so he and his sons all suffered the consequences of their bad choices.
3. God commands parents to teach their children His Word, and He expects parents to discipline and teach their children. God commands parents to teach their children to pray and to study His Word. Remind the children that when their parents discipline (train, instruct, and punish) them, they are doing what God expects all parents to do.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

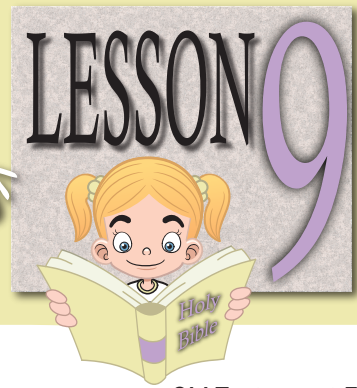
See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



God Calls Young Samuel; Samuel Becomes a Great Leader of the Israelites

1 Samuel 2 and 3



Old Testament 5
Part 2: Samuel and King Saul

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 2:12-17,22-36; 3:1-21

MEMORY WORK:

“And the child Samuel grew in stature, and in favor both with the Lord and men” (1 Samuel 2:26).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Calls Samuel”](#)
- [“Samuel’s Call”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under “O.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Any visuals/teaching aids on being a good example

PERSONAL APPLICATION:

I must do as God asks me to do in His Word so that I can be a good leader and a good example to others.



LESSON STARTS HERE

INTRODUCTION:

Why did Hannah pray to God? What did she ask for? What was her son's name? Where did she take her son when he was about three years old? What do you do when you hear your parents call you? Do you run quickly to see why they need you? What would you do if you heard someone calling you, but you didn't know whose voice it was? Samuel had grown into a big boy. He obeyed Eli the priest and helped him in the Tabernacle. One night he heard someone calling his name. Let's find out what he did.

POINTS TO EMPHASIZE:

1. Eli was an old man who had served as a priest and judge for Israel for many years. He had two sons, Hophni and Phinehas, who were also serving as priests, but he had not taught his sons to respect God's authority and God's commandments. Eli's sons were two among many Israelites who chose to disobey God's commands.
2. God had spoken directly to different men in the Old Testament (since Adam), but there were many different times when He spoke to no one for many years. In the days of Eli and Samuel, it was rare for God to talk to humans (1 Samuel 3:1). But God chose to speak directly to Samuel—a young boy who was growing “in favor with the Lord and with men.”
3. One night, after Samuel had laid down, God called Samuel. Samuel, thinking that Eli had called him, got up and ran to him to see what he wanted. Eli sent him back to bed. God called him again, and again, Eli sent him back to bed. And a third time, God called Samuel, Samuel ran to Eli, and this time, Eli realized God was calling Samuel.
4. Eli told Samuel to answer God and pay close attention to Him—to listen carefully to what God said. So Samuel replied, “Speak, for your servant hears” (1 Samuel 3:10).
5. God's message to Samuel was sad news: Eli's sons would die because of their great sins against God, and Eli would suffer because he did not restrain (stop) them. God wants us to obey our parents, and He wants parents to train and discipline their children! Samuel lay in his bed until morning, afraid to tell Eli of his vision. The next morning, Eli pressed Samuel until Samuel told him what God had said. Eli accepted the message, knowing why God would punish his sons. He said, “It is the Lord. Let Him do what seems good to Him.”
6. Eli continued to help Samuel learn and grow; Samuel “grew and the Lord was with him.” As he grew, he became wiser (learned to make good decisions). As he got older, he became known as a prophet of the Lord, and all the Israelites understood that He spoke God's Words. Samuel became a great leader for Israel.
7. Samuel was not very old when God began to speak to him; he may have been about 12 years old. But he listened to what God said, obeyed Him, and tried to lead the Israelites, based on God's Word. He was young, but he knew that he had a responsibility to follow and teach God's words. If he followed God's messages and taught them to others, he knew he could be a good leader and example.
8. God does not speak to us personally today when we're lying in our beds or sitting in the park or anywhere else. But God does speak to us through the Bible, and He still expects us to do the same things that Samuel did: listen, obey, grow, and be good leaders and examples.



RECOMMENDED READING FOR TEACHERS: See the article “[How Could Samuel Have Inhabited the Temple?](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about why the word “Temple” is used in places where “Tabernacle” seems more appropriate.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[God Calls Samuel Coloring Sheet](#)” (provided in activity sheets)
- Let the children use play phones to have brief conversations with you or with each other.
- Have the children stand in a line. Whisper a message in the first child’s ear, and let him share the message by whispering in the next person’s ear, and him whispering the message in the next person’s ear, and so forth. See if the message is the same when it gets back to you.

1st-2nd Graders:

- Play Tic-Tac-Toe or Hangman on the chalkboard with facts from this and previous lessons.
- Write specific facts or words from the story on index cards. Turn them face down on the floor. Let each student choose a card and tell what they remember about what’s on each card.
- On index cards, write the names of main characters from this story and others and hide them in various places around the room. Ask pointed questions about each character and give the children a chance to look around the room for the correct character’s name.
- “[God Calls Samuel Fill in the Blank](#)” (provided in activity sheets)

3rd-4th Graders:

- Play Tic-Tac-Toe or Hangman on the chalkboard with facts from this and previous lessons.
- Write specific facts or words from the story on index cards. Turn them face down on the floor. Let each student choose a card and tell what they remember about what’s on each card.
- “[God Calls Samuel Fill in the Blank](#)” (provided in activity sheets)
- “[God Calls Samuel Multiple Choice](#)” (provided in activity sheets)
- Have the children read the following:
 - 1 Samuel 3-6 (as well as chapters 1-2 if they did not do so this quarter) [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Samuel 1-5 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *Samuel! Samuel! The Story of God’s Call to Samuel*, Patricia L. Nederveld, CRC Publications
 - *The Lord Calls Samuel*, by Susan Hammond, Arch books (DISCLAIMER: on page before note to parents, change verbs to present tense)
 - *Samuel: The Boy Who Listened*, by Carine Mackenzie, Christian Focus Publications, (DISCLAIMER: depictions of the interior of the Temple should be of the Tabernacle instead)

SONGS:

“GOD CALLS SAMUEL”

Author: Jewel Kendrick

(Tune: “Are You Sleeping?”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“SAMUEL’S CALL”

Author: Jewel Kendrick

(Tune: “Happy Birthday”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



God Calls Young Samuel; Samuel Becomes a Great Leader of the Israelites

1 Samuel 2-4



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 2:12-17,22-36; 3:1-21

MEMORY WORK:

“And the child Samuel grew in stature, and in favor both with the Lord and men” (1 Samuel 2:26).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“God Calls Samuel”](#)
- [“Samuel's Call”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under “O.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Any visuals/teaching aids on being a good example

PERSONAL APPLICATION:

I must do as God asks me to do in His Word so that I can be a good leader and a good example to others.



INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

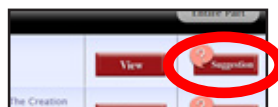
1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)

With older children, tell the story of the deaths of Eli and his sons (1 Samuel 4). Emphasize that they did not choose to listen to God and obey, but Samuel did.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

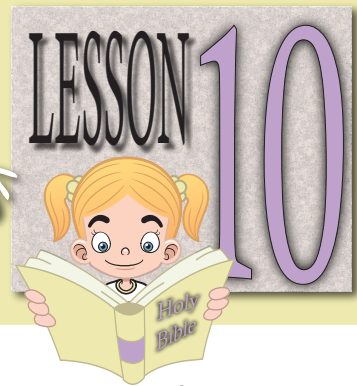
See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Saul Chosen to Become First King of Israel

1 Samuel 7:17-12:25



Old Testament 5
Part 2: Samuel and King Saul

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 7:17-12:25

MEMORY WORK:

YOUNGER CHILDREN: “[S]erve the Lord with all your heart” (1 Samuel 12:20b).

OLDER CHILDREN: “[D]o not turn aside from following the Lord, but serve the Lord with all your heart” (1 Samuel 12:20b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“He’s My King”](#)
- [“Anointing King Saul”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens’ felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of idols
- Magazine and catalog pictures of famous people, electronics, famous footwear, etc., that can become more important to us than God

PERSONAL APPLICATION:

- I must be careful not to let anything or anyone be as important to me as God.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What does a king do? He has to make decisions, and he tells people what to do, etc. We don't have a king in our country. During the time of the judges, the Israelites didn't have a king like the other nations around them, and they wanted one so they could be like everybody else. How do you think God felt about that?

INTRODUCTION: (OLDER CHILDREN)

What does a king do? He has to make decisions, and he tells people what to do, etc. A king either takes power by force, or he becomes king because he's the son of a king (or queen). We don't have a king in the United States because people who came here a long time ago, to make a new nation, wanted to get away from kings who misused their power. The Israelites decided that they were tired of the judges like Samson, Gideon, and Samuel. They wanted a king so they could be like all the other people living around them.

POINTS TO EMPHASIZE:

1. As a judge and a prophet, Samuel was the main leader of the Israelites. He spoke God's words to the Israelites so they would know how God wanted them to live, and so they would worship God as He commanded. Samuel tried to be a good example for the Israelites. They would go to Ramah where he lived to ask him for help and advice, and he traveled from place to place to help them as well.
2. Remember that God spoke to Samuel the first time when he was just a boy. As Samuel grew older, he married and, like Eli, had two sons. Samuel appointed his sons to help him lead the Israelites, but just like Eli's sons, Samuel's sons grew up to become wicked and dishonest men. The older men (the leaders) of the Israelites came to Samuel and told him they did not trust his sons to lead them after he died. They demanded a king.
3. The Israelites did not want Samuel's sons to be their leaders because of their wickedness and dishonesty, but they mainly wanted a king because they wanted to be "like all the nations" (1 Samuel 8:5). They wanted to "be like everybody else" instead of being the set apart (i.e., holy) people God expected them to be. [The Israelite leaders claimed that they wanted to have a leader that could give them more protection—a feeling of security—than the judges (i.e., that would "go out before [them] and fight [their] battles—1 Samuel 8:20). But the judges had God's might behind them. The real reason for the request was, as already stated, just to be like everyone else.]
4. Samuel was very upset by the people's request for a king because it showed their lack of faith in God and the leaders He chose for them. Samuel probably felt rejected by the people, as though his leadership as a judge had not been enough for them. So Samuel did what he always did when he had a difficult decision to make: he prayed to God for guidance. God told Samuel that they were not rejecting Samuel. They were rejecting God Himself, Who was already their true King (1 Samuel 8:7).
5. God told Samuel to warn the people that a king will oftentimes make decisions that would make their lives harder, not better. Then after the warning, when the Israelites still demanded a



NOTE: One commentator calls this “God’s permissive will,” giving them what they asked for and allowing them to suffer the consequences.

king, God told Samuel to give them one. (Moses also warned them in Deuteronomy 17:14-20 about wanting a king in the Promised Land.)

6. God told Samuel what man to choose for Israel’s first king. The first king was chosen from the tribe of Benjamin. The man’s name was Saul, the son of Kish. He was taller than any of the people and very handsome. Samuel **anointed** him privately. God gave Saul the temporary ability to prophesy so that other people would recognize that he was chosen by God. (Note Saul’s reluctance and the three signs given to him in chapter 10.)



Anointed: poured oil over Saul’s head as a sign that he was chosen by God

7. Saul was very tall and handsome, but he did not have a strong character. Samuel, on the other hand, was godly, completely obedient, and willing to serve God—no matter what. Read 1 Samuel 16:7.
8. A week after the anointing, the people were told to come together so that Samuel could tell them Saul was their first king. Not long after that, the Ammonites threatened to attack the Israelites. Saul’s first act as King of Israel was to bring all twelve tribes together as a great army (chapter 11) to fight a common enemy. The Israelites won a great victory! [Saul was appointed king, in front of the Israelites, at Gilgal (1 Samuel 11:15).]
9. Chapter 12 is Samuel’s final major speech to the people. Just as Moses did before his death, Samuel reminded them to obey God Who had provided for them and protected them since their ancestors left Egypt many years before. All the people repented and agreed to obey God. They asked Samuel to pray for them. Samuel was happy to pray for the people, but he made it very clear that if they decided to disobey God again, they and their new king would suffer the consequences (be punished).
10. The key verses in this story are 8:7 and 12:20-24. The Israelites had decided to make someone other than God first in their lives: someone physical instead of spiritual, someone imperfect rather than the all-powerful and perfect God. The danger for us is the same as it was for the Israelites. We can choose to give our love, attention, respect, and honor to other people or to things or to activities. [Emphasize the first part of the memory verse: “do not turn aside from following the Lord.” You might also remind the OLDER CHILDREN that the people to whom Jesus preached had the same problem of wanting to replace God. Jesus used a quotation from Deuteronomy 6:4-6 to remind them, as He does us, that God is to be first in our lives (Matthew 6:33; Mark 12:28-33)].

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- “[Saul the First King Coloring Sheet](#)” (provided in activity sheets)
- Make simple construction paper crowns, and write the memory verse on them. Let the children decorate them with glitter glue, colored “jewels,” etc., and wear them during the lesson (Four and

five-year-olds may be able to cut out their own crowns).

1st-2nd Graders:

- King Saul Game #1: For each child in the class, cut out the shape of a man's head and a crown. [Packages of head cutouts are also available from teachers' supply stores.] Write review questions on the heads and corresponding answers on the crowns. Glue or tape each head on a 12" ruler or a paint stick. Put one or two adhesive Velcro® dots on each "forehead" and on the crowns so that the crowns (answers) can be attached to the heads. The teacher or students read each question on the heads and the other students try to find the correct answer and attach the correct crown. [The game can also be used as a learning center/folder game, with 8-10 matches.] ([Crown and head](#) cutouts provided in activity sheets)
- King Saul Game #2: Prepare head cutouts and crowns as described above, but use magnets instead of Velcro® on them. The heads and crowns can be put on a magnetic board and each child given a chance to read a question, look at the available answers, and put the correct answer (crown) with each question (head). ([Crown and head](#) cutouts provided in activity sheets)
- Play Tic-Tac-Toe or Hangman with facts from this and previous lessons ("[Tic-Tac-Toe Questions](#)" provided in activity sheets)
- "Who Am I?" Game: On index cards write clues about people from this and previous lessons (examples: Hannah, Elkanah, Peninnah, Eli, Samuel, Hophni, Phinehas, Saul, Israelites). Let the children take turns choosing a card, and then the teacher reading the clue(s) to the class. The children then try to guess who the clue is describing. The game can also be played individually or in teams. [If you think the children need extra help, list the names of the Bible characters on the board.]

3rd-4th Graders:

- King Saul Game: Prepare head cutouts and crowns as described above, but use magnets instead of Velcro® on them. The heads and crowns can be put on a magnetic board and each child given a chance to read a question, look at the available answers, and put the correct answer (crown) with each question (head). ([Crown and head](#) cutouts provided in activity sheets)
- Play Tic-Tac-Toe or Hangman with facts from this and previous lessons ("[Tic-Tac-Toe Questions](#)" provided in activity sheets)
- "Who Am I?" Game: On index cards write clues about people from this and previous lessons (examples: Hannah, Elkanah, Peninnah, Eli, Samuel, Hophni, Phinehas, Saul, Israelites). Let the children take turns choosing a card, and then the teacher reading the clue(s) to the class. The children then try to guess who the clue is describing. The game can also be played individually or in teams. [If you think the children need extra help, list the names of the Bible characters on the board.]
- Have the children read the following:
 - 1 Samuel 7-12 (as well as chapter 6 if they did not do so this quarter)[This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Samuel 6-10 quiz from AP's [Advanced Bible Reader](#) site for the children to take.
 - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing
 - *A King for Israel*, Penny Frank, The Lion Story Bible

SONGS:

“HE’S MY KING” ([Click to Hear](#))

Author: James Rowe

(Tune: See church song book)

All day long of Jesus I am singing.
He my song of joy will ever be.
All the while He keeps my heart-bells ringing.
For His love is everything to me.

CHORUS:

He’s my King,
And *A K* I dearly love Him.
He’s my King,
No other is above Him.
All day long,
Enraptured praise I sing.
He’s my Savior, He’s my King!

“ANOINTING KING SAUL” ([Click to Hear](#))

Author: Jeff Miller

(Tune: “Zacchaeus Was A Wee Little Man”)

Once there was a really tall man, yes,
A really tall man was he.
A handsome man of Benjamin,
Saul sought his dad’s donkeys.

He came to Zuph to Samuel,
God’s prophet brave and true.

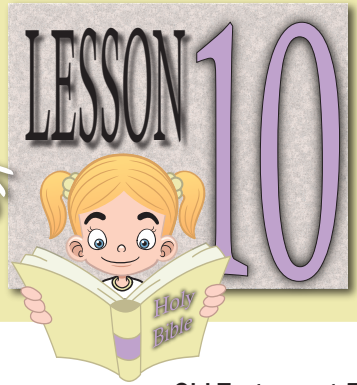
And Samuel,
Took a flask of oil,
And anointed Saul the first king,
And anointed Saul the first king.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Saul Chosen to Become First King of Israel

1 Samuel 7:17-12:25



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 7:17-12:25

MEMORY WORK:

YOUNGER CHILDREN: “[S]erve the Lord with all your heart” (1 Samuel 12:20b).

OLDER CHILDREN: “[D]o not turn aside from following the Lord, but serve the Lord with all your heart” (1 Samuel 12:20b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“He’s My King”](#)
- [“Anointing King Saul”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul Bible fact cards](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens’ felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Pictures of idols
- Magazine and catalog pictures of famous people, electronics, famous footwear, etc., that can become more important to us than God

PERSONAL APPLICATION:

- I must be careful not to let anything or anyone be as important to me as God.



INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. CHILDREN OLDER THAN PRESCHOOL: God is our Creator, our Father, our Protector, and our Savior. What do each of those descriptions mean? If He is all those things, how should we show our love for Him?

What does it mean to let God be first in our lives, not just Someone we worship on Sunday mornings?
What does it mean to love God with all our heart, soul and mind?

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

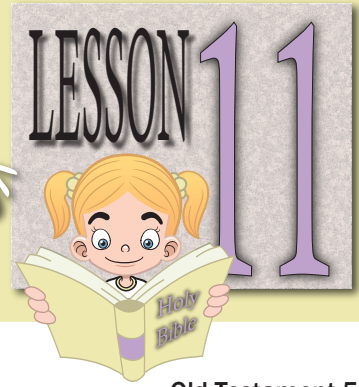
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Saul Chooses to Disobey God

1 Samuel 15



Old Testament 5
Part 2: Samuel and King Saul

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 15

MEMORY WORK:

YOUNGER CHILDREN: “[K]eep the commandments of the Lord your God” (Deuteronomy 4:2).

OLDER CHILDREN: “You shall not add to the word which I command you, nor take from it, that you may keep the commandments of the Lord your God which I command you” (Deuteronomy 4:2).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“1 Samuel 15:22”](#)
- [“Trust and Obey”](#)
- [“Faith, Obedience, and Authority”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under “O.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Bring a recipe and its ingredients, as well as other silly ingredients that are not in the recipe. Talk to the children about adding things not required by the recipe, or leaving out things that are required. Discuss the results.



PERSONAL APPLICATION:

- It is important to always follow God's instructions in the Bible.

LESSON STARTS HERE

INTRODUCTION:

Review last week's lesson.

What happens to you when you disobey your parents? Why is it important to obey your parents? You know that sometimes grownups disobey too (the law, God, etc.). Is it important to obey God? Why? In our lesson today, we're going to learn that after Saul became the very powerful King of Israel, he decided not to do what God said. Then we'll see what happened because of his disobedience.

POINTS TO EMPHASIZE:

1. As King of Israel, Saul united all the fighting men among the twelve tribes into a great Israelite army. They fought against, and defeated, their many enemies (1 Samuel 14:47-48,52). The Israelites were more than willing to follow Saul's leadership into war, because they were protecting themselves from an enemy nation.
2. After some time, Samuel told Saul that God wanted him to go fight against the Amalekites, another enemy of Israel. God told Saul, through Samuel, to kill **all** the Amalekites and destroy all their belongings. Why? For two reasons: (1) to punish the Amalekites for their mistreatment of the Israelites and for their wickedness (1 Samuel 15:2; Exodus 17:8-16; Numbers 24:20; Deuteronomy 25:17-19); and (2) to get rid of more idol-worshipping people in Canaan so that the Israelites would not be tempted to turn to idols themselves.
3. The great army of Israel, led by Saul, assembled to follow Saul into battle. The Amalekites were completely defeated throughout several battles (1 Samuel 15:7ff).
4. But the king of the Amalekites, Agag, was not killed as God had instructed Saul. Also, the best of the sheep and oxen and "all that was good" were not destroyed, in spite of what God had commanded Saul. Saul ordered that only the "despised and worthless" things were to be destroyed. How did God feel about Saul saving the best of everything and sparing the life of Agag? God was very angry and very upset! He said that He regretted that He had ever allowed Saul to become King of Israel (1 Samuel 15:11)!
5. After the battle, Samuel went to where the Israelites were camped. He was told that Saul had set up a monument to himself at Mount Carmel. Saul was glad to see Samuel and thought Samuel would be pleased with what he had done, but Samuel was very angry and disappointed, just as God was, because Saul did not do what God had asked him to do. Saul claimed (1) that he had spared the best animals to be sacrificed to God; and (2) that "the people" saved some of the best animals, trying to pass the blame on to them.
6. Samuel was not interested in Saul's excuses or attempts to rationalize what he'd done. [Read with the older children 1 Samuel 15:22-23 and discuss its meaning.] Saul deliberately chose to ignore God's specific instructions to try something he thought was better.
7. However, when Samuel confronted him, Saul admitted that he had sinned against God, by allowing himself to be pressured by the people. Samuel told Saul that God would not accept

excuses for being a bad king. He went on to say that God had rejected him from being King of Israel. As Samuel turned to leave, Saul grabbed his robe and tore it. Samuel then used the torn coat as an illustration of how God would tear the kingdom of Israel from Saul.

8. One last time, Samuel led Saul in worship to God. Then he demanded that Agag, King of the Amalekites, be brought to him; Samuel killed him, as God had commanded Saul to do.
9. Samuel returned to his home in Ramah, heart-broken at Saul's disobedience and lack of respect for God (1 Samuel 15:35-16:1).
10. Saul was selected by God to be the leader of His chosen people, and God expected Saul to be a good leader. The only way he could be a good leader was by following God's laws, but Saul thought he could improve God's instructions. Saul lost a close friend: Samuel. He also lost the Lord's blessing, and he lost the kingdom.
11. God expects us to obey His Word, too, without changing anything in it. [Read with the older children Deuteronomy 4:2, Revelation 22:18, Galatians 1:8-9, and 1 Corinthians 4:6.] There is no way to "make it okay" to disobey God—no way to do something wrong in a right way. We can't "improve" on ways to worship or rules about families or anything else by doing things other than the way God has commanded.



RECOMMENDED READING FOR TEACHERS: See the booklet *[Surrendering to His Lordship](#)* by Dave Miller on the Apologetics Press Web site for a study on the principle of authority in the Bible and Saul's neglect of it.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- "[Saul Disobeys God Coloring Sheet](#)" (provided in activity sheets)
- "Follow Your Guide" game: On a half sheet of posterboard, draw a simple game board with a path made of small rectangles leading from a starting line to a finish line (like "Chutes and Ladders", for example). Color random squares blue and random squares green. Draw stick figures of each child on posterboard with their names under their figure, cut the figures out as game pieces, and put them at the starting line. Cut green cardstock into squares or rectangles; make at least one (preferably 2-3) card per child. On each green card, write a review question about this and previous lessons. Cut blue cardstock into squares or rectangles; make at least one (preferably 2-3) "situation card" per child. On each blue card, write a situation where a child must decide what to do that would please God and/or his parents. Shuffle the cards. Ask each child to roll a die to move around the game board. Each time a child lands on green, he must answer a review question. Each time a child lands on blue, he must answer a question about situations and what he/she should do.

1st-2nd Graders:

- Memory Verse Review: Write memory verses from this unit on the board (or on a power point slide) with errors in each verse (substitutions, additions, and/or deletions). Let the children look up each verse and find out how each one should read.
- Following Instructions: Give instructions for children to follow in order to see if they can obey

exactly as instructed. Example: On your paper draw two circles, then put down your pencil and line up at the door.

- Bible Bowling: Use either plastic bowling pins (with review questions taped to the back) or toilet paper tubes (with review questions inside). Give each pin or tube a different point value, and put them all in a straight line. Let each child have a turn knocking down a pin or tube. If he/she answers the question correctly on a particular pin/tube, he/she gets that many points.
- [“Saul Disobeys God Word Search”](#) (provided in activity sheets)
- [“Saul Disobeys God Fill in the Blank”](#) (provided in activity sheets)

3rd-4th Graders:

- Memory Verse Review: Write memory verses from this unit on the board (or on a power point slide) with errors in each verse (substitutions, additions, and/or deletions). Let the children look up each verse and find out how each one should read.
- Bible Bowling: Use either plastic bowling pins (with review questions taped to the back) or toilet paper tubes (with review questions inside). Give each pin or tube a different point value, and put them all in a straight line. Let each child have a turn knocking down a pin or tube. If he/she answers the question correctly on a particular pin/tube, he/she gets that many points.
- Bible Golf: Cut a large half-circle shaped hole in the side of a Cool Whip® plastic container at the bottom of the container. Face the cutout towards the child about to “golf.” Ask the children to line up as if for a spelling bee. Ask each student a review question about this and previous lessons. If he answers correctly, he gets a point. Then let the student try to hit a plastic golf ball into the Cool Whip® container for an extra point. After everyone has had a turn (or more), the one with the most points, wins.
- [“Saul Disobeys God Word Search”](#) (provided in activity sheets)
- [“Saul Disobeys God Fill in the Blank”](#) (provided in activity sheets)
- Have the children read the following:
 - 1 Samuel 13-15 (as well as 11-12 if they did not do so last week) [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Samuel 11-15 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

SONGS:

“1 SAMUEL 15:22”

Author: Jeff Miller

(Tune: See [“Hidden in My Heart”](#) Volume I CD)

“TRUST AND OBEY” ([Click to Hear](#))

Author: John Sammis

(Tune: See church songbook)

(Last verse and chorus with older children; Chorus only with younger children.)

VERSE 1:

When we walk with the Lord,
In the light of His Word,
What a glory He sheds on our way!
While we do His good will,
He abides with us still,
And with all who will trust and obey.

CHORUS:

Trust and obey,
For there's no other way,
To be happy in Jesus,
But to trust and obey.

VERSE 2:

Then in fellowship sweet,
We will sit at His feet,
Or we'll walk by His side in the way.
What He says we will do.
Where He sends we will go.
Never fear, only trust and obey.

(CHORUS)

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

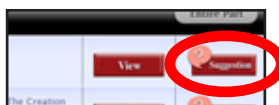
(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,
That's what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

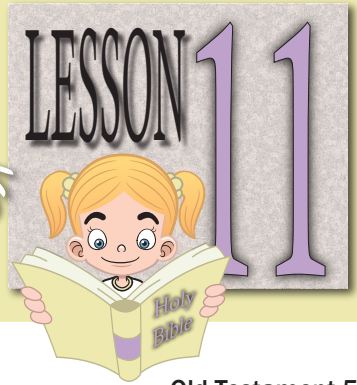
Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Saul Chooses to Disobey God

1 Samuel 13:1-15



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 13:1-15

MEMORY WORK:

YOUNGER CHILDREN: “[K]eep the commandments of the Lord your God” (Deuteronomy 4:2).

OLDER CHILDREN: “You shall not add to the word which I command you, nor take from it, that you may keep the commandments of the Lord your God which I command you” (Deuteronomy 4:2).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY’S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“1 Samuel 15:22”](#)
- [“Trust and Obey”](#)
- [“Faith, Obedience, and Authority”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
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- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- Life of Samuel A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Bring a recipe and its ingredients, as well as other silly ingredients that are not in the recipe. Talk to the children about adding things not required by the recipe, or leaving out things that are required. Discuss the results.



PERSONAL APPLICATION:

- It is important to always follow God’s instructions in the Bible.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Tell the children about a previous time that Saul purposely disobeyed God’s instructions before the incident with King Agag:
3. When Saul had been king for some time, he chose 3,000 soldiers to attack the Philistines (1 Samuel 13). The Philistines then gathered a massive army to fight back, and the Israelites became afraid. Samuel told Saul to wait for him seven days at Gilgal before going into battle, so that Samuel could lead a worship to God before the battle.
4. When seven days had passed, Samuel still had not shown up, and in fear, many of the Israelites began to scatter and leave the army. Saul panicked, and instead of obeying God and waiting for Samuel to lead the worship, Saul chose to do it himself. Samuel warned Saul that because of that decision, Saul’s kingdom would not continue through his sons. Instead, God would find another king for the Israelites that was a “man after His own heart” (1 Samuel 13:14).
5. The Old Testament had very specific rules about worship, just as the New Testament does. We do not have the right to change our worship (or anything else prescribed by God) just because we think we have a good excuse to do so or believe we can do better than what God’s Word says.
6. Spend more time talking about who has authority to tell us what to do (God, our parents, teachers, elders, etc.) and why we should obey those who have that God-given authority.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

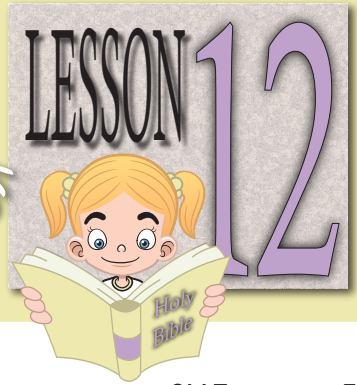
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Saul's Jealousy of David; Saul's Many Attempts to Harm David

1 Samuel 18:1-9



Old Testament 5
Part 2: Samuel and King Saul

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 16:14-23; 18-20; James 3:14-18; 4:1-3,7-8; 1 Corinthians 13:4

MEMORY WORK:

YOUNGER CHILDREN: "Love suffers long and is kind; love does not envy" (1 Corinthians 13:4a).

OLDER CHILDREN: "For where envy and self-seeking exist, confusion and every evil thing are there" (James 3:16).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jealous King Saul"](#)
- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Young David A Beka Flash-a-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- David in Hiding A Beka Flash-a-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; on card 1.7, note that Saul did not enter the cave to sleep)
- Make large green letters to put on the board as an acrostic of the word "jealousy." Use words that will illustrate and help describe jealousy, such as:

J = JOY—None!



- E = ENVY**
- A = ANGER**
- L = LOVE—Not!**
- O = OTHERS—Hurts**
- U = UNKIND**
- S = SELFISH**
- Y = YEARNING (wanting what others have, wanting to be someone else, etc.)**

PERSONAL APPLICATION:

God does not want me to have bad thoughts and feelings about someone else when that person has something I want or when he gets to do something I want to do but can't. God doesn't want me to be jealous of others.

LESSON STARTS HERE

INTRODUCTION:

Review last week's lesson.

Sometimes other kids receive awards or special gifts that you may not get. Sometimes it seems like grownups pay more attention to other kids [maybe siblings] than they do to you. When that happens, you might get angry and maybe even say or do something hurtful. That's being jealous. Remember (in the book of Genesis) the story of Joseph getting special attention and a special coat from his father—and how jealous his brothers were of him? They threw him in a pit and then sold him as a slave because they were so angry! Today we're going to talk about what King Saul did because he was jealous of David.

POINTS TO EMPHASIZE:

1. As king of Israel, Saul made several really bad choices. God was very unhappy, and He "rejected him from being king over Israel" (1 Samuel 15:35-16:1a).



NOTE: Two Hebrew words in the Old Testament are translated "reject" or "rejection." Both words focus on the actions that demonstrate one's attitude. God was "casting off" Saul because He despised Saul's bad choices and wrong attitudes. Throughout the Psalms, we can learn that being rejected by God should bring about sincere repentance (Psalm 43:1-5). Hosea 4:6 tells us that the wicked are those who choose not to obey God (reject God and His Word) and do not like God's discipline or instruction (also Proverbs 3:11). Hosea goes on to say that those who reject the Lord will be rejected by Him.

2. After Samuel told Saul that God would not help him any longer (1 Samuel 16:14), because of his disobedience (1 Samuel 13 and 15), Saul changed. He became moody, bitter, angry, and difficult to get along with. At their suggestion, Saul told his servants to find someone who could play the harp well, hoping that its music would provide some comfort and peace to him. A young shepherd named David was brought to play the harp for Saul. Whenever Saul was upset, David would come to the palace and calm the King with his music. It seems that David

went back and forth between the palace and taking care of his father's sheep until King Saul asked Jesse to allow David to stay at the palace (1 Samuel 17:15; 18:2).

3. Then David killed Goliath, and he instantly became a national hero (1 Samuel 18:6-7). King Saul appointed David the leader of the Israelite army, and David led them in great victories against their enemies. But Saul began to hate David because he had become a success. Saul became very jealous of David, and he “eyed David” suspiciously from then on (1 Samuel 18:8-9). He was jealous of David because: (a) David was becoming more and more popular with the people (1 Samuel 18:5-8,16), (b) his daughter Michal loved David (18:28-29), (c) he knew the Lord was with David and not with him (18:12,14-15,28), and (d) his son Jonathan was a very close friend of David (18:1,3-4; 20:30).
4. Saul tried to kill David twice at the palace by throwing a spear at him (1 Samuel 18:10-11; 19:8-10). He even tried to kill David in the house where he lived with Michal (19:11-18). David got away from Saul each time because God was protecting him. [NOTE: Go into as much detail with each of these incidents as is appropriate for your class.] Saul became so jealous of David that the jealousy controlled his life.
5. Jealousy or envy is not being willing to share someone's love or attention. It's being hateful toward someone because of something he has that you want or has done that you wish you did. It usually leads to other attitudes that God does not like: anger, hatred, wanting the other person to be hurt or to suffer in some way, unkindness. Jealousy can destroy families. Examples: **Joseph's brothers** (Genesis 37:4-11); the **Older Brother** in the parable of the prodigal son (Luke 15:25-32); **Cain** (Genesis 4). Jealousy can also hurt the family of God, the Church. (Discuss James 3:14-18 and 1 Corinthians 13:4.)
6. Jealousy always causes terrible heartache; it can ruin your life as well as cause you to lose your soul. God said (through Paul) that jealousy is a sin as bad as murder, lying, and other sins that God hates (Romans 13:13b; Galatians 5:20-21). [See also Song of Solomon 8:6.]
7. Even though Saul was very jealous and hateful toward David, David never retaliated or thought he had a “right” to hurt Saul. He never acted toward Saul in a way he knew was not right in God's sight. We should be happy for the achievements of others, be content with what we have, and pray that God will help us not to have bad thoughts about anyone.



RECOMMENDED READING FOR TEACHERS: See the following articles on the Apologetics Press Web site for studies on apologetics questions relevant to this lesson:

- “[**Did God Send an Evil Spirit upon Saul?**](#)” by Dave Miller
- “[**Did Saul Know David Prior to Goliath's Death?**](#)” by Eric Lyons

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Saul's Jealousy of David Coloring Sheet](#)” (provided in activity sheets)
- Write out a brief version of the story on the board, or a piece of poster board, leaving a blank space every time Saul or David's name are mentioned. On small cards, draw stick figures of David and Saul, or use old flannelgraph pieces of the two men. As you tell the story, put the figures in the appropriate spaces in the story.

1st-2nd Graders:

- Write out a brief version of the story on the board, or a piece of poster board, leaving a blank space every time Saul or David's name are mentioned. On small cards, draw stick figures of David and Saul, or use old flannelgraph pieces of the two men. As you tell the story, put the figures in the appropriate spaces in the story.
- "[Memory Verse Note Cards](#)" (provided in activity sheets)
- "[Saul's Jealousy of David Crossword Puzzle](#)" (provided in activity sheets)
- "[Jealousy Acronym](#)" (provided in activity sheets)
- Write the memory verses from this and previous lessons on large sheets of cardstock. Cut each verse into "puzzle" pieces and have children put the puzzles back together. (You can also make a puzzle from this lesson's memory verse for each child to take home.)

3rd-4th Graders:

- Using index cards, write one or two consecutive words of the memory verse on each card. Separate the cards and mix them up, keeping the verses separate. Give a set of cards to a pair of students so they can put them in the correct order. For an added challenge, mix together all the words from the memory verses of this **and** previous lessons.
- "[Memory Verse Note Cards](#)" (provided in activity sheets)
- "[Saul's Jealousy of David Crossword Puzzle](#)" (provided in activity sheets)
- "[Jealousy Acronym](#)" (provided in activity sheets)
- Have the children read the following:
 - 1 Samuel 18-20
 - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing
 - *The Berenstain Bears and the Green-Eyed Monster*, by Stan and Jan Berenstain
 - *King David*, Catherine Storr, Raintree Publishers (DISCLAIMERS: change "witch" to "woman" on p. 12; remove "God was angry with Michal for this, and")

SONGS:

"JEALOUS KING SAUL" ([Click to Hear](#))

Author: Jeff Miller

(Tune: "My Bonnie Lies Over the Ocean")

King Saul was a real jea-lous ma-n.
And David was liked more than he.
Saul knew God would make David king. So,
He'd attack him when David was seen.

CHORUS:

King Saul! King Saul!
Why must you try to kill David? It's mean!
King Saul! King Saul!
Oh, why try to kill God's next king?

“BE KIND TO OTHERS” ([Click to Hear](#))

Author: Unknown*
(Tune: “Jesus Loves Me”)

Help somebody when you can,
Baby, woman, child, or man;
There is work for you to do,
Be forever kind and true!

CHORUS:

Be kind to others. Be kind to others.
Be kind to others. God wants you to be kind.

“BEING KIND TO OTHERS” ([Click to Hear](#))

Author: Lora Laycook
(Tune: “Bringing in the Sheaves”)

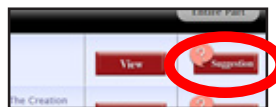
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There is work for you to do,
Be forever kind and true!

CHORUS:

Be kind to others. Be kind to others.
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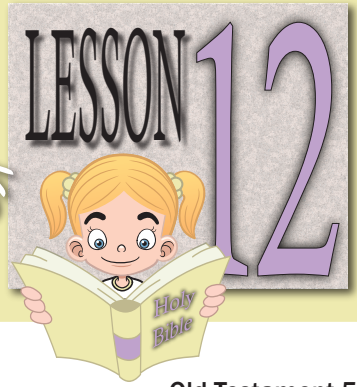
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



Saul's Jealousy of David; Saul's Many Attempts to Harm David

I Samuel 18:1-9



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 16:14-23; 18-20; James 3:14-18; 4:1-3,7-8; 1 Corinthians 13:4

MEMORY WORK:

YOUNGER CHILDREN: "Love suffers long and is kind; love does not envy" (1 Corinthians 13:4a).

OLDER CHILDREN: "For where envy and self-seeking exist, confusion and every evil thing are there" (James 3:16).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Jealous King Saul"](#)
- ["Be Kind to Others"](#)
- ["Being Kind to Others"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Young David A Beka Flash-a-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- David in Hiding A Beka Flash-a-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; on card 1.7, note that Saul did not enter the cave to sleep)
- Make large green letters to put on the board as an acrostic of the word "jealousy." Use words that will illustrate and help describe jealousy, such as:



- J = JOY—None!**
- E = ENVY**
- A = ANGER**
- L = LOVE—Not!**
- O = OTHERS—Hurts**
- U = UNKIND**
- S = SELFISH**
- Y = YEARNING (wanting what others have, wanting to be someone else, etc.)**

PERSONAL APPLICATION:

God does not want me to have bad thoughts and feelings about someone else when that person has something I want or when he gets to do something I want to do but can't. God doesn't want me to be jealous of others.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under "O.T. 5 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday's lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Spend more time going over 1 Corinthians 13:4 and James 3:16.
3. (The relationship between David and Saul will be important through the rest of this quarter and into the next quarter. Their relationship with one another depended on their individual relationships with God. This would be a good point to emphasize with older children.)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

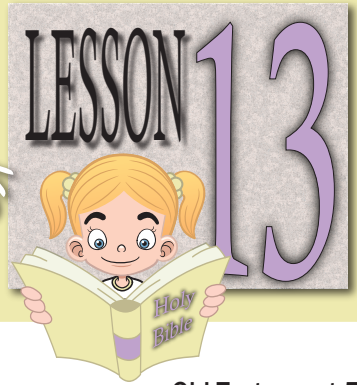
See Sunday morning's lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Saul Seeks Answers from the Woman of En Dor

1 Samuel 28:3-25



Old Testament 5
Part 2: Samuel and King Saul

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 28:3-25; 2 Chronicles 10:13-14; Psalm 73:24; Deuteronomy 18:10-14

MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God with all your heart"
(Deuteronomy 6:5a).

OLDER CHILDREN: "And now, Israel, what does the Lord your God require of you, but to fear the Lord your God, to walk in all His ways and to love Him, to serve the Lord your God with all your heart and with all your soul" (Deuteronomy 10:12).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Hear, O Israel"](#)
- ["Saul and the Woman of En Dor"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- David in Hiding A Beka Flash-a-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; on card 1.7, note that Saul did not enter the cave to sleep)
- 1st-4th Graders: Use drawings of zodiac signs, pictures of witches and psychics, or other items to illustrate witchcraft and the occult. On each drawing or picture, write ways that people search for answers to spiritual questions (including horoscopes, psychics, books, the Internet, etc.) other than from God. Put them on a magnetic board or the wall as you talk about each one.



PERSONAL APPLICATION:

I must believe in and trust God, because He made me, He loves me, and He will take care of me.

LESSON STARTS HERE


INTRODUCTION:

Review last week's lesson.

God made Saul the King of Israel, but Saul didn't always obey Him, because he didn't have enough faith in God. He didn't trust God to help him as king. So he continued to make bad choices. Today we'll talk about another one of those bad choices.

POINTS TO EMPHASIZE:

1. Just like during the time of the judges, the Israelites needed to be reminded constantly that they were the chosen people of the one true God and that they shouldn't worship idols. The Israelites were also supposed to stay away from people who claimed to have special powers **like** God—but not **from** God (like sorcerers, witches, mediums, astrologers, and psychics). After God chose Saul to be the first king of Israel, his main job was to help the people obey God and stay away from those bad influences.



NOTE: The practice of sorcery (also called “divination”) was widespread in both Old Testament and New Testament times. Isaiah 8:19-22 indicates that the Israelites tried all the practices of the occult (sorcery) that God condemned before they looked to God (“look upward”). “Trouble, darkness, and the gloom of anguish” were their only rewards. Some other examples of sorcery in the Bible: Exodus 7:11; Isaiah 47:9; Malachi 3:5; 2 Kings 17:17; 21:6; Acts 8:9-13.

2. Saul was supposed to lead the people and teach them by his example how to live for God, and only God. Saul did make most of the people who practiced witchcraft or sorcery leave Israel (1 Samuel 28:3). [According to Exodus 22:18, sorcerers, witches/mediums, etc., were supposed to be killed to protect the Jews from those influences. Also see Leviticus 20:26-27; 19:31; Deuteronomy 18:9-22.]
3. The great prophet Samuel tried to help Saul be a good king in other ways, too. But Saul made two very bad choices and disobeyed God's specific instructions (Do you remember what they were, from Lesson 11?). After that, Samuel did not talk to Saul any more (1 Samuel 15:35). Saul became very bitter, moody, and unhappy—even more so when Samuel died. When the Philistines came to fight against Israel, as they had done many times during the history of Israel, Saul was very afraid. He wasn't sure what to do without Samuel's guidance and wisdom.
4. But instead of seeking help from God through prayer, Saul tried to find a “medium,” someone who claimed to speak to the dead. Saul wanted to talk to Samuel again. One of King Saul's servants told him about a medium [KJV translates the word, “witch”] at En Dor [in the territory of Manasseh, about 4 miles south of Tabor]. Saul went to En Dor with two servants. He disguised himself (wore a “costume”), hoping that no one would recognize him as the king. The disguise worked; the woman did not realize who he was at first. When the man entered her home and asked for her help, she accused him of setting a trap for her; she was afraid of being arrested and killed according to the king's orders. He assured her that he had only come

seeking her help; he asked her to “call up” the spirit of Samuel who had died. The woman could not really make the spirit of a dead person appear, but God could—and did!



NOTE: As evidence that the woman never had really been able to summon the dead, note the woman’s surprise when Samuel appeared, as though she was not actually expecting to see anything, and the fact that she did not really know who she was seeing. She described Samuel as being “god” (Hebrew, *elohim*; translated “a spirit” in the NKJV) and needed Saul’s help to determine Samuel’s identity (1 Samuel 28:12-14).



RECOMMENDED READING FOR TEACHERS: See the article “[Exorcism, Demons, Witchcraft, and Astrology](#)” by Dave Miller on the Apologetics Press Web site for deeper study about the truth of such matters. See also:

- “[Afterlife and the Bible](#)” by Dave Miller
- “[What About ‘Out-of-Body Experiences’?](#)” by Dave Miller
- “[You Have Only One Shot](#)” by Dave Miller
- “[One Second After Death](#)” by Dave Miller
- “[How Could the Lawless Work Miracles?](#)” by Eric Lyons

5. When Samuel’s spirit appeared, Saul immediately bowed to the ground. Samuel asked Saul why he was being bothered, and Saul explained that he needed Samuel’s help (verse 15). Samuel told him that all the things happening to him and to Israel were a fulfillment of God’s promise years before: that the kingdom would be taken away from him. Samuel also told Saul that his sons and he would die (“be with me,” verse 19) the next day at Mount Gilboa in a fierce battle with the Philistines.
6. Saul was so frightened that he fell down, full-length on the ground—completely overwhelmed and weak from not having had any food or water since the previous day. The medium offered to prepare food for Saul so that he could regain his strength and leave her house. Saul ate the meal she prepared and left her house during the night.
7. We often see and hear commercials about people who want to predict our future for money (psychics). Many people believe that their daily lives are controlled by the stars (astrological signs), so they read their horoscopes every day. What is wrong with fortunetellers, psychics, palm readers, astrologists, and horoscopes? To seek advice or guidance from anyone other than God is to put that person in God’s place, which is idolatry. “God’s people are to rely on the Lord for guidance and to reject every other supposed source of supernatural aide.... Modern occult practices that promise guidance or supernatural power over others should be repugnant to God’s people. Our trust is in the Lord and we rely only on His unseen control over all the days of our lives” [*Expository Dictionary of Bible Words*, p. 232].
8. Debbie Bumbalough wrote in *Ideashop* magazine (Winter 1994, *Gospel Advocate*): “There is no need for anyone to believe that ghosts, Ouija boards, tarot cards, worship of the devil, or talking to the dead will help them in any way. Galatians 5:20-21 says that those who participate in sorcery or witchcraft will not be able to go to heaven and live with God.”
9. God expressly forbade the Jews to have anything to do with sorcerers, diviners, and people who practiced witchcraft because of who **He** is and because of who **they** were—God’s chosen people.
 - Deuteronomy 18:13: “You shall be blameless....”
 - Leviticus 19:31: “I am the Lord....”

- Leviticus 20:26: “Thus you are to be holy to **Me**, for I the Lord am holy; and I have set you apart from the people to be Mine.”
 - NOTE that in Deuteronomy 18:9-14, sorcerers, etc., are considered under the same condemnation as people who gave their children to be burned for idols! [Read this passage with the older kids.]
10. Having complete trust in the Lord means that we believe He is the **all**-powerful Creator and Sustainer of the Universe Who can and will help us in any situation—if we will trust and obey Him. Many people in both the Old and New Testaments turned to God during bad times, and He helped them—sometimes not in the way they expected or in the time they expected—but He always helped them. He has promised to do the same for us, if we will trust Him completely.
- [Emphasize the words and meaning(s) of the memory verse(s).]

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Saul Calls the Woman of Endor Coloring Sheet](#)” (provided in activity sheets)
- True or False? On index cards, write age-appropriate true/false statements about the lessons in this unit. Draw a large smiley face (for true) and a large sad face (for false) on posterboard or on the board. As each child answers a question, he must decide if the statement is true or false and then put the card under the happy or sad face. For 2’s and 3’s, another approach would be to write statements about kids who make good choices and kids who make bad choices. The little ones decide if the behavior is good (happy face) or not (sad face).

1st-2nd Graders:

- As the children come into class, greet them dressed as a fortuneteller. Tell them you’re going to use special cards and a crystal ball to tell their futures. Or show them a video clip from a movie or YouTube of a supposed psychic or fortuneteller.
- [Bible Baseball](#) (questions provided in activity sheets): Before class, write review questions on index cards about lessons in this unit. Divide the questions into “single,” “double,” “triple,” and “homerun” stacks, with the more difficult questions in the triple and homerun groups. Draw a baseball field on a magnetic dry erase board or on a posterboard. Give each student a different color game marker (like a colored spool, colored magnets, lids from markers). Divide the class into two teams. As each student “bats,” let him choose the level of question he wants. If he answers correctly, he moves his game marker to that base; if he answers incorrectly, he is out. After three outs, it’s the other team’s turn to “bat.”
- “[Matching the Verse Activity](#)” (provided in activity sheets)

3rd-4th Graders:

- As the children come into class, greet them dressed as a fortuneteller. Tell them you’re going to use special cards and a crystal ball to tell their futures. Or show them a video clip from a movie or YouTube of a supposed psychic or fortuneteller.
- [Bible Baseball](#) (questions provided in activity sheets): Before class, write review questions

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- [“Matching the Verse Activity”](#) (provided in activity sheets)
- Have the children read the following:
 - 1 Samuel 26-28
 - *King David*, Catherine Storr, Raintree Publishers (DISCLAIMERS: change “witch” to “woman” on p. 12; remove “God was angry with Michal for this, and”)

SONGS:

“HEAR, O ISRAEL” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

Hear, O Israel:
The Lord our God is one God.

(Boys:) And thou shalt love the Lord thy God with all of thy heart, (Girls: REPEAT)
(Boys:) And thou shalt love the Lord thy God with all of thy soul, (Girls: REPEAT)
(Boys:) And thou shalt love the Lord thy God with all of thy mind, (Girls: REPEAT)
(Boys:) And thou shalt love the Lord thy God with all of thy strength. (Girls: REPEAT)

Hear, O Israel!

“SAUL AND THE WOMAN OF EN DOR” ([Click to Hear](#))

Author: Jeff Miller

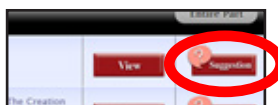
(Tune: “Ten Little Indians”)

Saul went to the woman of En Dor,
She called Samuel, Saul’s old mentor.
Saul told Samuel God had left him,
Samuel told him why:

Saul as King did not obey God,
Destroy Amalek, King Saul did not,
David loved God, when Saul would not,
The next day Saul would die.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Saul Seeks Answers from the Woman of En Dor

1 Samuel 28:3-25



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

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SCRIPTURE REFERENCES:

1 Samuel 28:3-25; 2 Chronicles 10:13-14; Psalm 73:24; Deuteronomy 18:10-14

MEMORY WORK:

YOUNGER CHILDREN: "You shall love the Lord your God with all your heart"
(Deuteronomy 6:5a).

OLDER CHILDREN: "And now, Israel, what does the Lord your God require of you, but to fear the Lord your God, to walk in all His ways and to love Him, to serve the Lord your God with all your heart and with all your soul" (Deuteronomy 10:12).

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- ["Hear, O Israel"](#)
- ["Saul and the Woman of En Dor"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- David in Hiding A Beka Flash-a-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; on card 1.7, note that Saul did not enter the cave to sleep)
- 1st-4th Graders: Use drawings of zodiac signs, pictures of witches and psychics, or other items to illustrate witchcraft and the occult. On each drawing or picture, write ways that people search for answers to spiritual questions (including horoscopes, psychics, books, the Internet, etc.) other than from God. Put them on a magnetic board or the wall as you talk about each one.



PERSONAL APPLICATION:

I must believe in and trust God, because He made me, He loves me, and He will take care of me.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Reemphasize that only God knows the future, that God is in control of the Universe, and therefore, that He is the only One to whom we should pray. Only God and His Word (and potentially, those who follow and teach God’s Word) have the correct perspective to give the critical spiritual advice that we need to live this life in such a way as to get to heaven. Remind the children about God’s displeasure with the Egyptian sorcerers/magicians who performed tricks for Pharoah; Simon the sorcerer in Acts 8; Elymas the sorcerer in Acts 13.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Saul and Sons Die on Mount Gilboa

1 Samuel 31



Old Testament 5
Part 2: Samuel and King Saul

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

1 Samuel 31; 1 Chronicles 10:1-13; 2 Samuel 1

MEMORY WORK:

YOUNGER CHILDREN: "[W]e should not trust in ourselves but in God" (2 Corinthians 1:9b).

OLDER CHILDREN: "Be of good courage, and He shall strengthen your heart, all you who hope in the Lord" (Psalm 31:24).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["You Are My Father"](#)
- ["God's Love is Like a Circle"](#)

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- Pictures of athletes and other professionals to illustrate the final point in the lesson

PERSONAL APPLICATION:

Even if bad things happen to me, God will always be there to help. I need to always believe in Him and not give up.



LESSON STARTS HERE

TEACHING ALERTS:



- In this lesson, the subject matter is mature: Saul kills himself. Discuss the subject in an age appropriate manner, keeping in mind that suicide is a subject our children need to be aware of and warned against in our increasingly God-forsaken society. We should teach the “whole counsel of God” (Acts 20:27), including 1 Samuel 31, although the way a subject is approached may be different for different ages.

INTRODUCTION:

We’ve been talking about how Saul started out as a good king but then turned bad. Tell me some of the good things he did. What were some bad things he did, and why did he do them? (Examples: chasing David because he was jealous, disobeying God, etc.) Things never turn out well for those who disobey God. Either things will go badly for them in life, or after life. This lesson will show us how that was true for Saul.

POINTS TO EMPHASIZE:

1. The application of this lesson, as well as the story itself, is closely related to the previous lesson. Review briefly Saul’s visit to the woman at Endor and Samuel’s message to Saul.
2. The powerful Philistine army had gathered near Shunem, prepared for battle against the Israelites. The Israelite army was camped not far away at Mount Gilboa (10-15 miles from Endor). The Philistines were a very powerful, idol-worshipping people who lived near the Mediterranean Sea. They had a much more organized, well-equipped, and well-trained army than did the Israelites. They were skilled in the use of iron to make weapons and chariot wheels. In contrast, the Israelites, until the time of Solomon, did not really have the strength of numbers nor the equipment needed to defeat powerful enemies like the Philistines. They did have God on their side, as long as they obeyed Him. But because their king continued to disobey God, God was not going to help them with this battle. [This is the third recorded battle between Saul’s army and the Philistines.]
3. The battle went very badly for the Israelites; they retreated (ran away). Three of Saul’s sons (Jonathan, Abinadab, and Malchishua) were killed.
4. Saul was badly wounded by Philistine arrows. He did not want to be taken prisoner, tortured, or put on display by his enemies. Knowing that his sons were dead, and that he was also in danger, Saul gave up. He gave up on himself and on God. He asked his armor bearer to kill him, but the man refused. So Saul decided to fall on his own sword and kill himself. His armorbearer then did the same.



RECOMMENDED READING FOR TEACHERS: See the article “[King Saul—Killed by a Philistine and an Amalekite?](#)” and “[Did All of Saul’s House Die Together?](#)” on the Apologetics Press Web site for responses to alleged Bible discrepancies regarding circumstances surrounding Saul’s death.



NOTE: Only one son of Saul, Eshbaal or Ishbosheth, was left after this battle. 1 Chronicles 10:6 says that Saul, his three sons, and “all his house” died, but 2 Samuel 2:8-10 tells us that another of Saul’s sons, Ishbosheth, was not killed. He was later appointed King of Israel (later, the northern kingdom) for two years before David took control of a united kingdom. In fact, Ishbosheth and David ruled concurrently (David ruled over Judah—2 Samuel 2:10). The phrase “all his house” in 1 Chronicles 10:6 is likely referring to those individuals from his household (e.g., servants and armorbearer) that accompanied him to battle. 1 Samuel 31:6 supports that position.

5. When the Israelites living in nearby towns heard that Saul and his sons (legitimate heirs to the throne) were all dead, they hurriedly left their towns, and their Philistine enemies came to live in the Israelite towns.



DICTIONARY: **Beth-shan** means “house of quiet,” and it was located at the end of the valley of Jezreel.

6. The Philistines took the armor, the bodies, and the severed heads from Saul and his sons and displayed them in a temple of their idol (Dagon) and on the city wall of **Beth-shan**. Not long thereafter, some brave men from Jabesh-gilead, east of the Jordan River, came at night to retrieve the bodies for burial. The people of Jabesh-gilead did this out of respect and gratitude for Saul defending their town from the Ammonites (1 Samuel 11:1-11). [Share only as much of this information with your students as you think is age-appropriate.]
7. King Saul decided that life was not worth living: that his problems were too big. God was not helping him any longer, because he had disobeyed and not repented wholeheartedly (changed his heart and his life). In contrast, consider the apostle Paul and the many difficult problems that he endured during his lifetime. He suffered a great deal because of his efforts to teach others about Jesus. [Read 2 Corinthians 1:8-10 and 5:8-10 with older children.] At one point in his life, Paul wrote to the Christians in Philippi that he was ready to go on to heaven to be with God. But he knew it was important for him to stay on Earth (to live as long as he could) so that he could help the early Church and continue to teach. Read Philippians 1:19-24.
8. We know that athletes, musicians, scientists, doctors, teachers, etc. have to work very hard to be good at what they do. They have hard jobs, and sometimes they get discouraged because of problems they have. But if they want to be the best, they never give up. We want to be the best people we can be for God. So we must never stop trying to live as He wants us to, even when we have problems or become discouraged (Read Ecclesiastes 9:10; Colossians 3:23). There is no problem so big that God cannot help us. And He **will** help us, if we will continue to trust Him and never lose hope.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Saul Dies Coloring Sheet](#)” (provided in activity sheets)
- “[Who Am I?](#)” activity (provided in activity sheets): Describe a character from this unit’s lessons

and ask the children to guess who it is. Show pictures that you have used in class to give hints if necessary.

1st-2nd Graders:

- “[Who Said...?](#)” activity (quotes provided in activity sheets): On strips of paper or cardstock, write quotes from characters in this unit. Put the strips of paper in a bowl or large can, and let the children take turns taking them out. The child (or teacher) then reads the quote and tells who said it. **Or** the kids could “fish” for the quotes. Write the quotes on fish cutouts, attach a paperclip to each one, and put them behind a screen or in a large bowl. Children can take turns “fishing” with a small pole or dowel that has a string with a magnet on the end.
- Memory Verse Review: Divide the class into two teams. As each team has a turn, give one key word from a verse. If the team can say the verse with that clue, they get five points. If they need another word, they get four points; if you give them a third word, they get three points and so on. The teams take turns with the verses until all the verses have been said.
- “[Who Am I?](#)” activity (provided in activity sheets): Describe a character from this unit’s lessons and ask the children to guess who it is. Show pictures that you have used in class to give hints if necessary.

3rd-4th Graders:

- “[Who Said...?](#)” activity (quotes provided in activity sheets): On strips of paper or cardstock, write quotes from characters in this unit. Put the strips of paper in a bowl or large can, and let the children take turns taking them out. The child (or teacher) then reads the quote and tells who said it.
- Memory Verse Review: Divide the class into two teams. As each team has a turn, give one key word from a verse. If the team can say the verse with that clue, they get five points. If they need another word, they get four points; if you give them a third word, they get three points and so on. The teams take turns with the verses until all the verses have been said.
- “[Who Am I?](#)” activity (provided in activity sheets): Describe a character from this unit’s lessons and ask the children to guess who it is. Show pictures that you have used in class to give hints if necessary.
- Give the children a list of scriptures or parts of scriptures that contain the words “hope,” “trust,” or “diligence,” and a concordance. Ask them to find the book, chapter, and verse where those words can be found.

EXAMPLES:

“...hope of eternal life promised ages ago...” (Titus 3:7)

“Blessed is the man who trusts in the Lord.” (Jeremiah 17:7)

“Be of good courage, and He shall strengthen your heart, all you who hope in the Lord.”
(Psalm 31:24)

“...rejoicing in hope, patient in tribulation, continuing steadfastly in prayer” (Romans 12:12)

“...as a helmet, the hope of salvation...” (Ephesians 6:17; 1 Thessalonians 5:8)

“...rejoicing of the hope...” (Hebrews 3:6)

“My hope is in You...” (Psalm 39:7)

- Have the children read the following:
 - 1 Samuel 29-31 (as well as chapters 26-28 if they have not done so this quarter) [This

could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Samuel 26-31 quiz from AP's [Advanced Bible Reader](#) site for the children to take.

- *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

SONGS:

“YOU ARE MY FATHER” ([Click to Hear](#))

(Tune: “You Are My Sunshine”)

By: Sarah Richey

You are my Father,
My Heavenly Father.
You are the one and the only God.
And I will worship and always love You,
Because you are the one true God.

You are my Jesus,
My only Jesus.
Because You loved me, You died for me.
And now I love You, and I'll obey you,
So I can live in heaven with You.

“GOD’S LOVE IS LIKE A CIRCLE”

[See Internet for words and tune]

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Saul and Sons Die on Mount Gilboa

1 Samuel 31



Old Testament 5
Part 2: Samuel and King Saul

WEDNESDAY EVENING

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- Pictures of athletes and other professionals to illustrate the final point in the lesson

PERSONAL APPLICATION:

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INTRODUCTION:

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POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Emphasize that “**hope**” is not just wishing for something. It is looking forward to something with expectation. It requires **diligence**, i.e., never giving up. Talk to the kids about the hard work it takes to become a great athlete or doctor, etc. (“What happens when you don’t do well on a test or strike out playing ball, etc.?”)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

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