

Lesson 17

DAVID & JONATHAN I SAMUEL 18:1- 21:1

Bible Truth: Being and having a friend is a true blessing.

Materials Needed: *Introduce the Memory Verse* - copy words from verse on heavy paper (which you will laminate, cut apart, and attach velcro to the back), poster board with velcro pieces to attach word cards, strip with memory verse on it (one per student); *Red or Blue?* - red squares of paper (one per student), blue squares of paper (one per student); *Paper Bag Story* - large paper bag or large box, coat, bow, sword, belt, drum or lute, spear, arrows (The objects can be miniatures or life-sized.), (Optional: New Living Translation on cassette tape of I Samuel 20, cassette tape player); *Friendship Bracelets* - materials as needed as stated in the text [Yarn Bracelet option - safety pins (one per student), several different colors of embroidery floss cut into 16-inch lengths (four per student)], sample bracelet made ahead of time

Lesson Format:

The Value of a Good Friend (pre-class)
Introduce the Memory Verse
Red or Blue?
Paper Bag Story
A True Friend
Friendship Bracelets

Dialogue:

Pre-class Activity: The Value of a Good Friend

As the students come in, have them share what they value most in their best friend. Talk about friendship and what it means to be a good friend.

“How many best friends do you have?”

“What is the difference between a friend and a best friend?”

“In our Bible lesson today, we are going to find out about two best friends in the Bible.”

Introduce the Memory Verse

“We are going to be studying about David for the next couple of months. David wrote many of the psalms. Our memory verse this month is from one of the psalms that David wrote.”

Read the verse to the students from the poster.

*“When I am afraid,
I will trust in you.
In God, whose word I praise,
in God I trust; I will not be afraid.
What can mortal man do to me?”* Psalm 56:3-4

“Over the next few weeks we will read about many times when David was in situations that were scary. We will see again and again that he trusted in God. This can be an inspiration to us to trust in God when we are afraid, too.”

Have the students read the verse. Have one side of the room read the first, third, and fifth lines. Have the other side of the room read the second and fourth lines.

Red or Blue?

Give each student a red square of paper and a blue square of paper. Instruct them to hold up the color that corresponds to the correct answer to the questions you will ask.

Questions

1. The first king of Israel was . . . RED - Samuel, BLUE - Saul. (BLUE)
2. God refused to accept Saul as king because . . . RED - he disobeyed God, BLUE – he sacrificed to idols. (RED)
3. To find the new king, God sent Samuel to . . . RED - Bethlehem, BLUE - Jerusalem. (RED)
4. The new king was . . . RED - Elisha, BLUE - David. (BLUE)
5. David tended the . . . RED - sheep, BLUE - horses. (RED)
6. David was the . . . RED - oldest, BLUE - youngest . . . in his family. (BLUE)
7. David played the . . . RED guitar, BLUE - harp. (BLUE)
8. God judges people by their . . . RED - looks, BLUE - hearts. (BLUE)
9. As soon as David was anointed, . . . RED - he began to rule Israel, BLUE - the Spirit of the Lord came upon him with power. (BLUE)
10. David killed . . . RED - Goliath, BLUE - Saul. (RED)
11. Goliath was . . . RED - a Philistine giant, BLUE - Saul’s second in command. (RED)
12. The Philistines proposed that an Israelite fight Goliath and whoever won . . . RED - would get all the money, BLUE - would win the war. (BLUE)
13. What did Saul promise to anyone who would kill Goliath? RED - his daughter and a lot of money, BLUE - to be second in command (RED)
14. Why was David at the war front instead of tending his father’s sheep? RED - Jesse had sent David to check on his brothers at the war front. BLUE - David had joined Saul’s army as soon as he was anointed king. (RED)
15. What made David decide to fight Goliath? RED - He heard Goliath making fun of God. BLUE - Goliath had once killed some of their sheep. (RED)
16. What weapon did David use to kill Goliath? RED - a sword, BLUE - a slingshot and a stone (BLUE)

17. Why didn't David have a sword? RED - He was too young to own one. BLUE - Only Saul and his son Jonathan had swords. (BLUE) **“This will come into play in our story today.”**
18. What happened when the Philistines saw that David had killed Goliath? RED - They rejoiced because Goliath had been scaring them. BLUE - They ran and the Israelites ran after them, killing them. (BLUE)
19. Who did David say would help him defeat Goliath? RED - his brothers, BLUE - God (BLUE)

Paper Bag Story

Before class, place all of the objects listed below in a large paper bag. (These can be miniatures or life-sized. If life-sized, you will need a large box instead of a paper bag.) As you tell the story, pull out the appropriate objects.

coat
bow
sword
belt
drum and/or lute
spear
arrows

“After David killed Goliath, he and Jonathan became very good friends. David started living with Saul and Jonathan back in Gibeah.” Show this on the map.

Read I Samuel 18:3-4.

“The word used for coat in the Bible meant an expensive and elegant cloak worn by royalty. It was made of the finest cloth. Some were imported from far away countries like Babylon. This by itself would have been a very valuable gift to give a friend.

“What is extra special about Jonathan's giving David his sword?” (Saul and Jonathan were the only Israelites with swords. Now Jonathan wouldn't have one.)

“This sword was probably one of the most highly prized weapons in Israel. Jonathan gave it to David because they loved each other so much. We'll see other ways they showed their friendship throughout this lesson.

“Goliath's sword was placed in the Tabernacle. During the time of King Saul, the Tabernacle was moved to Nob.”

Read I Samuel 18:5-9.

“Why did Saul become upset with David?” (He was jealous because the people were saying that David killed more people than he had.)

“This made Saul so jealous that he wanted to kill David.”

Read I Samuel 19:1-10.

“How did Jonathan show his friendship for David?” (He talked to his father about David. He warned David about his father's plans.)

“At last David had to leave the palace and run from Saul who pursued him with soldiers. First, David went to see Samuel at Ramah.” Show this on the map.

“Saul followed David to Ramah. David left to find Jonathan. He asked Jonathan

why his father was trying to kill him. Jonathan couldn't believe it! His father wouldn't do anything without telling him about it first. Then David reminded Jonathan that Saul knew about their friendship so he wouldn't tell Jonathan because he knew Jonathan would tell David. Jonathan agreed and asked David what he should do. Let's read about David and Jonathan's plan."

Read I Samuel 20:5-24. Optional - If you have the New Living Translation on cassette tape, play this section for the students instead of reading it. Have the tape ready to start at verse 5.

"How did Jonathan show his friendship to David?" (He promised to find out how Saul felt about David.)

"What does the Bible say about how much Jonathan loved David?" (as much as he loved himself, v.17)

"How was David to show his love for Jonathan?" (always show kindness to Jonathan's family, v. 15; repeat his promise of love, v. 17)

"When David did not show up at the feast, Saul became very angry. He told Jonathan that as long as David was alive, Jonathan would never become king. But Jonathan cared more about David than he did about becoming king - now that is a real friend! He wanted the best for his friend instead of for himself. When Jonathan started defending David to Saul, Saul threw his spear at Jonathan! Now Jonathan knew Saul really did want to kill David. He got angry and left the feast. The next morning he went out to the field to meet with David as they had agreed. What did Jonathan tell the boy who went to look for the arrows he had shot?" ("The arrows are farther away.")

"Yes, that was the sign for David that Saul was trying to kill him. Jonathan sent the boy away, and David came out of hiding."

Read I Samuel 20:41-21:1.

"How did David show his respect for Jonathan, the prince, even though he had been anointed king?" (He bowed to him.)

"Showing our friends respect is another key to friendship.

"In what other ways did David and Jonathan demonstrate their friendship?" (They kissed. They cried when they left each other. They wished each other peace and reminded each other of their promise to be friends forever.)

A True Friend

"What does it take to be a true friend? We see some good examples when we look at David and Jonathan's relationship. Who can tell me something about being a friend that we learn from David and Jonathan?" List these on the board as they are brought out. (Friends care more about the other person than themselves. Friends are loyal. Friends encourage each other. Friends help each other to have a stronger faith in God. Friends exchange gifts. Friends show affection. Friends miss each other. Friends take care of each other.)

"How can you apply these to your friendships today?" Encourage the students to choose one of the characteristics listed on the board and to personalize it by giving a specific example of how they can be a better friend. You may need to start them off with an example.

"Can you tell me about a time when someone did one of these things for you and

how it made you feel?”

“How can a person make friends?” (be friendly, help others, smile, ask questions)

Read Proverbs 17:17.

“Does this sound like something Jonathan did for David?”

“Does it sound like you?”

Friendship Bracelets

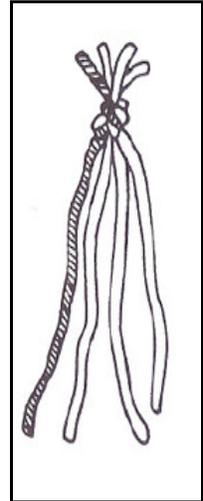
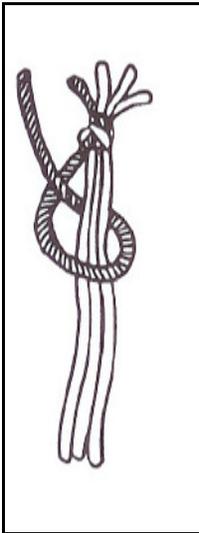
Bring materials for the students to make friendship bracelets to give to their friends. Directions for one made out of floss follows. Yarn, beads, or plastic lacing could also be used depending on what you know how to do and what is popular at the time and in your area.

YARN BRACELETS¹

Let each child choose four different colors of floss. Demonstrate how to hold the ends of the strands together and tie a knot with a two- to three-inch tail.

Then instruct each child to sit on the floor and use a safety pin to anchor the knotted end to his or her sock or a rug. Lead children through the following steps to make their bracelets.

1. Choose a color to start with and pull it to the right, and hold it in your right hand. Gather the other three strands in your left hand.
 2. Loop the starter strand under the group of three strands and pull it away from you to make a tight knot at the top. Repeat this process eight times, making sure that each successive knot is flush with the previous one.
 3. Choose another color, and repeat the above process. Be sure to use all three of the other strands before using the first color again. Continue until the bracelet fits comfortably around a wrist or ankle.
 4. Gather all the strands together and tie them off, leaving a two- to three-inch tail for tying. Remove the safety pin.
- Encourage kids to give their bracelets to a special friend.



¹ The Children’s Worker’s Encyclopedia of Bible-Teaching Ideas: Old Testament. © 1997, by Group Publishing, Inc. PO Box 481, Loveland, CO 80539, pp.78-79.

Copy and cut apart to send home with the students to put in the “Bible Magnets” from Lesson 3.

“When I am afraid, I will trust in you.
In God, whose word I praise,
in God I trust; I will not be afraid.
What can mortal man do to me?” **Psalm 56:3-4**

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Memory Verse Poster

Copy onto heavy paper, then laminate and cut apart. Attach a piece of velcro to the back of each word. Prepare a laminated poster with velcro pieces to attach these word cards.

“When

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Psalm 56:3-4

What
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